

Dr. WILLIAM ALEXANDER, M.D., F.R.C.S., of the Maghull Home for Epileptics, near Liverpool, was unable to attend, but sent the following Memorandum:

7840. For purposes of education, epileptic children can be divided into three classes:—

Class A.—Pure epileptics with minds almost unimpaired, who are as capable of control as other children, and who can be educated in the same way as, and often with, healthy children, provided that provision be made for repose and isolation should an attack occur during school hours. A great many of these cases are, at present, educated at ordinary schools or private schools.

The great majority of our epileptics at Maghull have been taught reading, writing, and arithmetic in the ordinary way. This can be done generally first, because a child having a fit does not frighten people as an adult in a fit does. Second, the majority of pure epileptics do not become seriously afflicted with the disease until the school days are over. The following statements confirm these views:—

In 116 epileptics under my care, 84 attended school for the full term, 6 left school prematurely on account of the attacks, and their education was carried on at home to its completion. All these were fairly well educated, and most of them well educated.

Sixteen had not much education. They could read and write but nothing more. All these were associated with mental defects, or with congenital epilepsy.

In 10 cases the patients were more or less imbecile. Several of these 10 had advanced fairly well in their education till epilepsy supervened, when the brain disturbance was so great as to sweep away all impression education had made upon them. Some that could read well previous to their illness cannot now recognise the letters of the alphabet.

The whole 26 were incapable of further school education, and efforts to teach them to read or write met with such very small success that the attempt had to be given up. Epileptics are, generally speaking, deficient in mathematical knowledge, if we except one or two cases where the capacity for computation has been phenomenal.

7841. *Class B.*—The second class of epileptics are those where the mind is disturbed but not much impaired. These children can learn, but they require special methods of treatment and control and are as much injured by mental work in their irritable moods as they are relieved by physical work, and they should be educated by themselves under special skilled teaching and under special medical advice.

7842. *Class C.*—The third class of epileptics are those where congenital mental defects are present, or where imbecility or idiocy exist. These cases may be educated with the weak-minded or imbeciles, and their education will consist of a small modicum of literary education and a large amount of physical education. For example, one little girl, who has been under my care for several years, is lamentably deficient in school education, and what intelligence she has is quite shattered by the simplest question. The most wild and random answers are given, yet she is reliable, industrious, and a capable worker.

Reading may be acquired by many of these patients, but only with difficulty, and it is of little use, as many of them do not read for themselves, and those who do seem to be fond of reading do not understand or remember what they have read.

Adjourned.

But nearly all of them can find work to interest them on a farm or in a workshop, and each one has her or his vocation in which proficiency may be attained, and the object of educators should be to find the vocation for which each is fitted or inclined.

In order to ascertain the suitable vocation for each epileptic imbecile we must often work below the surface.

For instance, Tommy E., our crack bowler at Maghull, had slack-jointed legs, a slouching gait, and a loose gyrating walk. To see him come up to the wicket with the ball in his hand, a bystander would say that the ball would, probably, fly anywhere but to the appointed wicket. But Tommy had a straight eye, that fixed itself on the point to which to go, and legs and arms rallied to support the eye in a most wonderful manner.

Another youth, who had been educated by all the best methods that easy circumstances could obtain, was worried, restless, fidgety, always "boring" his relatives and attendants about his sensations, his queer feelings, and his general discomfort.

Various occupations were presented to him, such as are considered suitable to his position, but to none would he take. One day, by a whim or accident, he commenced to scrub a floor, and his vocation was found. He now goes about dressed like an ordinary farm labourer, and delights in all sorts of heavy menial work. He does not require any task to be set, but comes out to his work as if the place belonged to him, and everything depended on him.

7843. I would recommend, from what I have seen of these cases:—

1st. That epileptics who have only occasional attacks, and who are progressing satisfactorily at ordinary schools, and under suitable control at home, should not be interfered with.

2nd. That a school should be provided in every county for epileptics, who are likely to be a danger or nuisance in ordinary schools, where they could be either day scholars or boarders, and where appliances and modes of instruction would be adapted to meet the peculiarities, both mental and physical, of these cases. There is every reason to think such a school would be self-supporting.

3rd. That instruction should be more in direction of technical and manual work, than of pure brain work, and should be intended to train the child directly for a trade suitable to her or his infirmity, and by which she or he could earn a living in the future.

(Most of the 90 educated epileptics referred to in my statistics have no means of earning a livelihood, because the vocations to which any of them were apprenticed, or in which they had become proficient, were unsuitable.)

4th. Epileptics who are also weak-minded, idiots, or imbeciles, should be included in the last three classes, and treated with them in schools and workshops.

5th. The number of pure epileptic children amongst the population would probably be sufficient to require a school in every county. I have no statistics bearing on this point, except that derived from my practice, and the applications that are made to us for admission to the home at Maghull.

APPENDICES.

APPENDIX A.

Appendix A.

Notes on Foreign Systems of Education of Feeble-minded Children.

I.—GERMANY.

(a.) NOTES taken from an ARTICLE by Herr ZIEGLER, published in Herr Prof. Dr. W. REIN's ENCYKLOPÄDISCHES HANDBUCH DER PÄDAGOGIK, ON GERMAN SCHOOLS for MENTALLY-DEFICIENT or FEEBLE-MINDED CHILDREN.

[For these notes the Committee are indebted to Mr. M. E. Sadler, Director of Special Inquiries and Reports to the Education Department.]

