

TO THE TRUSTEES OF THE INSTITUTION FOR THE DEAF AND DUMB IN CARDIFF.

GENTLEMEN,—

Once more I have had the honour to receive your invitation to examine the pupils in your school on the several branches wherein they are given instruction, and to furnish you with a written report of the state in which I find them. I missed, on occasion of my visit on the 19th inst., several faces from the higher classes, whose gradual progress upwards I had noted from their very year of entrance; and when the pupil's removal was fairly justified by age, and such proficiency in study as afforded warrant for the belief that he could enter a workshop with advantage, the absence of the child was not matter for regret. But it was otherwise when a most promising lad for whom the means of payment could not be raised by his relatives, or worse still, whose relatives valued only the few extra shillings which the lad's labour could procure, was prematurely deprived of education. It was sad, for instance, to see that the poor boy Davies, who gave such high promise, in arithmetic especially, and whose capacity in language was also superior, had been snatched, as one may say, from his hopeful prospects and set to do rough labourer's work at his childish period. It was no compensation for this to learn that in the case of another pupil who had left school since my previous visit, and who is now engaged in a cabinet maker's and French polisher's establishment in London, the satisfaction of his master has been evinced in so substantial a fashion that already, before the lad's first twelve months at work close, his wage stands at the encouraging figure of 8s. 6d. a week. Excellent as it is to learn that merit meets with appreciation, the vexatious feeling arising from the knowledge that in another quarter merit is literally stifled, remains, and deepens regret that the Llandaff School has no endowment or fund to fall back upon, that might be available in just such cases as those of E. Davies.

On Tuesday, the 19th inst., and the two following days, I saw the pupils in school and out of school, at their meals, and in the playground, having perfect freedom to converse with them and hear whatever any one might feel inclined to say, so that I shall hardly be denied the right to express myself regarding them with some confidence. The youngest pupil, Eliza Ann Salvage, had not completed her first half-year's residence. She could write names of objects, such as slate, pinafore, duster, chalk, etc., comprising a moderately extensive list of the objects to be seen in or about the

schoolroom, and some pictures of objects. Along with her in the class were pupils who have been longer under instruction, and whose knowledge of names is greater. These other pupils were Ann Jane Jordan, William Roberts, John Large, and William Cadwell. Besides names of common articles lying about, or represented pictorially on cards displayed on the walls, these pupils could write their own names, and those of their schoolfellows; and it was interesting to witness how any one slightly in doubt on the subject of a schoolfellow's name would not be satisfied without bringing the said schoolfellow to the blackboard to pronounce whether the spelling of their name was correct or not. They also knew the days of the week, which they discriminate in connection with the midday diet, except in the case of Sunday, which they sign as Church-day, and Saturday, which for them is bath-day. The pupils at this stage learn to repeat the Lord's Prayer, and all, except the youngest pupil, were able to write it out, and appeared to derive no small enjoyment from doing so. In arithmetic they have proceeded a certain length, being able to add figures four or five lines deep, and extending to two or three columns, the names of the sum-totals being written out in letters after first going down in figures. E. A. Salvage, the last come pupil, could add single columns of four figures.

In the second class were Florence G. Featherstone, Mary Jane James, Sarah Ann Moyle, William O. Brown, and William H. Watts. They were tested first in arithmetic. Brown was able to do compound division, Featherstone had gone so far as simple division by two figures, and the rest could multiply by two figures. In trying them at mental calculation, numerous coins were placed on the table, such as halfpence, pence, sixpences, shillings, and so on up to sovereigns. After they named each, which they generally were able to do, they were asked to select coppers to the amount of say, six pence, or a shilling, or to select partly silver and partly copper to the amount of a crown or half-sovereign as might be. For example, a half-crown would be placed by itself, and not far from it a shilling. The pupil would then be asked to put beside the shilling some few farthings and halfpence, then to go on making up such a parcel of coins as would equal in value the half-crown. Some of them could do this with correctness, and if any reader feel disposed to think that all the class might be expected to do so, the said reader's opinion will differ from the view taken by Mr. Platt in his instructive popular essay on "Business," wherein he makes the statement—"We find, by experience, scarcely any so-called *educated* boy able to give change for a sovereign."

In language this class can use the verbs *to be* and *to have*, so as to form short sentences, such as, "I am not merry," "I have a blacklead pencil;" also a fair number of ordinary verbs, such as *go, come, drink*, in participles and tenses. Of course at this stage there is still considerable mystery on matters which afterwards will be clear enough; for example, as to why the form of words (as

actually used in one instance), "W. O. B. is not have a blacklead pencil," should give place to the form, "W. O. B. has not a blacklead pencil." They can answer questions commencing with *where*, *what*, *who*, *when*, *where*, such as, "Where are the plants?" "What are in the kitchen?" "Who makes shoes?" etc. Of this class, F. G. Featherstone and W. O. Brown are best up in language.

