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NATIONAL INSTITUTE FOR THE DEAF

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REPORT OF A DEPUTATION FROM THE NATIONAL ASSOCIATION FOR THE DEAF

FROM Mrs. J. J. Kelly

April 1886

The Education of the

DEAF AND DUMB POOR

OF IRELAND,

WHO VISITED SEVERAL INSTITUTIONS FOR THE DEAF AND DUMB IN GREAT BRITAIN.

CONSISTING OF

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 of the Surgical Society of Ireland; Honorary
 Secretary to the National Deaf and Dumb
 Association of Ireland,
 &c., &c., &c.,

AND

JOHN GELSTON, ESQ.,

Inland Revenue; Member of the Committee of the National Deaf and Dumb
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 &c., &c., &c.

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INTRODUCTION.

THE Report of the Deputation to several of the Institutions in Great Britain for the deaf and dumb, having been referred back to its members, by the Managing Committee of the Claremont Institution, with the view to its being prepared for publication, and Mr. Gelston having requested me to undertake the task, I feel that it is only right to take on myself the sole responsibility of the delay of several months, which has occurred in its appearance. Being unwilling that it should be issued in the rude state in which it was first presented to the Committee, I withheld its publication until it had been somewhat revised. My varied professional avocations have interrupted its progress, and even now have precluded my giving it that attention, which the importance of the several subjects referred to would require; but feeling that further delay would be inexcusable, I venture to send it forth with its many faults and short-comings, casting myself on the kind indulgence of those into whose hands it may fall.

In selecting the Deputation to fulfil the important object for which it was appointed, we fear that the Committee were influenced more by the consideration of the many years we had been each engaged in the cause of the charity,—Mr. Gelston having been upwards of twenty, and myself more than eight and twenty years devoted to its service,—and of the experience it was considered that we had consequently acquired, than by any peculiar fitness either of us possessed.

While then we feel deeply the compliment conferred upon us, we cannot but express our conviction, that other members of the Committee might have been selected, much better suited than either of us for the

important task. At the same time we do not fear to assert, that we entered zealously upon the duty imposed upon us, and did not for a moment hesitate to undertake the inconvenience of leaving home in the depth of a most severe winter, and of travelling, within a fortnight, upwards of twelve hundred miles, amidst great snow and most intense frost. Should we, however, have succeeded in procuring any information which may be in the least degree useful in promoting the well-being of the poor mutes, we will feel amply repaid for any trouble, or anxiety we have experienced.

In the compilation of our report, it will be perceived that we have frequently referred to, and made considerable use of the very interesting "Report on European Institutions, for the instruction of the Deaf and Dumb," by Harvey P. Peet, Esq., LL.D., President of the New York Institution for the instruction of the deaf and dumb, which was published at Albany, in 1852. It affords us much satisfaction to be able to state that in most of his views we entirely concur with Dr. Peet: in the few trifling points upon which we differ with him, we do so with extreme unwillingness, as we feel assured that the conclusions he has arrived at have been the result of unprejudiced judgment, and of earnest convictions.

In conclusion we take this opportunity of conveying to the Principals of the several Institutions we visited, as well as to the many kind friends we met with, our warmest acknowledgments for the courtesy, cordiality, and hospitality, with which they received us.

JOHN RINGLAND, M.D., M.R.I.A.,
Honorary Secretary.

14, Harcourt-street,
Dublin, November 1st, 1856.

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Report.

ITINERARY.

LIVERPOOL.

IN accordance with the request of the Managing Committee, we proceeded early in December last to visit several of the Institutions for the education of the deaf and dumb throughout the kingdom; and, whilst we gave considerable attention to the many objects of interest which presented themselves to our notice, we directed our special observation to the internal and domestic management of these Institutions, with the view to ascertain whether the Committee of the Claremont Institution could advantageously modify their rules and arrangements, and thereby secure, if possible, additional advantages, both educational and otherwise, to the objects of their solicitude, combined with increased economy in the expenditure of the funds, and, at the same time, greater comfort to both officers and pupils.

The first Institution we visited was that at Liverpool, where we were received, on December 2nd, by Mr. Buxton, the Principal, who afforded us every facility in our observations and inquiries. We spent several hours in

minute examination of the whole Establishment, and left it greatly impressed with what we had seen and heard.

On December 3rd, we proceeded to the Manchester Institution, which is situated in a suburb a short distance from the City. The whole building consists of two wings—one for the blind, the other for the deaf and dumb; these are separated from each other by a beautiful Chapel, and the whole forms a magnificent architectural structure. We were conducted through the school-room by Mr. Patterson, the Principal, and through the rest of the house by the Matron, both of whom showed us great attention.