Vol. iii. sec. 33, pp. 635-700.

Number of schools.

(1.) 1816. The first private establishment of this kind established at Salzburg.

1846. Kingdom of Saxony established first State institution.

1867. The first *Nachhilfsklasse* opened in Dresden. About 1880 the Minister of Education, Von Gossler (Prussia), called upon all towns of over 20,000 inhabitants to provide a school of this description.

The following responded:—

Aix.	Halberstadt.
Altona.	Halle a. S.
Branswick.	Hamburg.
Bremen.	Hanover.
Breslau.	Karlsruhe.
Chemnitz.	Kassel.
Crefeld.	Cologne.
Dresden.	Königsberg.
Dortmund.	Leipzig.
Düsseldorf.	Magdeburg.
Elberfeld.	Mayence.
Erfurt.	Nordhausen.
Frankfurt a. M.	Stettin.
Gera.	Weimar.
Görlitz.	

There are 30 of these schools in the German Empire. Fifty establishments altogether of one sort or another. Many more are being built.

In some cases there are special classes for weak-minded. They are mainly founded on the model of Elberfeld.

The present supply of schools is quite insufficient. (2.) Great care is taken to prevent the stigma of "idiocy" from attaching itself to these schools. They are not to receive epileptics nor juvenile criminals; they are not to receive children deficient in hearing or sight; nor children who are backward through illness or irregular attendance.

Admission is limited to children who, after two years at a State elementary school, have proved themselves incapable of doing the work.

(3.) The age of admission is usually eight years, but exceptions may be made, after thorough investigation by teachers, managers, and doctor.

(4.) The object of these schools is to ensure primary notions of right and wrong, and of orderly behaviour, and to enable the children to earn their living and hold their own in the world.

(5.) The duration of school life is ordinarily six years; but after suitable investigation, and on expressed wish of parents, two years may be added to course.

(6.) The schools are arranged in the three-class system (*Dreiklassen system*), with two divisions (*abteilungen*).

Girls and boys are not separated.

(7.) The subjects of instruction are partly those of the primary school, but a much lower standard is expected, and no compulsion is exercised to get the children up to any particular level.

Teaching is done largely by means of pictures and object lessons.

There are games with balls, &c.

Exercises in distinguishing shape, colour, qualities, materials.

Building or forming patterns with "toys." Exercises in distinguishing tastes, sounds, &c. Froebel gifts largely used.

In some schools—lathe, cardboard-work, and cane-chair seating and mat weaving.

In arithmetic, simple operations not going beyond 1,000.

In religion, preparation for confirmation. Simple teaching of Bible history, and faith and practice of Christianity.

Gymnastics and games.

(8.) Time-tables vary from 15 to 30 hours a week. Time-table.

Where the schools are in the same buildings, or near other schools, the times of opening and closing are 15 minutes later, to prevent possible disturbance.

(9.) The actual hours at Elberfeld are:—

Classes I. and II. (27 hours weekly.) 4 days 4½ hours. 2 days 4 hours.	Class III. (27 hours weekly.) 4 days 4½ hours. 2 days 4 hours.	Elberfeld time-table.
Religion - - - - - 4½	Religion - - - - - 4½	
Arithmetic - - - - - 5	Arithmetic - - - - - 6	
Reading - - - - - 5	Reading and writing - - - - - 6	
Writing - - - - - 2	Drawing - - - - - 1	
Object lessons - - - - - 1	Varied occupations - - - - - 2	
Drawing - - - - - 2	Manual instruction (for girls) - - - - - 3½	
Manual instruction - - - - - 4½	Other object lessons - - - - - 3	
Geography or singing - - - - - 3	Singing and articulation - - - - - 1	

Hours 8.15 a.m. to 4.15 p.m.
With break from 11.15 (or 12) a.m. to 2.15 p.m.

(10.) The cost is borne by the town; in only a few cases are fees charged.

The cost is from 3*l.* to 5*l.* per head.

(11.) Teachers are chiefly men. In consideration of the untiring patience and love needed for the work they receive from 5*l.* to 20*l.* extra yearly.

(12.) The results of these schools are universally admitted to be good.

Of the children who left school at Easter, 1893, the following per-centage were capable of earning their living (*erwerbsfähig*):—

In Aix	-	-	68 per cent.
In Düsseldorf	-	-	80 "
In Cologne	-	-	87 "
In Brunswick and Crefeld	-	-	90 "
In Dresden, Halberstadt, and Hanover	-	-	100 "

Out of 71 who left Elberfeld in 1893:—

- 17 artisans.
- 13 house-work at home.
- 4 domestic servants.
- 12 factory hands and day labourers.
- 4 errand boys.
- 1 clerk.
- 15 without work owing to illness.
- 5 unknown.

Appendix A.

(b.) AUXILIARY SCHOOLS, GERMANY.

[The following particulars have been supplied by Herr Kielhorn of Brunswick.]

(13.) In the year 1894 the condition of Auxiliary Schools was as follows:—

A.—IN GERMANY.

