

Appendix B.

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 (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, Pockock 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 POYNTOX, 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 COGAN, 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 caned 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.

Appendix C.

Q. 2. Can you form an estimate of the total proportion of the child population afflicted with this or a greater degree of mental defect?

A. There are insuperable difficulties in the way of obtaining accurate statistics as to imbecility in children. Parents are naturally disinclined to think or acknowledge that their children are imbecile or mentally afflicted. This is referred to in the Census Report, 1891, page 70. The names and addresses of the children admitted into a large imbecile asylum in the Census year (1881) were obtained by the Census Commissioners, and it was found that exactly one-half of the cases from 5 to 15 years of age had not been returned under the proper heading of imbecile or idiot. In the census of 1881, the number returned as idiotic or imbecile under 20 years of age was 9,233, and the Census Commissioners estimated that the actual number was 18,456, or about double the number returned.

The population of children from 5 years to 15 years of age at the census of 1881 was 5,947,227, and the number of idiots and imbeciles between those ages was returned as 4,870, or 1 in 1,221. In 1891 the population was 6,618,745, and, calculated on the same basis as in 1881, the number of idiots and imbeciles would be 5,419. These figures are given independently of the increased estimates of the Census Commissioners in 1891.

In the year ending June 30th, 1896, there had been 652 patients in the Royal Albert Asylum; 648 in the Earlswood Asylum, for the year ending December 31st, 1895; 264 in the Eastern Counties' Asylum, and 252 in the Western Counties' Asylum, for the year ending December 31st, 1896. Of these—

Royal Albert Asylum.	Earlswood Asylum.	Eastern Counties' Asylum.	Western Counties' Asylum.
231 were from 5 to 15 years of age.	178	81	113
222 „ 15 to 20 „	135	54	95
199 „ 20 and upwards.	335	129	44

It is possible that through the Education or other Government Department, whose operations cover the entire country, more accurate statistics might be obtained.

Q. 3. There are a considerable number of children who, by reason of mental defect, are not capable of receiving proper benefit from instruction in the ordinary public elementary schools by ordinary methods, and who, nevertheless, are not certified as imbecile. It appears to be the duty of the school authorities to educate these children, if they can be educated. Can you suggest the best practical means of discriminating between those who can be educated and those who cannot?

A. It is admitted that there is a class of children who are dull, stupid, and backward, unable to make progress in ordinary schools, and requiring carefully adapted instruction in special classes. They might be sent to these classes for a probational period, and, when considerably improved, they might be returned to the ordinary schools and have an extended period allowed for their education. If, on the other hand, there were found among these children any incapable of profiting by the instruction given in these special classes, they should be carefully examined by experts who have had experience in imbecile institutions, and if deemed to be imbecile, they should be medically certified as such and sent to an institution for imbeciles for education and training there. It is considered to be of great importance that medical and school experts should examine the children and advise as to the various transfers. Many mentally defective children are not certified, merely from the fact that there has been no application for their admission into an imbecile institution, and that certification of an imbecile is not legally compulsory.

Q. 4. A certain proportion of the children referred to in Question (3) are dealt with by school boards, by the provision of special day classes. Do you consider that all who cannot be so dealt with (either because of the degree of their mental defect, or because it is impracticable to provide special day classes) should be left

to the provision made either by voluntary subscribers or by the Poor Law? or do you think that the provision should be made for this residuum in institutions, under arrangements similar to those made for the blind and deaf by the Act of 1893, a copy of which is enclosed?

A. If the existing institutions for imbeciles were retained as strictly training institutions they would greatly assist in meeting the needs of the children, who, through mental defect, cannot be dealt with by school boards in special day classes. But voluntary effort is inadequate, the Poor Law assists paupers only, and it is held that the State or local authorities should make suitable provision in accordance with the recommendations in the Report of the Royal Commission on the Blind, Deaf and Dumb, &c., page 106. Training schools for imbecile children and custodial establishments or asylums for adult imbeciles, such as are provided at Darenth under the Metropolitan Poor Act, 1867, are needed. There are certain provisions in the Elementary Education (Blind and Deaf Children) Act, 1893, which might be usefully adopted in arranging for the education and training of mentally defective or imbecile children, as sections 2, 6, 9; the definitions of "school," "elementary education," "maintenance," "expenses," &c. The boarding out in homes would be hardly applicable to such children, nor would 16 be a suitable limit of age for their training; it might be extended to 18 or 21.