Having some time to spare, we, after leaving, drove out to the Industrial Training School, at Swinton, a few miles from Manchester, and although this is not a school for the education of mutes, we still were much gratified with our visit. The Chaplain received us most politely, and conducted us throughout every portion of the Institution. Here we found several hundreds of pauper children engaged in general and industrial education:—every branch of the latter appeared to be carried out on the most approved principles; but as the children are admitted at the earliest age, and are retained for a very lengthened period, no analogy in this particular can possibly exist between this School and Institutions for the deaf and dumb, wherein the pupils are retained for but a limited number of years. Although, therefore, industrial training may work well in such an Establishment, and under such circumstances, it does not follow that a similar course would be expedient in Institutions founded for special objects.

The Institution at Edgebaston, near Birmingham, was next visited by us, on December 4th, and here, in the Principal, we were gratified at meeting a familiar face—Mr. Hopper having been for many years an Assistant at Claremont. His admirable mode of teaching, while there, combined with his high integrity, his unwearied assiduity, and his general demeanour, very materially assisted, we believe, in procuring him his present appointment, which he has now held for several years. The house is old-fashioned, and the rooms small; but there is a very good school-room, which has been recently added to the other buildings. There is a separate house for the Principal, which, however, is within the grounds of, and immediately adjoining the school-house.

The 5th of December we devoted to the largest Institution for the deaf and dumb in the kingdom,—that at London,—where the Principal, Mr. T. J. Watson, and his son, the Rev. J. Watson, received us with the greatest possible cordiality. Several hours were most agreeably occupied in minutely examining all the details, and it was not without considerable regret we were eventually constrained to leave. We had purposed paying it a second visit, but the necessity for proceeding to Brighton on the 7th, the day we had contemplated for that purpose, precluded our doing so.

The Institution at Brighton is most admirably located in the outskirts of the City, within a few hundred yards of the Downs, and only some perches from the shore. Mr. Sleight, the Principal, had been expecting us for some time, and omitted no opportunity of affording us information. We remained here some hours, but were even-

tually compelled to terminate our interview, as we had to return to London by a fixed train. We experienced much gratification from our visit.

We next proceeded to the Doncaster Institution, which we visited on the 9th of December. Here we had the pleasure of making the acquaintance of Mr. Baker, the Principal, whose reputation as a successful teacher of the deaf and dumb, and as the author of very many valuable works for their use, is so universally known, that no commendation from us could add to it. He gave us some valuable hints and suggestions in reference to accounts, detail of domestic management, and aids to facilitate instruction, which we hope will be found useful hereafter. Our engagements at Newcastle for the following day forced us, much sooner than we would have been otherwise disposed, to bring to a close this most agreeable visit.

In consequence of the great distance we had to travel between Newcastle and Edinburgh, our stay at the former place, on December 10th, was but very short. The Institution, situated in the centre of the town, consists of three private dwelling-houses, communicating with each other, and having a large yard common to all. The rooms are small, and the whole Establishment is but badly suited for its intended purpose. However, it gives us much pleasure to learn that it is in contemplation to erect a building for the special purpose; and when we recollect the wealthy locality in which the town is situated, we feel assured that the new Institution will be creditable alike as a public building, and as an index of the spirit and liberality of the townspeople. We gladly acknow-

I judge the kind attention we received from the Principal, Mr. Neill, who gave us all the information in his power. On December 11th, we arrived at Edinburgh, which may, with great propriety, be designated "the City of Noble Endowments." In no place we visited did we find so many Charities founded and endowed by the princely fortunes of single individuals; but here such are to be met with dotted over every portion of the City. Our time enabled us to visit but few of them in addition to the School for the Deaf and Dumb, which, however, is a public charity, and not a private endowment. To this Institution we paid two visits—the first, on the morning of the 11th—the second, on the afternoon of the 12th. Our second visit was with the view to witness the progress of industrial trainings, which is here carried on much more extensively than at any other establishment for mutes comprised in our tour. Mr. Rhind, formerly Head Master at the Belfast Institution for the Deaf and Dumb, is the Principal here, and he spared no effort to afford us every information, and to give us an insight into the whole of the working details.