Name of the Town.	Number of				
	Staff.	Classes.	Boys.	Girls.	Pupils (Boys and Girls).
1. Aix - - -	6	6	97	77	174
2. Altona - - -	4	6	46	53	101
3. Brunswick - - -	5	4	63	46	109
4. Bremen - - -	4	3	31	27	58
5. Breslau - - -	4	4	43	21	64
6. Cassel - - -	3	3	38	29	67
7A. Chemnitz I. - - -	3	3	64	—	64
7B. „ II. - - -	3	3	—	52	52
8. Crefeld - - -	3	3	44	34	78
9A. Dortmund (Protestant).	1	1	12	9	21
9B. Dortmund (Catholic)	1	1	25	10	35
10. Dresden - - -	6	7	88	46	134
11. Düsseldorf - - -	3	3	54	31	85
12. Elberfeld - - -	5	4	55	49	104
13. Erfurt - - -	3	3	27	22	49
14. Frankfurt am Main - - -	5	5	61	49	110
15. Gera - - -	3	2	8	20	28
16. Götting - - -	1	1	12	9	21
17. Gotha - - -	3	2	14	15	29
18. Hanover - - -	7	6	81	48	129
19. Halberstadt - - -	1	1	9	14	23
20. Halle a. d. S. - - -	1	1	9	8	17
21. Hamburg - - -	1	1	—	20	20
22. Karlsruhe - - -	2	2	10	14	24
23. Cologne - - -	10	10	131	123	254
24. Leipsic - - -	12	11	103	66	169
25. Lübeck - - -	5	4	39	33	72
26. Magdeburg - - -	5	5	56	47	103
27. Mainz - - -	2	2	26	14	40
28. Nordhausen - - -	1	1	15	4	19
29. Stettin - - -	1	1	5	4	9
30. Weimar - - -	1	1	14	11	25
Total - - -	115	110	1,280	1,010	2,290

Besides these—
31. Königsberg with three classes.
32. Charlottenburg.

B.—OUT OF GERMANY.

Name of the Town.	Number of				
	Staff.	Classes.	Boys.	Girls.	Pupils (Boys and Girls).
1. Vienna - - -	6	4	46	25	71
2. Berne - - -	2	2	—	36	36
3. St. Gallen - - -	2	2	14	12	26
4. Winterthur - - -	1	1	8	8	16
5. Zürich - - -	3	3	35	36	71
Total - - -	14	12	103	117	220

Besides these—
6. Chur. 9. London.
7. Herisau. 10. Copenhagen.
8. Schaffhausen. 11. Christiania.

DETAILS as to the NUMBER of CHILDREN in the AUXILIARY or BACKWARD SCHOOLS in BRUNSWICK.

(14.) On May 4, 1895, out of 13,176 children attending the municipal schools of Brunswick, 124 were pupils in the "auxiliary" school. The number of children who left the "auxiliary" school from May 5, 1895, to April 30, 1896, was 22 (of these 14 had completed the school course).

The per-centage of children leaving the auxiliary school, 1895-96, was as follows:—

Per-centage leaving in—	Class I. Highest Class.	Class II.	Class III.	Class IV.	Class V.
Lower municipal school -	66	28	5.5	4	1
Auxiliary school -	62	15	—	8	15
Middle municipal school -	69	25	5	5	5

In the case of four children who had attended the lower and middle municipal schools for two, but could not be moved up on account of undeveloped powers, the parents refused to have them taken into auxiliary school; they were therefore excused from school work.

During the year 1895-96, 37 new pupils were admitted into the Auxiliary Schools. Of these 28 were pupils in the other Municipal Schools of Brunswick, five came from schools outside Brunswick, four were beginning school life.

In the preceding year there had been 29 admissions—24 from the other schools of Brunswick, four from outside schools.

Absences from the Auxiliary School during the Year 1895-96.

(15.) The regularity of attendance in the auxiliary classes, as compared with that in the other schools, is shown in the following table:—

For every 100 children there were the following number of absences during the school year—

	Children never Absent.	Absences from Illness.	Absences with Permission.	Truancies.
Lower municipal school -	20	72	26	13
Auxiliary school -	8	83	37	20
Middle municipal school -	27	67	10	2

(16.) The auxiliary school consists of five mixed classes:—

	Boys.	Girls.	Total.
Class V. (lowest class) - - -	15	12	27
Class IV. - - - - -	17	14	31
Class III. - - - - -	12	14	26
Class II. - - - - -	22	6	28
Class I. - - - - -	9	15	24
Total - - - - -	75	61	136

The numbers in a class average, in the other schools 55; in the auxiliary school, 27.

(17.) SUMMARY of the HOURS given to DIFFERENT SUBJECTS of INSTRUCTION.

Subjects.	Classes.				
	V.	IV.	III.	II.	I.
Scripture - - - - -	4	4	3	3	3
German (including writing) - - -	8	8	8	8	8
Arithmetic - - - - -	4	4	4	4	4
Object lessons. Geography of native place.	4	4	3	3	3
Gymnastics - - - - -	2	2	2	2	2
Manual instruction (Boys) - - -	4	4	4	4	4
Needlework (Girls) - - - - -	—	—	2	2	2
Singing - - - - -	—	—	2	2	2
Games (Boys) in summer - - -	—	—	2	2	2
Drawing „ „ winter - - -	—	—	2	2	2
Total { Boys - - - - -	24	24	23	23	23
{ Girls - - - - -	24	24	26	26	26

Classes V. and IV. have about 10 minutes' singing every day at a suitable time.

The rules as to fees are the same as in the Lower Municipal Schools.

(18.) The following forms are in use regarding the admission of children to the Auxiliary School:—

COMMUNICATION.

From the Auxiliary School, Brunswick. Date. To (the parent or guardian of a pupil in the same).