Q. 5. What in your opinion and experience are the systems of instruction and industrial training most suitable to the more educable class of higher grade imbeciles, especially those aged 12 to 16, with a view of enabling them to earn their living?

A. The education and training should be on the lines of the Kindergarten system and sense-training. Object lessons on common things and phenomena should be given, and instruction in reading, writing, and counting. A knowledge of reading and writing is of great importance as opening up sources of information and recreation, and affording means of keeping up communication with friends. Most imbeciles derive great pleasure from receiving and writing letters. The ordinary school work may be varied with basket-making, cane-seating, simple wood carving, fretwork, and other manual occupations. For the industrial training of boys, shoe-making, tailoring, brush-making, mat-making, joinery, are useful; but outdoor work in gardening and farming is very congenial and useful in most cases. For girls there should be instruction in sewing (hand and machine), house work, laundry work, &c. The work of imbeciles is likely to be mechanical, routine work; imbeciles are not fit for work requiring much skill, judgment, or invention, and they are not likely to rise above the level of help and common labourers. They will always require kindly care and supervision. They need to be treated with patience and consideration on account of their infirmity, and they are rarely quick at their work. The age of 12 to 16 mentioned in the question is too low for industrial training.

Q. 6. In the event of legislation being required to increase the powers of school boards or other school authorities, as regards the provision of suitable education for those children who are described in Question 3, the Committee understand that you would recommend that the term "feeble-minded" should not be employed to designate this class. Do you object to the use of the term "feeble-minded" as applied to these children at all, or do you merely object to its being used as if it were applicable exclusively to them? What phraseology would you suggest as preferable?

A. Objection is made to the exclusive use of the term "feeble-minded" for the children described in Question 3. It should be used to designate the entire class of mentally deficient persons as in America. The so-called "feeble-minded" are weak-minded or imbecile. There is risk of dull and backward children being handicapped in life by being designated "feeble-minded." Some amount of stigma is likely to attach eventually to the word "feeble-minded," as is now the case with "imbecile." Until the passing of the Idiots Act, 1886, "Idiot" was the only legal term for the idiotic and imbecile class. The differences are more those of degree than of kind; the higher-grade idiot is hardly distinguishable from the lower-grade imbecile; and the higher-grade imbecile is scarcely distinguishable from the lowest type of normal boy or girl. Hence the value of large institutions where proper classification can be adopted. The term "backward" is sufficiently

distinctive for the class of children who can be benefited in the special classes under the school boards. However regarded, or whatever may be the cause of their condition, whether it may arise from retarded physical or mental development, or merely from disinclination to learn, or the absence of opportunities for instruction, the word "backward" well describes the class.

The following observations in the Report of the Departmental Committee on Poor Law Schools, page 78, have a distinct bearing on the question of the difficulty of dealing with so-called "feeble-minded" children:—

"The evidence which we have received as to the best method of treating feeble-minded children shows considerable diversity of opinion, but two considerations have been brought prominently before us: (1) That the best medical authorities are not agreed in approving any particular method of discriminating the various forms of mental weakness; and (2) That there is still less agreement as to the right mode of treating and classifying such cases, when they are so discriminated. No sensible teacher in an ordinary school expects equal progress and mental activity from all scholars alike: and experience shows not only that reasonable allowance is generally made in good schools for backward and nervous children, but that many such children prefer to work in the ordinary classes, and would be greatly discouraged if they were placed in a separate division or a separate school.

"It is obvious that a serious, perhaps a life-long, injury might be done to a child if, through a hasty or superficial diagnosis, he were wrongly classed as feeble-minded, placed under separate treatment, and deprived of the little stimulus and help which association with healthier children would give."

Q. 7. Is there any other suggestion which you wish to bring before the Committee?

A. No other suggestion.

Q. 8. What is the average cost per head of the inmates of your institution—(a) as regards instruction (scholastic and technical), (b) as regards maintenance (food, clothing, &c.)?