On the 12th of December, we visited one of the magnificent foundations to which we have already referred—namely, Donaldson's Hospital, which has been erected within the last few years, at an expenditure of nearly one hundred thousand pounds, while more than double that amount still remains as an endowment to maintain it as a charity. A small portion of this magnificent palace, for so we must designate it, is allotted to the deaf and dumb, about sixty of whom are admitted to its advantages. We received much polite attention from Mr. M'Diarmid, the

Principal of the department apportioned to the deaf and dumb. We likewise feel bound to give expression to our warm appreciation of the marked kindness evinced towards us by Doctor Wood, brother-in-law of the late founder, and at present one of the Governors of the Hospital; this gentleman most cordially gave up to us several hours of his very valuable time, and became our escort through every part of the building.

Through the extreme politeness of the same gentleman, we had an opportunity of inspecting the splendid Institution founded by the late George Heriot, more familiarly known as "Jingling Geordie," the wealthy goldsmith of the reign of James the First, of England; and although there are not any deaf and dumb admitted into this princely endowment, yet we were amply repaid for the time occupied by the visit.

On the morning of the same day we availed ourselves of the kind invitation of Doctor Wm. F. Gairdner,—son of Doctor Gairdner, who had converted himself into our hospitable entertainer during the whole of our stay in Edinburgh,—and paid a visit to "The United Industrial Ragged School." This Institution, in appearance, sadly contrasted with the rich and princely foundations we had already seen. The school is held in a very gloomy house, which is situated in a very filthy street, in one of the most wretched districts of the City; the hall is dark and gloomy, the staircase of stone and not altogether prepossessing, and yet we left it, if possible, better pleased than we had been with the magnificence which had nearly overwhelmed us previously. Here we found about six hundred poor wretched children, in their scanty clothes, and

with starvation depicted in the countenances of many. One half of these are engaged for four hours daily in the school-room, while the other half are occupied in learning some useful trade; after the lapse of that time, the two divisions change places, that which was engaged at mechanical avocations going to the school-room, and *vice versa*. All the children are provided with a moderate supply of good food, and we were informed that this was the only nourishment the majority of them had during the whole day. Here, there is no needless display; but every sixpence is actually expended in economically, but, at the same time efficiently, carrying out the object for which the Charity was intended; and it was a gratification to us to have learned that very many of the best tradesmen of Edinburgh had acquired, in this very school, the only knowledge they possessed of the business they subsequently followed, and were, through its instrumentality, saved from the contamination in which they had been previously cast.

We proceeded to the Glasgow Institution, on December 13th, and were welcomed by Mr. Anderson, the Principal, who gave up to us the whole day. This gentleman has devoted much time and attention to the advancement of education amongst the deaf and dumb, and we experienced great pleasure from our interview with him.

Having left Glasgow that night, we arrived in Belfast on the following morning. The splendid Institution connected with that town was visited by Dr. Ringland alone, urgent private business requiring the immediate presence of Mr. Gelston in Dublin; he, however, within the preceding four months, had minutely inspected every department of the Establishment, and,

therefore, required no additional information in reference to it. Doctor Ringland, too, was obliged to return to Dublin by an early train that day, and, consequently, was unable to give as much time as he could have wished, or as this very fine Establishment would require for its inspection; this, however, was of the less importance, as not merely he, but many members of the committee had previously visited it. The Rev. John Kingham, the Head Master received him most politely, and gave him all the information the short period at his disposal permitted.

Having now completed our diary, we venture to offer a summary of, and our observations upon, the information we have acquired in relation to the special points to which we directed our attention:—

1st.—PUPILS.

I. *Their varied denominations.*

In reference to this point, we may mention that we found great uniformity in all the Institutions we visited, although there existed some slight variation in the details. In them all there were at least three classes—

1st.—Boarder pupils elected and supported by the charity.

2nd.—Intermediate boarders, who pay a reasonable amount for their maintenance and education; but who are treated exactly like the first class.

3rd.—Private parlour boarders.

The first of these classes is to be met with at Manchester, Birmingham, London, Brighton, Doncaster, Newcastle, Edinburgh, Glasgow, and Belfast. This class does not actually exist at Liverpool, a small payment by the relatives, by interested friends, or the result of collection, being there required for every pupil.

Each of the second denomination pay £25 a year at Birmingham; and £20 a year at Liverpool, Manchester, London, Brighton, Doncaster, Newcastle, Edinburgh, and Glasgow. The entire of this sum is contributed to the funds of the charity, excepting at Liverpool, where the Principal receives one-fifth of the annual payments.

To all the Institutions on our route, with one exception, parlour boarders are admitted. At some the Principal arranges the terms, out of which he pays the Institution a fixed sum annually for the board of each; at others, each boarder pays a fixed amount to the Institution, out of which the Principal receives a per centage; whilst at others, the Principal receives the whole of the revenue derived from them, and they board at his private table.