You are hereby requested to call upon me next between and o'clock for an interview about your son (or) daughter. Signed by Director.

FORMS for RECEPTION of CHILD into the AUXILIARY SCHOOL.

(Name of child) is to be received into the Auxiliary School here. The parents or their representatives are to be informed of this, and to send him to the Auxiliary School on day of between 9 and 11 a.m.

Signed by the Director of the Municipal School.
Brunswick.
Date.

(Name of child) has been admitted into the Auxiliary School here, and is to attend on the day of at o'clock.

This form to be produced on admission.
Signed by the Director of the Auxiliary School.

FORM of APPLICATION for ADMISSION into the AUXILIARY SCHOOL at BRUNSWICK.

Name of the child
Date of birth
Has attended Municipal School since
Has been in Class since
Position of parents
Address of parents
Reason for requested admission into Auxiliary School

The above-named child is to attend at the school for examination on the day of at o'clock.

(c.) THE TRAINING OF FEEBLE-MINDED CHILDREN IN NORWAY.

[For the following particulars the Committee are indebted to Mr. J. A. Lippestad, Superintendent of the Thorshaug Institute, Christiania.]

(19.) The present law in Norway as to the training of feeble-minded children came into force on the 1st of July 1892. The training of all defective children is now under State management in Norway, and all the expenses of education are borne by the State. At some institutes the State has recently taken control of the boarding establishments, but at Thorshaug and several other institutes in Norway these are still the private property of the superintendent. It is hoped, however, that the Department will shortly propose that the State should take over all the boarding establishments of all the institutes. Thus matters are in a state of transition.

At present Thorshaug has 180 pupils divided into 17 or 19 classes for elementary teaching, with 17 teachers of both sexes appointed by the State, and the manager. For manual work the children are divided into 13 departments under one inspectress, one male teacher (shoemaker), and 11 female teachers.

An estimate has recently been presented to the Government, setting forth what would be the cost to the State if it should undertake the management of the homes as well as the schools. This shows an expenditure of 108,700 kr. and an income of 82,260 kr., thus the State would have to pay 26,500 kr. for 180 pupils.

(20.) The auxiliary classes, as they are now named, were started in the autumn of 1874, and were partly under the direction of the manager of the institute until 1892, when they were brought under the general Education Act, with a manager and an administration of their own. Simultaneously the number of pupils was considerably increased, and is now 240 children in 20 classes. As the pupils come from all parts of the town three branches have now been started in houses which have been rented

for the purpose. The greater number of the children received here are first tested in the normal school for about one year, when those who from incapacity, illness, or slowness cannot follow the studies of normal children, are taken into the auxiliary classes. If the child is decidedly feeble-minded it is taken directly into the auxiliary class without being tested in the normal school. After having been tested and taught in this kind of class they either (1) are returned to the normal school (if they should make sufficient progress), or (2) remain in the auxiliary class the whole of their school life, or (3) are sent to an institute for feeble-minded, if their home circumstances are such as to allow it, or if their mental condition is so low. Their attainments are so few that even the teaching in the auxiliary classes is too high for them. The following is the method of admission. The class teacher informs the head teacher of the case; he reads the report and sends it to the director of the auxiliary classes, who tests the child and decides whether it is qualified for admission.

(21.) Thus, those children who attend the auxiliary classes generally are intellectually midway between the children of the normal school and the children sent to the institute for the feeble-minded. Consequently, the auxiliary classes could be described as a *sifting school*, being intended to relieve the normal school of the dullest pupils.

Until this year the institutes for the feeble-minded have only admitted children who have passed their 14th year. As a result of this there are a great many feeble-minded children in the auxiliary classes who really ought to be in an institute. This, of course, will be generally corrected when the State institutes are extended, or towns start their own institutes with homes.

Appendix A.

The material, method, and scheme of teaching in the auxiliary classes are much the same as in the institutes, only differing in that the teaching is a little more advanced.

The fee in the school at Thorsburg is 20 kr. monthly, and the payment in the home attached thereto is 20 kr. monthly for children under 14, and 32 kr. for those above 14.

(22.) The following particulars are taken from an Annual Report for the year 1895:—

FROM THORSHAUG INSTITUTE, KRISTIANIA.

Annual Report, 1894-95.

Thorsburg Institute had at the date of issue of its last Annual Report 162 pupils. Since then 43 have been admitted and 36 have left. Thus the present number is 169. 17 among them suffer from epilepsy.

Of these 169, 47 belong to the diocese of Kristiania.

30	"	"	Hamar.
23	"	"	Kristiansands.
36	"	"	Tromsø.
33	"	"	Trondhjem.

Nine were discharged as being not educable enough to profit by a continued stay at the Institute. All, with the exception of one, who only remained about three months, had made progress in discipline and conduct, and also a little progress in manual work and knowledge (Scripture history and object lessons), but at their discharge they were supposed to have reached the limit of their capacity of development. Two were withdrawn on account of lunacy, one of them also suffering from epilepsy. Both had made progress in knowledge, and both learnt how to knit.

Three were discharged on account of illness that hindered their instruction or made it impossible.

One died at home during the summer holidays.

Four died in the Institute (one from influenza, tuberculosis, and inflammation of the lungs, one from tuberculosis, one from tumour on the brain, one from bronchitis).

