

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

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non-educable. Those who are satisfactory in all three respects ought to be fit for an elementary school; those satisfactory in one or two, should be taught for a time in a special school. There can be no infallible rule for distinguishing such cases. There must be constant revision of the classes; being with the children day after day is the only sure guide.

- Q. 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?

About two-thirds of the teachers report that it is usually possible to obtain trustworthy information as to the "family history" of children admitted.

When only dubious information as to "family history" is forthcoming it is usual to leave blank the "family history" part of the history and progress book, but some teachers appear to record all facts communicated by parents.

Q. 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?

About three-quarters of the teachers are able to get trustworthy information as to character, attainments, &c. from the schools which the children attended before being admitted to the special classes; but in several cases it is added that the information though trustworthy as far as it goes is too meagre or too superficial to be of any use.

The second half of the question strictly speaking applies chiefly to London, for no admission form seems to be used except in London and at Bristol. About one-half the London teachers are satisfied with the existing admission form, but there is a rather widespread opinion that it should ask for more particulars and especially that it should shew the scholar's regularity of attendance. Nearly all the teachers out of London seem to be of opinion that an admission form is needed.

Miss PALMER, Special Class, Galleywall Road, Bermondsey, S.E.

Information supplied by teachers is fairly trustworthy. A good many glaring errors have, however, been discovered, e.g.: A boy described as endowed with moral sense "very little below the average" is the most dangerous, from a moral point of view, of all in the class. Another whose memory is the fairly strong point is described as being totally deficient in this respect.

In many cases it seems that the previous keen observation which the questions asked on the admission form require has not been bestowed, but teachers have felt compelled to put down "something."

A terse statement of all known facts bearing on the case would often be much more useful when the child has not been long enough in a school to be thoroughly well known.

Q. 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?

The distance between the homes of the scholar and the special school varies—as might be expected—very much. Two miles is given as the extreme limit in some cases, and half a mile in others.

It is quite clear that the great majority of the scholars are able to come to school unattended.

On the other hand, several accidents, one of which was fatal, are recorded as having happened to children on the way to or from special classes.

- Q. 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?

The teachers were asked if they had any special trouble in maintaining discipline. The answers to this question are not easily summed up; but it is generally agreed that the children in special classes are more restless, spiteful, and mischievous than ordinary children, and that, therefore, they require much more individual attention. On the other hand, few of the children in the special classes can be said to be incapable of control. The exceptions to this rule appear to be imbeciles who were wrongly admitted into the classes. Many of the teachers remark that the weather appears to have a considerable influence upon the behaviour of the children. Dangerously violent children are said to have appeared in about half the classes. Several such scholars have been excluded. As a rule, the violence has been rather tiresome and painful than dangerous. Children of very repulsive or immoral habits are mentioned by about one-third of the teachers; three or four of this character have been excluded from the classes.

It is pretty generally agreed that a single-handed teacher cannot properly deal with more than 20 defective scholars, and it is quite evident that at present some of the classes are considerably above this limit.

Miss COGAN, of the Brighton Special Class, writes:—
"However small the special class may be, there will still be great diversities of attainments among the children, they can never be taught as one class. With proper assistance 40 children can be easily managed by a properly trained head teacher. In one class not more than 12 children can be properly taught any one subject, e.g., reading or drawing, as these backward children need much more help and supervision than the normal child. After 18 months' experience in this class, I find it quite impossible to teach more than a dozen children to read at once. This difficulty can be met by the employment of a sufficient staff of monitors or teachers, under Article 68, who only require great patience and perseverance, combined with a love and knowledge of children."

Mrs. SWINBURNE, Hartley Road Special Centre, Nottingham.

(a.) No.

(b.) Yes, on their first entering the school, we have had several children who had not attended a school before, and one or two of them have been both destructive and disorderly. A girl, thoroughly imbecile, had a very bad temper. She has no power of speech, yet can hear perfectly, and understand what is said to her. Now she is wonderfully docile and obedient, can make straight strokes, letter i and o, and has the power of speech so far as to say, Ah, Oh, No, Me, and make a noise as though trying to say "teacher."

(c.) We have had children who were inclined to be so the first few weeks of attending here, but with great firmness, patience, and kindness they have invariably improved.

Miss BOWNEY, Cranbrook Road School, Bethnal Green, E.

(a.) Not as a rule, but the children vary very much, from day to day, according to the weather. They are very restless and noisy during high winds, fogs, or extreme heat.