A. ROYAL ALBERT ASYLUM, LANCASTER.

The average cost per head of the inmates of the Royal Albert Asylum for the year ended June 30th, 1896, was as follows; it includes an average of 557 patients and 90 resident members of the staff, with all office and administrative expenses, as well as building sundries, workshops, repairs, and furniture—

32l. 12s. 2d. per annum, or 12s. 6½d. per week.

Excluding building sundries, workshops, repairs, and furniture—

30l. 5s. 7d. per annum, or 11s. 7¾d. per week.

The cost of food and clothing for patients and staff were—

Food, 9l. 8s. 4½d. per annum, or 3s. 7¾d. per week.
Clothing, 3l. 16s. 1½d. per annum, or 1s. 5½d. per week.

The cost of instruction is estimated as follows—

Scholastic, 1l. 6s. 2¼d. per annum, or 6d. per week.
Technical, 14s. per annum, or 3¼d. per week.

EARLSWOOD ASYLUM, REDHILL, SURREY.

The average number of patients for 1895 was 576, including the payment cases of all grades.

The average cost per head for 1895, including staff and all administrative charges, was—

47l. 15s. 3d. per annum, or 18s. 4½d. per week.

The cost of food and clothing for patients and staff were—

22l. 6s. 7½d. per annum, or 8s. 7d. per week.

The cost of instruction is estimated as follows—

Scholastic, 1l. 12s. 10d. per annum, or 7½d. per week.
Technical, 1l. 3s. 11d. per annum, or 5½d. per week.

EASTERN COUNTIES' ASYLUM, COLCHESTER.

The cost per head for 1896, on an average of 239 patients and 53 resident members of the staff, with all office administrative expenses, as well as repairs, furniture, &c., was—

30l. 15s. 4d. per annum, or 11s. 10d. per week.

The cost of food and clothing for patients and staff—

Food, 8l. 19s. 11½d. per annum, or 3s. 5½d. per week.

Clothing, 2l. 3s. 1½d. per annum, or 9¾d. per week.

The cost of instruction is estimated as follows—

Scholastic, 1l. 6s. 6½d. per annum, or 6d. per week.
Technical, 1l. 17s. 3¾d. per annum, or 8½d. per week.

WESTERN COUNTIES' ASYLUM, STARCROSS, EXETER.

The average cost per head for 1896, with staff and all administrative charges—

19l. 3s. 1d. per annum, or 7s. 4d. per week.

The cost of food and clothing for patients and staff—

7l. 13s. 11d. per annum, or 2s. 11d. per week.

The cost of instruction is estimated as follows—

Scholastic and technical:—

H. 16s. 11d. per annum, or 1s. 10d. per week.

The average number of patients was 226.

Q. 9. What proportion of epileptics is there amongst the inmates of your institution?

A. ROYAL ALBERT ASYLUM, LANCASTER.

The proportion of epileptics to the entire number of patients is about 10 per cent.

EARLSWOOD ASYLUM, REDHILL, SURREY.

The proportion of epileptics to the entire number of patients is about 21 per cent.

EASTERN COUNTIES' ASYLUM, COLCHESTER.

The proportion of epileptics to the entire number of patients is about 17 per cent.

WESTERN COUNTIES' ASYLUM, STARCROSS, EXETER.

Epileptics are not admitted into this institution.

Q. 10. Names of officers giving the above information—

James Diggins, Principal and Secretary, Royal Albert Asylum, Lancaster.

T. Telford-Smith, M.A., B.Ch., M.D. (Dub.), Resident Medical Superintendent, Royal Albert Asylum, Lancaster.

Charles Caldecott, M.B., B.S. (Lond.), M.R.C.S. (Eng.), L.S.A., Resident Medical Superintendent, Earlswood Asylum, Redhill, Surrey.

James Downing, Secretary, Earlswood Asylum, Redhill, Surrey.

John J. C. Turner, Superintendent and Secretary, Eastern Counties' Asylum, Colchester.

R. Casement Kirkby, M.R.C.S. (Eng.), L.R.C.P. (Lond.), Resident Medical Officer, Eastern Counties' Asylum, Colchester.

William Locke, Superintendent and Secretary, Western Counties' Asylum, Starcross, Exeter.

April 23rd, 1897.