(23.) Of the 43 admitted pupils—

- 35 talked in sentences, more or less perfectly.
- 2 talked in single words.
- 6 scarcely talked at all.
- 15 talked with more or less striking faults in their pronunciation.
- 37 were cleanly, 6 uncleanly.
- 2 suffered from epilepsy.

Most of them had little physical strength, and several had weak health.

The ecclesiastical department has, from the grant for maintenance at the Institute, paid 1,300 kr. for 10 pupils during the last year.

(24.) The teachers' staff for "the three R's" consists of two teachers besides the manager; one head teacher (female), and 14 assistant teachers.

A teacher, Miss Julie Dahl, made at the public expense during last year a journey to Danish, Scotch, and English institutions. The superintendent made a short visit to Germany, and took part in a conference in Heidelberg, and visited three German institutes.

In the industrial school are one inspectress, one teacher in shoemaking, one female teacher in weaving, and 10 female teachers in other handiwork.

At the Homes of the Institute are one superintendent and two matrons, 26 female servants including nurses (foster-mothers), sewing-maids, assistants in kitchen and laundry, one gardener, one steward, who also superintends the training in garden and farm work. There are also two servant men, two labourers; one of them being an artisan who is occupied in work for the school, and the Home as well, in all sorts of repairs; the other is the night watchman.

Some extra help has also been employed during the busiest time on the land and in the garden.

Hitherto, the school has been organised as follows:—

A.—THE ELEMENTARY SCHOOL.

(25.) I. Preparatory department, with two classes in which the pupils' educability is tested. Efforts are made to correct bad habits, overcome difficulties, and to train the pupils for the acquisition of methodical school knowledge.

11. School department, with more special instruction. The subjects are religious, object lessons (exercises in

articulation), reading, Norwegian language, calculation, writing, a little history and geography, drawing, form and model exercises, housework, singing, and drill.

III. The school kitchen, fitted for the training of the pupils, especially in use for those who are shortly to be discharged. The purpose of the teaching here is to train the pupils in plain cooking, jam and preserve making (vegetables and fruit), bread making, laundry work, ironing, cleaning, and scrubbing, and other domestic work, as well as at the same time to ingraft principles of order, cleanliness, carefulness in the handling of things, observance of their number, feelings of responsibility as well as thrift. The teacher's lesson is immediately followed by its illustration in practice. A register is kept of every day's dishes, and of what sort of work every pupil has performed.

The number of pupils in the school kitchen is 10 to 12 daily. Kitchens specially fitted and managed for instruction of the pupils are, so far as is known, still an untried plan in foreign institutions for the feeble-minded, and it was only after some consideration that I dared to make an experiment, which would make one more encroachment upon the book teaching. However, I can after the experience acquired in the past year, repeat my earlier opinion that the strictly consistent, systematic instruction and treatment of the pupils in the school kitchen where, of course, much more than in the ordinary kitchen, every individual pupil is taken into consideration, has proved to be of great importance of attaining the chief aim of the school; to make the pupils as useful as possible. However, the result will always be greatly dependent on the teacher who manages the school kitchen, because even greater instructive and educational capacity are required here than in the reading classes.

B.—THE INDUSTRIAL SCHOOL.

(26.) I. Exercises in handiwork for all the pupils intended to develop nimbleness of hand and skill in some of the simplest and most necessary occupations (sewing, knitting, darning, patching, &c.).

II. More special training of those pupils who exhibit sufficient capacity for any special kind of work, and thus can be expected to become useful (dressmaking, machine sewing, machine knitting, weaving, shoemaking and lacemaking, &c.).

III. Training and exercise in simpler agricultural and garden work, care of live stock and occupations belonging to country life. There are in the industrial school 11 looms of different kinds and constructions, one hand loom apparatus, two bobbin wheels, four yarn-winders, three ribbon-looms, two knitting machines, six sewing machines, six lace cushions, with implements and spool apparatus, one cord apparatus, six cord frames, three sewing frames, one heating stove with irons. To this must be added a larger collection of tools of different sizes (hoes, spades, rakes, pitchforks, shovels, knives, drill-bores, buckets, baskets, leather aprons) for the training in outdoor work. The special kitchen apparatus is also complete at present. All subjects and exercises are intended to support the efforts to reach the chief aim of the school; the pupils' instruction in, and acquisition of, the elements of Christianity, as well as their best possible adaptation for useful work.

The working time has been divided in the following manner:—

Four and a half hours daily of reading, writing, arithmetic, of which the last hour has chiefly been employed in going through and explaining the work fixed for the next day. Three hours in the industrial school.

In all 7½ hours instruction daily.

During the rest of the day the pupils are occupied with work in sitting and bed rooms, in the ordinary kitchen, the dining-room, the laundry, mangling, or with shoeblackening, &c.

During the whole of the summer half-year the book work is limited to 2½ hours, 2 or 1, and, in the busiest harvest time, to none at all (varying, however, in different classes), being replaced by the children's training in practical work, especially work on land and in gardens with the live stock, &c.

Every morning and evening there is a short prayer, with reading of Scripture and hymn singing, as well as an hour of devotion on Sundays and Feast days. Two of the teachers are in turn present on Sunday evenings (2.0 to 7.0) in order to entertain and look after the pupils.

A series of conferences has been held with the teachers in the morning and afternoon school, as well as with those in the Home, in order to discuss matters concerning the teaching, feeding, and education of the children.

In order to give a general survey, some notes as to certain subjects are subjoined.