(b.) Yes, I have had two cases; one child was always moaning, and he constantly appeared to have illusions, fighting the air in a wild manner, and calling out in self-defence, when no one was near him.

The other child would not keep in his seat, and constantly upset the class by his idiotic gestures. Both cases have been excluded.

(c.) I have had no experience of dangerously violent cases; many of the children have had immoral habits, but by constant watchfulness, these appear to be nearly stamped out.

- (d.) (a.) 30.
(b.) Yes.
(c.) 15.

Q. 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.

17 out of the 24 London classes are conducted in rooms situated on the ground floor.

Two are conducted partly on the ground floor and partly upstairs; five altogether upstairs; one of the five, however, is soon to be accommodated in a new building.

One class is conducted at the top of a very high building (St. Dunstan's Road Board School). In this centre also two teachers work in the same room, in every other case each teacher has a room to herself.

Ten out of the 12 extra London classes are conducted on the ground floor.

In London dual desks are nearly always used, one class-room in one centre, however, is furnished with single desks. Out of London dual desks and long desks are used, but there is no mention of single desks. It is quite generally held that single desks should be insisted on, (1st.) because by removing these irritable and restless children from too close contact with each other, the task of maintaining discipline is much lightened; and (2nd.) because when single desks are used the teacher can much more readily approach any particular child.

It is agreed that the rooms are generally bright and cheerful and well supplied with pictures, &c., &c.

Among the merits in the room and furniture the following are mentioned:—

A door in direct communication with the street by which the children leave and enter without coming in contact with the other children on the same floor.

Black lines on the floor for marching.

Each room is furnished with 15 dual desks, a cupboard, table (fitted with drawer and ink-well holders) chair and easel with black board. Accessories in the shape of T squares and map poles are provided and there is a large zinc-lined chest used for clay modelling and cane weaving materials.

The pictures supplied are remarkably good, the rooms lofty and well lighted, while the small central hall is very useful for drill, &c.

The corridor outside the class-rooms has doors opening on each side of the building, one to boys' playground, one to girls.

Piano given by one of the lady managers is a source of pleasure to the class. Spinning wheel and weaving frames, given by A. R. Price, Esq. (Chairman of Managers), afford a welcome change from the ordinary work.

With the exception of the want of single desks, the defects specified are faults in lighting, cloak-room, ventilation, &c., which need not be further enumerated, as they are not distinctive of premises for defective classes.

No teacher complains of overcrowding, though three rooms at least are overcrowded.

Q. 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?

In more than half of the 36 classes the most advanced scholars are doing work which is usually done in the first standard of an ordinary school. In about 16 or 17 classes—nearly all of which are in London—work equivalent to that of the second or third standard is being done; but even in these cases the scholars who go beyond the first standard are usually few.

Q. 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?

Most of the teachers keep a book, showing the progress of each scholar. No special form for the entries is in use, and the entries are made much more often in some cases than in others. One teacher—who, perhaps, has misunderstood the question—states that she makes entries weekly; in the extreme opposite case the entries are made twice a year. Again, in some cases the entries are too general, and in other cases they seem to show exactly what has been done.

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

The following suggestions are made:—

Miss CATTLE and Staff, Hugh Myddleton.

We would suggest that the age of admission be five instead of seven. Also while admitting the necessity of a time-table being as a rule rigidly adhered to we

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would suggest the advisability of occasionally entirely altering it.

For instance, under certain atmospheric conditions, it would be wise to substitute singing or the telling of a tale for the set lesson. Again, if a child seems very unwell or very excited, manual occupation is better than any mental effort.

Also we would suggest the entire substitution of useful manual occupations instead of the usual lessons in the case of children who prove themselves incapable of mental improvement.

Miss GOODWIN, Christ Street School, Poplar.

A little licence with regard to the time-table, so that one might, without feeling that an error was committed, extend, say, a lesson in which the children were specially interested, &c., or curtail or vary one if they appeared fatigued or from any other equally proper reason.

Miss BOWNEY, Cranbrook Road School, Bethnal Green.

That the classes should be smaller.

Would it be advisable for the times of assembly and dismissal to differ from those of the ordinary school, the special children are often teased by the other children?

To have some single desks would be an advantage, as it is sometimes necessary to sit a child apart from the rest of the class.

Miss EARLEY, St. Clement's Board School, Nottingdale, W.