The third class comprised John Roberts, William Nash, Rhoda Nicholas, and Minnie Hart. In arithmetic, J. Roberts can do compound division, and understands the meaning of such a question as, "What is the price of 78 pounds of tea, at 2s. 8d. per pound?" Besides doing division of money, he can do division when the question concerns tons, cwt., grs., etc., or yards, feet, and inches. W. Nash also knows compound division when the question is one of money. Rhoda Nicholas can do compound addition and subtraction, and is beginning to know compound multiplication. Minnie Hart, who has the best acquaintance with language, is able to do in arithmetic as far as simple multiplication. Most of this class tell with facility how many pence are in such and such a number of shillings, Roberts being able to carry on the operation mentally when the number extends to 25s. or two pounds. They could also provide, in shillings, crowns, or pence, the equivalents for a sovereign or half a sovereign, or give part copper and part silver for a crown and a half-sovereign, etc. They could buy from one another small quantities of material, and, tendering a coin above value, get the correct change. Roberts and Nash were more expert in this than the others. In geography they knew something of England and Wales, could point to various large towns scattered up and down over the map, and could tell the largest and smallest counties, the highest mountain, and so on. They pointed readily to the town of Sunderland, and could describe in signs what had happened there of a lamentable nature only the other day. Their range of language is considerably greater than that of the class next below them, and they were beginning to recognise the distinctions between a bird flying, a bird flies, a bird flew, a bird will fly, and so on; and further, to select for their own use on occasion the correct tense of the verb they wished to introduce into their sentences. For example, one of them wrote, "I open the Bible," and when the action was signified to him in signs, "The clergyman opened the large Bible in the church on Sunday;" also, "I saw the clergyman opening the large Bible in the church on Sunday." They could compare objects, as, for example, "A razor is sharper than a knife," and use most of the prepositions. Both Roberts and Nash could answer correctly such a question in mental calculation as this:—"A lady had 5s. in her purse. She bought tea for 2s. 6d., sugar for 6d., oranges for 4d., and lost 2d. How much money had she now in her purse?"

In Old Testament history they could tell the leading incidents in the lives of the principal Scripture personages up to the "rebellion of Korah," and could write short accounts of these various in-

dividuals, some of which might not inappropriately be introduced here, did space permit. Several of these no doubt would betray imperfect mastery of forms of expression; but no one having the least knowledge of the difficulty of drilling the deaf and dumb into the use of grammatical language would look for anything but language that needed a good deal of readjustment in the case of original composition by pupils at this stage. In New Testament history they could also write the leading facts in the lives of the prominent individuals, and could respond to questions involving matters of fact. They were beginning to understand something of doctrine, for which, however, a greater grasp of language, in order to make out and reply to questions, is needed.

The most advanced class consisted of M. A. Jones, Louisa Winter, and Harry Lowe. Louisa Winter, having been delicate for a time, unavoidably got behind in her educational business. Probably, too, her ability to cope with mental work was not originally so high as that of her class-mates. In language and arithmetic she is not abreast of the others, but she can express herself in signs regarding most of the leading persons in Old and New Testament history, and she can answer some questions in doctrine. In arithmetic she can do compound addition.

Some general questions were put to the other two. "What happened lately at Sunderland?" "A serious calamity. Nearly 200 children were killed from suffocation, and were crushed to death." "Many children were suffocated to death." In reply to the inquiry, "How did it happen?" M. A. J. wrote, "They were watching the conjuror's tricks," and H. L. wrote, "They were looking at prizes."

To the question, "What have you learned lately from the *Illustrated News*?" M. A. J. said, "The riots in Ireland, the war in Egypt, etc." "Where was there war lately?" was asked of H. L. He wrote, "In Zululand and Egypt." This led to the question, "Was Christ ever in Egypt?" The answer was, "Yes, Joseph and Mary took Him there while Herod wanted to kill Him." "How did Herod know about Christ?" "Wise men told him." "How did wise men know?" "God told them." "Why did Herod wish to kill Christ?" "Because he was jealous of Him, and did not wish Him to be King of the Jews." "How did Herod know Jesus was to be King of the Jews?" "Because the wise men asked him, 'Where is He that is born King of the Jews?'" "How did the wise men know of a child being born who should be King of the Jews?" "Because they saw something strange to appear in the clouds." In reply to the question, "What prophets spoke of Christ long before He was born?" M. A. J. said, "Moses, Isaiah, and Micah." "What did these prophets say?" "Moses said that the Lord will raise up a prophet. Isaiah said, 'Behold a virgin shall conceive and bear a Son, and shall call His name Emmanuel.' Micah prophesied that Jesus would be born in Bethlehem."