The Reading School.

(27.) One hundred and fifty-four pupils have advanced so far that they can receive some instruction in Scripture history. In the lowest department this teaching consists of object lessons by coloured prints and similar means.

One hundred and forty-four are taught the elements of the catechism.

Reading.—88 read by sight more or less correctly.

29 read small easy stories.

19 read single words.

22 " sounds.

11 do not know yet a single letter.

Arithmetic.—30 do sums up to 1,000.

25 " 100.

5 " 50.

53 " 10.

26 " 5.

30 are trained in the idea of number.

The Industrial School.

(28.) Knitting.—29 knit stockings without help.

111 are knitting stockings.

19 " a piece with steel pins.

5 " " wooden pins.

5 cannot cast on the stitches.

5 knit on the machine.

Sewing.—16 can sew different things without help.

90 are sewing linen.

27 " on a scrap.

16 " on a machine without help.

12 " " with help.

33 have training in fancy work.

30 can weave ribbons.

10 " dress material.

4 " after pattern.

9 are trained in lace-making.

Shoemaking.—19 have in turns been occupied with shoemaking.

Housework.—104 can make their bed themselves.

45 " " with some help.

38 can scrub and tidy a room without help.

62 can scrub, but not do the rest.

Out-of-door work.—81 can plant potatoes.

42 " " with some help.

67 can hoe potatoes.

65 can pick them after the plough.

50 can rake hay without help.

23 " " with some help.

45 can use the rake a little on garden walks, &c.

60 can bind sheaves without help.

7 " " with help.

62 can spread manure, use the pitchfork, the hoe, the spade, &c.

36 do the same with some help.

47 can work with the gardener.

Dietary.

(29.) 1. Breakfast.—Bread and butter, coffee or milk, or porridge (16 now have cocoa).

2. Second breakfast.—Bread and butter (the delicate ones bread and milk).

3. Dinner.—One soup and one dish.

4. Afternoon meal.—Bread, butter, and coffee.

5. Supper.—Gruel and milk (four times a week); bread and butter, tea or milk (three times a week).

For dinner the following menu:—

Sunday.—Beef tea, meat with horse radish or onion sauce and potatoes. In the summer, sometimes ham and stewed potatoes with milk or something similar.

Monday.—Pudding of rice and milk with sugar and cinnamon.

Tuesday.—Collops, fricassée or mutton and cabbage, with potatoes and fruit soup.

Wednesday.—Fish and fish soup, or boiled fish and rice pudding.

Thursday.—Salt beef tea and meat, or bacon with potatoes.

Friday.—Vegetable soup and fish, meat pudding.

Saturday.—Raw herring with potatoes, ale soup or prune soup in the winter, and raw ham with stewed potatoes and milk, or ale soup, in the summer.

Changes are often made for the sake of variety.

Puddings, gooseberry, currant, apple, and cranberry, and fresh cod fish, are sometimes served instead of the dishes above.

At Christmas, Easter, Whitsuntide, and other feast days, roast beef, veal, sweet bread, wheat bread, cakes, honey-cakes, apples, nuts, &c., are given.

Consumptive and anæmic children get, during part of the year, goat's milk mixed with new cow's milk. For uncleanly and diseased children the dietary is fixed by medical advice.

All pupils are supplied with food until they declare themselves to be satisfied, but exceptions are made with a few who do not understand when they have had enough.

Those pupils who could go to their own homes for the summer holidays got this year railway and steamer tickets.

The Buildings.

(30.) A new work and tool shed has been built, all the out-buildings, cow and horse stables, poultry house, and sheds have been painted; the storehouse and three buildings in the lower courtyard have been repainted. Besides the annual repainting, various internal repairs and improvements have been made.

(31.) The Land.

is kept in cultivation, and during the past year a raspberry plantation has been made, and many fruit trees and bushes planted.

The live stock is, at present, 3 horses, 15 cows, 1 calf, 8 goats, 65 swine, and 40 fowls.

Physicians at the Institute.

(32.) Dr. Carsten Müller; Professor Ucherman, M.D., for diseases of the eye; Dr. Hørvey, for diseases of the ear; Dr. Leegaard, consultant in psychiatry.

After the school had been for a long time spared any epidemics, scarlet fever appeared in February this year, and in a short time 16 pupils were attacked; almost all of them, however, slightly. The health of the rest may be considered good, especially for an institute of feeble-minded girls. Now, as well as formerly, many pupils are admitted, who, on account of physical weakness and a sickly disposition, can only endure the strain of work when treated with special care.

The Royal Inspection Committee, consisting of Hr. Holmboe, director of the medical department; Hr. Concheron, school director; and Hr. Berner, inspector; and for the religious teaching, the Rev. J. N. Brunn, have inspected the institute, tasted the children's food, been present at the lessons, examined newly-arrived children, &c., every month.

During the year, the institute has received visits from specialists and other persons interested, both natives and foreigners.

Thorsburg Institute,
18th November 1895.

Appendix A.

Appendix A.

KELLER INSTITUTE FOR DEFECTIVE CHILDREN, COPENHAGEN.

Report of the Headmaster, Mr. Alex. Prytz.

(33.) The school is divided into three departments, for preparatory testing, manual training, and elementary instruction.

i. The Preparatory Department.