That Government might arrange that our children who herd with vagabonds and thieves in lodging-houses, having all sorts of vile principles instilled into them day by day, and those not living in lodging-houses, but whose parents are less fitted than pigs to train them, should be compelled to go into a home near school; and when such a child gets to about 15 years of age, drafted into a country home, where its training in any special qualification for earning a livelihood may be continued. Only such homes will prevent many of our pupils ultimately becoming a burden to the State and an enemy to society.

That children should be admitted into special schools from six years of age. Sooner specials receive special treatment the better.

Miss PALMER, Galleywall Road School, Bermondsey, S.E.

That skipping-ropes be supplied to girls and skittles to boys.

The rubber balls supplied cannot be put into general requisition, as they get lost when used in the playground, and endanger windows when played with in the building.

Miss KING, Harrow Road Board School, Paddington.

I think children who suffer from defective sight and are not otherwise deficient should be retained in the ordinary schools unless they can attend a blind Centre.

Mrs. CLARK, Abbey Street Special School, Bethnal Green.

I would suggest the advisability of assembling and dismissing special children at different times from those of the ordinary schools. By doing so, defective children would not be brought so much under the notice of their more fortunate brothers and sisters, who frequently attack them and say contemptuous things to and about them.

Special teachers should always have help at hand in case of emergencies arising, fits, &c.; the help would not necessarily mean another certificated teacher.

The hall for drill should be on the same floor as the class-rooms.

Half the desks in each room should be single ones in order that troublesome children might be isolated to a slight extent.

Miss AITKEN, Cloumerton Road Special School, Peckham S.E.

I would suggest that all special schools should be built apart from the ordinary schools, and always on the ground floor, and that each special school should be provided with a hall, piano (or harmonium), and playground with covered shed.

There should also be a small apartment provided, suitably constructed, to confine dangerous or hysterical cases in, till the more violent symptoms had abated, such apartment only to be used in extreme cases, and an entry made in the log-book.

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Such an apartment would be of much use, in which a teacher could attend to a child in a fit, apart from the others.

If possible, boys and girls should have separate class rooms.

Miss BARTLETT and Staff, Edward Street Special School.

We should like a supply of games, both indoor and outdoor, such as skipping ropes, bats (balls are already provided), battledores, shuttlecocks, puzzles, scrap books, humming tops, &c.

We do not think that boys should remain in the centre (except in exceptional cases) after they are 12 years of age, as many of them are too big and strong at that age, and beyond, to come in contact with the weak and younger children in the school.

The boys and girls in our school have separate playgrounds, but these playgrounds are also used by children of the adjoining schools. It would be better if parts of the playgrounds were enclosed for the use of the special school children, and then perhaps a little garden could be arranged and kept in order by them.

Excellent specimens of wool, cotton, coral, &c., are supplied by the Board, and the teachers and children make a little collection of objects illustrative of anything which the children have been led to talk about. As deficient children are generally incapable of comprehending abstractions it is an immense advantage to have before them things which they can actually handle as well as see, so that instruction is presented to them in a concrete form. We intend, therefore, to augment this collection, and should be glad of a museum to hold specimens.

Mrs. CHALMERS, Brecknock Centre, Camden Road.

A musical instrument for each centre.

A hall for drill.

Single desks are very desirable for several reasons, which are obvious, with this class of child.

Teachers should be allowed latitude greater than that in ordinary schools in carrying out list of lessons on time table.

Mrs. McDERMOTT, Broad Street Special Class, Ratcliff, E.

I think, if possible, there should be at least two teachers at each centre. The work of an isolated class is more difficult to manage as there are so many different stages of work. If more children could be admitted, and another teacher allowed, the energies of the teachers could be more economically utilised.

It would be a great advantage to the teachers of special schools if they could be allowed to spend a week yearly in visiting the different centres to obtain hints and suggestions which may be beneficial to their own class.

Miss BORD, Bath Street Special Centre, City Road, E.C.

That manual work, e.g., woodwork, for the elder boys would be a great advantage.

Miss WILDE, Pocock Street, Blackfriars Road.

Would suggest that another hour each week for needlework would be an advantage for the girls.

That the girls be taught Laundry, Housewifery and Cookery.

Some more advanced manual training for the older boys, e.g., chair caning, brush making.

A piano would be an advantage for marching, drill, &c.

Miss HAY, Camden Hall Special School.

That big boys of 12 and 13 whose dullness is due to truant-playing should be excluded from the special schools.

Miss CROSS, Eton Mission Hall, Hackney Wick.