This led to some mapping and a general examination in geography, the large terrestrial globe being called into requisition. They were bidden point to and name the continents. To the question, "Was there more sea or land," the answer was satisfactory, as in like manner was the case when it was asked, "Where is it coldest, hottest, temperate, etc." "How do we go from Cardiff to Zululand? In what time?" "Perhaps two or three months." "What happened at Moscow lately?" was answered correctly, and that, as well as some other places in Russia, were found on the large globe. When the question was asked, "How could people sail from the Mediterranean Sea to the Red Sea?" the answer came readily, "By the Canal." This led to the inquiry, "Where are people cutting another great canal?" and elicited the correct reply, the Isthmus of Panama being at once pointed to. Asked where we get sugar, they point to the West Indies, and on being desired to show whence tea came, they turn round the globe till China comes uppermost.

The examination was now miscellaneous, but it took a Scriptural direction once more when the question was written down, "What kind of lesson is the best, and why?" M. A. J. said, "Gospel history is the best, because it tells us of Jesus and His great work of redemption." H. L. said, "I should like to hear the good tidings about God and Jesus, because They loved us and save sinners."

"How was Christ able to save sinners?" was asked of Lowe, who wrote, "Because He crucified on the cross, and our sins was upon Him." On pointing to the sentence which he had just written, an omission being shown before the word crucified, he himself quickly made the correction, and then, on underlining the word *sins* followed by *was*, he substituted the plural verb *were*, remarking that it was stupid of him to have written as he did.

In response to the same question, "How was Christ able to save sinners?" M. A. J. wrote, "He took our nature upon Him (the capital H being put by the pupil), and became man like us, and suffered great pains and died on the cross, and made reconciliation between God and sinners."

The detail having come out that they visited, not long since, Sir S. Noel Paton's picture of the Man with the Muck-rake, the pupils were asked what they could tell of this man. M. A. J. wrote, "He loved the world better than heaven, and when Jesus lovingly touched him, he seemed not to care to look up to Him, but sought earnestly for the pleasures of this world. He had heavy burdens on his back." H. L. wrote, "The man with the muck-rake gathered many things in the world, and Jesus touched him, and he would not look (at) Him, but the guardian angel was sorry for him. Jesus would give him a crown of stars if he is a good man."

"Who are like the man with the muck-rake?" "The wicked."
 "Why?" "Because they love the world more than heaven. Because they have heavy burdens. Their sins are the heavy burdens."

Asked who painted the picture, the perfectly satisfactory answer was, "I do not know who painted it." It is of as much importance that a deaf and dumb child should be able to express through language the fact of his or her ignorance regarding a matter, as it is that they should have language to express the fact of the possession of knowledge.

By way of finale to the portion of the examination, which went into all sorts of topics, to test alike their acquaintance with general facts and their power to hold conversation on such points, the rambling question was written, "What interesting news have you heard lately?" H. L. wrote, "I have read about prizes in schools given to the poor children at London on Sundays." M. A. J. wrote, "The opening of a new Parliament by the Queen at London; the opening of the new docks at Cardiff by the Marquis of Bute last March." To this there was an addendum as follows: "The good report amongst the Deaf and Dumb by the reporter," which was not immediately self-explanatory. The explanation, however, was not long delayed; a week before, or thereabouts, a member of the staff of a local daily newspaper having visited the establishment, had drawn up such a report of what he saw and how he was impressed, as it may be hoped will be the means of bringing the merits of the institution before many who would gladly aid in supporting what they are convinced is most meritorious work, but whose avocations interfere with their devotion of time to making personal inspection of the many benevolent undertakings that call for assistance.

In arithmetic, M. A. Jones and H. Lowe work questions in *practice* with skill and accuracy. The following question was put to M. A. J., and the correct solution proved to her an *instrument of thought*: "A lady went to market with money in her purse—viz., two five pound notes, two sovereigns, a crown, a halfcrown, two shillings, two six-pences, and four pennies. She bought two fowls costing 2s. 7d. each; a ham weighing 11 lbs., at 7½d. per lb.; 8 lbs. of tea, at 3s. 4d. per lb.; and a cake weighing 7 lbs., at 6½d. per lb. She lost a sovereign, and gave away 2s. 6d. How much money did she still have?" Harry Lowe wrought with similar correctness a sum of the same nature, but a shade easier: "A lady had two pounds, six shillings, a crown, a halfcrown, and a sixpence in her purse. How much money had she altogether? She bought a florin's worth of oranges; two pounds of tea, at 2s. 7d. per lb.; a fat goose, costing 12s.; and a ball of worsted for 5½d. How much money had she now?" After more slate work, they were asked to calculate mentally.