Children are put into this department on their arrival at the institute, in order that their faculties may be tested, and to receive the rudiments of education. So soon as a child shows sufficient development to be able to keep pace with those in a higher department, he is promoted. The work of this department is intended to awaken the senses of the feeble-minded, to instruct them in the faculty of speech, to train them in the use of their limbs, and to prepare them for the regular discipline of the school, as well as to teach them the ordinary behaviour of everyday life. To attain this end, a series of exercises are used, perfectly systematised, but sufficiently recreative to avoid the danger of fatigue to the children and to minimise the appearance of instruction. This course may last some years; but if it is clearly ascertained that a child cannot derive benefit from such training he is discharged from the institute and sent home or to an asylum, according to the choice of his parents.

Instruction is given in the preparatory department in the following subjects: articulation, writing, reading, kindergarten, colour and form, object lessons, games, musical drill, gymnastics, sewing, knitting, and elementary lacemaking, netting, canvas work, and crochet.

ii. The Manual Training Department.

(34.) The children who have been promoted from the preparatory department are divided into two classes: those who show a capability of mental development, most of whom reach a fair standard of education, and those who can only be trained in such practical ways as to perform the ordinary duties of life, to take part in the work of a house, or to learn some trade, so as to make themselves to a certain degree useful. The department is divided into two corresponding classes:—

Class A.—Here the children receive elementary instruction in reading, writing, and arithmetic, religious knowledge, Slojd, object lessons, and gymnastics.

Class B.—The children here are arranged according to their mental capabilities. Reading and writing

are not taught; the instruction is in domestic work, arithmetic, Slojd, and gymnastics, and in the top class religious instruction is given.

iii. The Elementary Department.

(35.) This department is for the pupils who, during their stay in the preparatory school, have shown reason to suppose that they are capable of receiving an ordinary school education, if imparted in a manner suitable to the limitations of their intellect. The topics of instruction have, therefore, to be carefully chosen, and the teaching has to be given in as clear and interesting a manner as possible. The subjects taught are reading, writing, arithmetic, drawing, religious knowledge, history, geography, and object lessons; but these are used less with a view of imparting a large amount of information than as means of increasing the limited powers of apprehension possessed by the children, of sharpening and strengthening their weak memories, and of making them conversant with the facts of common life. The result of the work of the Department will, therefore, be rather the development of maturity than the acquisition of knowledge, though, of course, a certain amount of positive learning is required, this is meant to serve the purpose of unfolding the mental life, and all instructions that has no developing practical effect is rejected. The principle is strictly followed, that no information must be given to the children without a certainty that it is being understood and mastered. Slojd and object teaching are an essential part of the work of this Department, though not of the same importance as in the manual school. Four times a week, in the afternoon from 4 to 6, the boys receive instruction in the workshops in making mats, brushes, and baskets, and in joinery, the girls in knitting and sewing, including darning and patching, and in gymnastics.

When the pupils are discharged from the educational institute they are, if not sent home, transferred to the institute for industrial work, where they learn a trade.

(36.) The State contributes yearly to the expenses a sum of 6,000*l.* to 7,000*l.*; it appoints the superintendent and two members of the board of directors; a yearly return of the working expenses is made to it, and its consent is necessary to any sale or enlargement of the buildings of the institute.

APPENDIX B.

ANSWERS TO QUESTIONS ADDRESSED TO TEACHERS OF SPECIAL CLASSES.

The following questions were addressed to teachers of special classes:—

1. At what age are children generally admitted into your Class? (Leave this unanswered if your Class has been opened under a year.)

2. In what proportions would you distribute under the following heads the children that are now in your Class?

(a.) Likely to be self-supporting when they leave school.

(b.) Likely to be partially self-supporting.

(c.) Not likely to be self-supporting.

3. How many crippled or very delicate children, but of average intelligence, have you in your Class?

4. Are there any scholars whose sight or hearing are so defective that you cannot deal with them properly? If so, how many?

5. How many children have left the Class since you have had the charge of it?

Of these:—

(a.) How many have gone to the ordinary school?

(b.) How many to institutions?

(c.) How many to work? (Say what kind of work.)

(d.) How many have stopped at home under the care of parents, &c., but have done no particular work?

(e.) How many have died?

(f.) How many unknown?

6. Have you noticed children who appeared to be non-educable when first admitted, but afterwards turned out to be educable? Have such cases been common?

7. What, in your opinion, are the best practical means of distinguishing between the educable and non-educable classes of feeble-minded children, and also of distinguishing between those children who may properly be taught in an ordinary elementary school and those who should be taught in special schools?

8.—(a.) Can you as a rule obtain trustworthy information as to "family history"?

(b.) When the answers about family history seem untrustworthy, do you leave blank the "family history" in the history and progress book; or put down what you are told; or guess at the truth?

9. Do you get trustworthy information from the teachers of the schools from which your scholars come? Is the form in which this information is supplied satisfactory, or do you suggest any other?

10. What is the usual and what is the longest distance between the homes of the scholars and your school? Do the scholars come to school by themselves? Have they to cross any crowded thoroughfares? Do you know of any case of street accidents to your scholars?

11.—(a.) Have you had any special trouble in maintaining discipline?

(b.) Have you had any experience of children who could not be brought under control, i.e., who, in spite of all your efforts, were too restless and noisy or disorderly for work in a room in which other children are taught?

(c.) Have you had any experience of dangerously violent children, or of children with any very repulsive habits? Have cases of this sort been common? Have you been obliged to exclude any children on account of the above reasons?