That as far as possible no centre consist of fewer than two classes.

(a.) That the children may be classified.

(b.) That a teacher's unforeseen absence may be less inconvenient.

(c.) That where one teacher's method of treatment fails with a child another method may be tried.

That every centre of two or more classes have a piano.

That apparatus be used for drill.

That some course of special training be provided for the teachers, so that their treatment of the children may have a scientific basis.

Miss ANGWIS, St. Dunstan's Road, South Hammersmith.

I think big boys over 12 years of age should not be admitted.

I think a separate desk for each child would be better than the dual desks at present provided for their use.

Mrs. CRUMP, Mansford Street Board School, Bethnal Green.

I make the following suggestions:—

(a.) That to Form S. M. 52 L. should be added the question as to attendance above mentioned.

(b.) Increased facilities to the teachers of comparing methods of teaching in the special classes.

(c.) That the answers returned by the teachers be circulated in a printed form among the teachers of the special classes for their future help and guidance.

(d.) Increased facilities for hospital attendance to the children.

Miss MACNAUGHT, Kipling Street Special School.

I would suggest, that pending the establishment of Institutions some temporary home was found for girls who have left school and are not fitted to earn their own living. I know of two cases where the parents would be willing to pay a small fixed sum to have their girls placed under proper supervision.

I would suggest that when a medical examination of the children is necessary it should be carried out by an expert on mental diseases.

Also, that when a child has been received into a special class and approved by the Superintendent and the Medical Officer as "fit," the parents should not be allowed to withdraw the child for work or for ordinary school without first obtaining a letter of consent or of transfer from the teacher of the class.

Miss SMITH.

That some steps be taken to compel the attendance of children certified as fit for these schools, and afterwards refused by parents.

Miss POYNIXON, Leicester Special Class.

That no pupil teacher should take part in the teaching, as the work is very depressing for young girls.

That some means of training should be provided for special class teachers, as the work differs materially from that of the normal school.

At the same time previous training in a normal school is essential for the acquisition of discipline and teaching powers.

More than one room should be provided, as in some cases it would be unwise to correct faults before the others, and many children need to learn how to use their lungs for speaking audibly and distinctly; if in the same room, they would interfere with work of other scholars.

Miss GRANGER, Special Class, Moseley Road, Birmingham.

I would suggest that a piano be supplied.

Miss JONES, Barton Hill Mixed School.

I should like to suggest that the special class should be held in a building apart from that in which the ordinary school is held, also that ladies and gentlemen, other than members of the special committee, be invited to specially interest themselves in these poor little ones.

Miss COGAX, Special Class, Brighton and Preston School Board.

From experience in this class it has been found desirable to provide toys of all kinds, particularly building bricks, soldiers, mechanical and steam working toys, spinning tops, &c. for the boys. Dolls of all sizes to dress and undress for the girls. Dolls houses, tea and dinner services. These all form excellent conversation and object lessons, and also attract the children and encourage regular attendance.

Several of the boys seem to have a turn for working in wood; where practicable it may be desirable to allow a technical teacher or carpenter twice or thrice a week, so far the boys have proved quite trustworthy with edge tools.

If the special class is near a cookery or laundry centre it will afford opportunity for the elder girls to have training in those branches; several girls in this class have proved quite capable of industrial training.

Where possible it seems very desirable to provide a hot, cheap, and nourishing dinner at a nominal sum,

for those children whose homes are at too great a distance to allow them to return home in the middle of the day.

Miss WILSON, Special Class, Benson Road, Birmingham.

I should like to suggest that the committee recommend each special school be supplied with a piano.

Mrs. SWINBURNE, Hartley Road Special Centre, Nottingham.

May I bring the following suggestions before the Committee?

1. That children before attending a special class be examined by a medical man because the mental capabilities of a child are so dependent upon the physical.

2. That very young teachers be not allowed to take charge of such children.

3. That the teachers chosen for this work be of the best, good disciplinarians, not of excitable disposition, very sympathetic, kind but firm. One who is not a good teacher of ordinary school children would be of no use in training children of a special centre.

4. That the more intelligent children be kept from the others, because children are such clever copyists they would acquire easily any bad habit existing in children more defective. Our children are divided into two classes, and we could really do with three.

Miss THORNTON, Albion Special Centre Nottingham.

It seems to me that the age for these children to leave school should be raised to 16 years in the case of those children who show signs of development.

In many cases the children have just begun their mental growth when they are taken away from school.