A sovereign was now laid down, as from a buyer, the pupil being the seller, and furnished with a supply of crowns, shillings, and pence. It was written on the black board: "I give you a sovereign, and want 4 lbs. of tea, at 1s. 9½d. per lb. Also give me the change."

After consideration the pupil wrote, "The price is 7s. 2d. The change is 12s. 10d."

The other pupil then personated a butcher, and was asked for a leg of mutton weighing 13 lbs., at 11½d. per lb. A sovereign was tendered as payment. A something, purporting to be the mutton, was then handed across, and after more thought the correct change in the shape of 7s. 6½d.

"I want a pair of shoes at 5s. 11½d., and the change out of half a sovereign," was then said to the pupil, who for the nonce became a shoemaker. In so far as the monetary portion of the business went, the trader was equal to the demand.

Several other questions, involving mental calculation, and representing trade transactions, such as it is desirable all young people should know the outs and ins of, were put to this class; and neither the acute author of the essay on "Business"—one of whose remarks respecting the general inability of young people who leave school in possession of a good education, to give change for a sovereign—nor "any other man" could truthfully say that the deaf and dumb young people of this advanced class at the Llandaff School were failures as regards this part of their training.

Altogether I was not prepared to find the pupils so well up as I found them. The removal of so many who were superior pupils last year induced the fear that the difference would be more marked than has proved the case. There must have been some hard work during the past session, and as no one's health appears to have suffered under the strain, the only reason for regret is, that the support to the establishment is still not on a scale permitting an adequate number of the necessitous Deaf and Dumb of South Wales to enjoy the benefits of the education which would so well meet their need, were they once brought within its influence.

I have the honour to be,
Gentlemen,

Your obedient Servant,
JOHN CLYNE.

BRISTOL,
25th June, 1883.

SUBSCRIPTIONS AND DONATIONS, 1883.

	£	s.	d.
A Friend, Birkenhead	0	5	0
A Friend, per Mr. Hallett	0	5	0
Anonymous	1	0	0
Bedwell, Rev. F., Newport	0	10	6
Bird, Mrs. John, Crockherbtown, Cardiff	2	2	0
Bowden, Mr. J. H., Cardiff	0	2	6
Box, Mrs. Martin, High Street, Cardiff	0	4	0
" Mr. Morton, Market Tavern, Cardiff	1	0	0
" Mrs. Perry, Queen's Hotel, Cardiff	0	15	0
" School	0	12	0
" Mrs. Williams, Alexandra Hotel, Cardiff	0	2	6
Bute, The Most Hon. the Marquis of, Cardiff Castle	10	10	0
Card Collection, Mr. H. Woodward, Burnham	1	3	6
Card Collection, Mrs. Nash, Newport	0	5	0
Chivers, the late Mr. Jotham, In memory of	0	10	0
Clarke, Miss M., Welshpool, N. W.	0	2	6
Cobbold, Rev. R. H., Ross	0	5	0
Collection, Portion of, Wesleyan Chapel, Roath, Cardiff, per Mr. Joseph Elliott	5	0	0
Collingdon, Mr. T., the Dock Office, Cardiff	1	1	0
Concert, Proceeds of, per Rev. John Davies	0	17	4
Cross, Mrs. S. S., Roath, Cardiff	2	0	0
Davies, Miss Esther E., Granog Cottage, Llandaff, Collected by	161	12	5
Davies, Mrs. Job, Bryntég, Llandaff	2	0	0
Davies, Mr. P., Duke Street, Cardiff	1	1	0
Discount, 1882	0	17	11
" 1883	0	18	6
Dornford, G., Esq., Bryn Hafod, Llandaff	1	1	0
Downing, Mrs., Llevethan, Cardiff	0	10	0
Dudding, Rev. H. N., St. Peter's Vicarage, St. Albans, Herts	0	10	0
Evans, F. G., Esq., M.D., Tynant House, Cardiff	0	10	0
Evans, Miss, The Court, Cadoxton, Cardiff	1	1	0
Farnell, Mrs., the late, Harpenden, Herts, Collected by, and Mrs. Hodgson	4	2	0
Fiddian, A. P., Esq., M.D., Cardiff	1	1	0
Flint, Mr. J. N., Duke Street, Cardiff	1	1	0
Freemasons, "Bute Lodge, No. 960," per Mr. D. Hopkins, Treasurer	1	1	0