(d.) (a.) How many children have you generally under your care?

(b.) Have you found your Class too large?

(c.) How many children in a special class can be taught by a single-handed teacher?

12. Is the room (or rooms) in which you conduct your Class on the ground floor? How is it furnished? Point out any special merits or defects in the room or in the furniture.

13. What standard is reached by your most advanced scholars in (a) Reading, (b) Writing, (c) Arithmetic, (d) Needlework, (e) Drawing, (f) Manual Work other than Needlework or Drawing?

14. Do you keep a book to show details of the progress made from time to time by each of your scholars? If so, in what form?

15. Have you any suggestion which you wish to bring before the Committee?

16. Name of teacher (or teachers) giving the above information.

Twenty-four London teachers, and 12 teachers out of London have answered the questions. A few replies were received too late for classification.

Q. 1. At what age are children generally admitted into your class? (Leave this unanswered if your class has been opened under a year.)

The answers agree. The age of admission may be anything between 7 and 12; but generally speaking the average age of admission is about eight.

Q. 2. In what proportions would you distribute under the following heads the children that are now in your class?

(a.) Likely to be self-supporting when they leave school.

(b.) Likely to be partially self-supporting.

(c.) Not likely to be self-supporting.

The answers vary very widely. The proportion likely to be self-supporting varies from zero up to 80 per cent.; the proportion likely to be partly self-supporting from 10 per cent. to 68 per cent.; the proportion not likely to be self-supporting from three per cent. to forty per cent.

On the whole the London teachers think that nearly one-half the scholars will be self-supporting, that about one-third will be partly self-supporting, and rather more than one-sixth not self-supporting.

The extra metropolitan teachers think that rather more than one-third will be self-supporting, that rather more than one-third will be partly self-supporting, and rather more than one-fourth not self-supporting.

Q. 3. How many crippled or very delicate children, but of average intelligence, have you in your class?

In the 24 London classes, 127, "crippled or very delicate children, but of average intelligence," are reported; in the 12 classes out of London, 17 such children are reported.

Q. 4. Are there any scholars whose sight or hearing are so defective that you cannot deal with them properly? If so, how many?

In the 24 London classes 42 children are reported to have either sight or hearing so defective that proper teaching is impossible. In 12 cases out of the 42 sight is at fault, in 14 cases hearing, 2 cases both sight and hearing. In 14 cases it is not made clear whether it is sight or hearing that is at fault.

In the 12 classes out of London, sight is reported as being very defective in 8 cases, and hearing in 11 cases.

Q. 5. How many children have left the class since you have had the charge of it? Appendix B.

Of these:—

(a.) How many have gone to the ordinary school?

(b.) How many to institutions?

(c.) How many to work? (Say what kind of work.)

(d.) How many have stopped at home under the care of parents, &c., but have done no particular work?

(e.) How many have died?

(f.) How many unknown?

493 scholars are reported to have left the 24 London classes.

Of these 193 have gone to the ordinary schools.

38 have gone to institutions (chiefly work-houses or institutions for the deaf and dumb or blind).

49 have gone to work.

40 are at home under the care of parents but are doing no particular work.

10 are dead.

163 cannot be traced.

100 children are reported to have left the 12 classes out of London.

Of these 65 have gone to the ordinary school.

16 have gone to institutions.

29 have gone to work.

29 are at home under the care of parents but are doing no particular work.

5 are dead.

16 cannot be traced.

Q. 6. Have you noticed children who appeared to be non-educable when first admitted, but afterwards turned out to be educable? Have such cases been common?

Most—about three-fourths—of the 36 teachers have noticed children who appeared to be non-educable when admitted but afterwards turned out to be educable. Several teachers say that such cases have been common.

Q. 7. What, in your opinion, are the best practical means of distinguishing between the educable and non-educable classes of feeble-minded children, and also of distinguishing between those children who may properly be taught in an ordinary elementary school and those who should be taught in special schools?

None of the teachers express opinions as to the best machinery for selecting the children who ought to be taught in the special classes. The answers describe the common physical and mental characteristics of defective children.

Miss KING, Harrow Road Board School, Paddington, W.:

(a.) On admittance of a child to a special class to narrowly watch all habits, morals and changes of temperament and appearance, but not in such a way as to be apparent to the child.

(b.) When a child is presented as a candidate for a special class observe contour of head, profile of face, find out as nearly as possible whether its sight, hearing, and speech are correct; converse with child, and if it answers intelligently, and is not defective in any of the former respects, I should then say its place was in the ordinary school. In the case of a child being transferred back to an ordinary school, I think it should be sent on a three months' probation, e.g., a purely nervous child, though it has received every encouragement in the special class to overcome its timidity, would require at least that length of time to become used to the ordinary routine of a school.

Mrs. CLARKE, Abbey Street Special School, Bethnal Green, E.

In my opinion the best practical means of distinguishing between educable and non-educable children, and between those who may be taught in an elementary school and those who should be taught in special schools, are:—

1. Appearance.—(a.) expression of face.

(b.) size of head.

(c.) form of head.

2. Movements.—(a.) in walking, balance of body, lifting of legs.

(b.) muscular control of arms, in arm stretching, &c.

3. Answers given to questions as to age, street lived in, dinner.

Those children whose appearance is abnormal, head very large or small, who slobber, make grimaces, &c., who cannot walk properly or balance their arms, and who cannot give a short answer to a question about their daily lives, will in most cases be found to be