The age of 13 is a transition period in a boy's and a girl's life.

If possible, at this period such children should have good pleasant and instructive environment.

Mrs. CRAVEN, Special Class, Board School, Thornbury.

I might suggest that, so far as I am able to judge, these children could be splendidly taught if they were placed in a school, with say about 60 on roll, not more, under a head teacher with two assistants.

Assistants who have just passed scholarship, as I think they would more readily fall in with the ideas of the head teacher.

The mistress to divide them into three divisions placing the worst cases, defective speech, sights &c., together under her own care always dealing with the worst cases herself.

I think the mistress herself should be of the average height, strong-willed, well able to control her own temper, for with a hasty temper she would do more harm than good, in fact one who would take an interest in the children as though they were nearly related to her, is more suited to have charge of these cases than one who would teach them for the sake of teaching only.

I think also that these children should always leave school a few minutes before the ordinary schools so as to escape the taunts of ordinary children.

The head teacher should always make notes of violent outbursts of temper, or if she notices anything very strange, for the doctor's perusal.

I think the children in these classes ought to be camed only in very severe cases.

Miss PICKARD, Thornton Lane Board School, Bradford.

We should not be expected to adhere invariably to a time-table or to work to a scheme based on the lines of an ordinary school. It strikes me as being rather ridiculous to take a number of children from a school, put them in a separate class because they are unable to do the work in an ordinary school, and then examine them on almost the same lines.

Take the last sewing report: "Knitting has been taught with success; hemming needs practice." This refers only to a child who cannot be taught to sew, in spite of the fact that she gets practice. Then, again, take singing. Out of a total of 12 children admitted at first, nine were "grunTERS," i.e. not allowed to sing in an ordinary school, and yet these same children are expected to do the work of Standard I. It seems to me also there should be some sort of uniformity of opinion as to what is required, the expectation of and suggestions made by the doctor being totally different to those of anybody else.

2. The hours might with advantage be made a little shorter. I do not seem to get through any more work than when each meeting was half an hour shorter.

Miss HITCHIN, Special Class, Barkerend Board School, Bradford.

In the periodical examination sufficient allowance is scarcely made; too much is expected for the time from these children. It is quite impossible for many to reach the work of the scheme expected from us in one year. There would be no loss in the work done by materially shortening the school hours.

Miss Wilcox, Usher Street Board School, Bradford.

I have no suggestion which I wish to bring before the Committee.

The regular visits of the superintendents and the reports they send help me a great deal.

The children are also examined regularly and noted by the doctor.

Miss WHITLEY, Whetley Lane Board School, Bradford.

(a.) That the hours should be shorter than in the ordinary schools, so as to avoid coming in contact with the other children.

(b.) The children who are sent to these classes should come from the infants' department, as boys coming from the upper departments are as a rule rough and very disorderly.

(c.) That regular visits should be made by a doctor.

(d.) That these classes should not have to be worked up for examination in elementary work, except in such cases, where it is thought, that the pupil might be sent back to the ordinary school.

(e.) It would be beneficial if these children when they leave school, could be placed in institutions where they would be taught a suitable occupation and be under constant supervision.

APPENDIX C.

Appendix C.

ANSWERS TO QUESTIONS addressed to OFFICERS of INSTITUTIONS for IDIOTS and IMBECILES.

Q. 1. Can you express, by examples or description, the degree of mental defect which, according to the practice of your institution, must be present in a child aged 7 to 14, in order that it may be certified as imbecile?

A. The patient comes to the institution already certified by a medical practitioner as an "idiot" or "imbecile." If in mental capacity the child is much below the average normal child, he would be considered imbecile. The average normal child must be the standard of comparison. All cases of mental defect are certifiable as imbecile or idiotic. Among the indications of imbecility are greatly retarded development, both physical and mental; deficiency of curiosity and observation—not asking questions as ordinary

children do; often ignorance of the commonest things or phenomena, as hardly knowing the right hand from the left, their parents' names and their own, the places from which they have come and where they are, the days of the week or the names of the month; inability to do simple counting, been to school and found unable to learn; dull, vacant expression; cannot fix attention; deficient in memory, judgment, foresight, and reflection; dullness of the senses; nervous and other physical peculiarities; cannot take care of themselves. An inquiry is made as to health, habits, propensities, temper, and disposition, when the imbecility was first observed and its supposed cause, family history as to health, imbecility, insanity, epilepsy, phthisis, or hereditary disease.