At Liverpool we found a fourth denomination or class which we did not meet elsewhere—namely, free daily pupils; these, in addition to their education, get their dinner at the Institution.

We are induced not to recommend the adoption of a day-school system at Claremont, in consequence of its situation some miles from the City, and the existence of a day-school for mutes in Sackville-street; but we are decidedly of opinion that a classification similar in other respects to that detailed above, with,

however, judicious arrangement of the details, is the one best suited for an Institution such as ours.

II. *Ages of admission and removal.*

In the majority of the schools, we found that eight was the minimum and twelve the maximum age for admission, and that the pupils are retained from five to six years in the Institution. Some deviation from this arrangement however existed; at Doncaster, they are admissible between the ages of eight and fifteen; but they must leave at sixteen;—at Edinburgh, the boys must leave at eighteen, the girls at fourteen;—at Donaldson's Hospital, they are admitted between the ages of seven and nine, and must leave at fourteen.

Dr. Peet considers admission at an early age as "a serious disadvantage;" and we are unwilling to differ from so high an authority; still we are of opinion that the sooner, within reasonable limits, children are received into such Asylums the better, as they are, during the more youthful period of their lives, susceptible, to a greater extent, of instruction and control; we, therefore, do not recommend any alteration in our present rule at Claremont—namely, to admit between the ages of six and twelve; but we think that when the pupils shall have each attained the age of sixteen respectively, they should be no longer continued as inmates.

2nd.—SEPARATION OF THE SEXES.

To this point we directed considerable attention, and

we observed that at London both sexes are in the same school-room, which, however, is of the form of a right angle, one arm of which is occupied by the boys, the other by the girls; thus they are practically kept separate, although nominally in the one room; whilst the pupils of both sexes occupy the same school-room, and meet in the same classes at Liverpool, Manchester, Birmingham, Brighton, Doncaster, Newcastle, Edinburgh, Donaldson's Hospital, Glasgow, and Belfast. In the majority of these schools the pupils are mingled promiscuously in their respective classes, but in one or two we found all of the same sex belonging to each class grouped together, but immediately adjoining those of the other sex.

With but two or three exceptions, namely, Edinburgh, Donaldson's Hospital, and, we believe, one other, all the pupils, both male and female, take their meals at the same time in a common hall; but in all we found that there was a separate play-ground for each sex, and that, excepting during the time already stated, they are kept strictly apart. We think it right to observe that at Glasgow the play-grounds are separated by a very low wall, which answers the purpose merely of marking out the point of separation.

With the exception of Mr. McDiarmid, of Donaldson's Hospital, who, without any facts, however, upon which to ground his opinion, has arrived at a different conclusion, the Principals of all the Institutions we visited highly approve of these arrangements, so almost universally adopted, and do not believe that any immorality has ever resulted from them, but, on the contrary, consider that they have been the best means of preventing any tendency to it.

In reference to this point, we cannot help quoting the opinion of Dr. Peet, of New York, who in his very interesting report of his visit to the different Institutions for the deaf and dumb in Europe, expresses his conviction, "that the effects of such a system—namely the strict separation of the sexes—would be evil." He subsequently goes on to say that "with us the sexes, accustomed daily to see each other, are also accustomed to self-control, to the habitual decency of thought, manner, and expression; are accustomed to put down truant thoughts by religious and moral motives; are impressed strongly with the truth that their future happiness in this life will mainly depend on their present good conduct; and, in short, are under all the moral influence that in families and in society preserve the virtue of the young. If for this moral control, aided by a constant supervision, we should substitute strict seclusion from intercourse with the other sex, should we not impress our pupils with the idea that in circumstances of temptation their fall would be inevitable? If we treat virtue as a hot-house plant, will it endure as well when removed from our conservatory to take its chances in the open air."

We think it right, likewise, to add the opinion of Mr. Arnold, Principal of the Institution of Riehen, where the males and females are taught in the same class. This gentleman, as we are informed by Dr. Peet, on allusion being made to the practice in France and Italy as differing from his own, "earnestly expressed his preference for the system pursued by himself as more favorable to virtue; as it would habituate the pupils to decorum and self-control in their intercourse with the other sex."

It may not be out of place, here, to mention, that at Paris, where the sexes are kept completely separate, each occupying different buildings in parts of the City remote from each other, very many of the girls are said to go to ruin; and so much has this evil latterly appeared to have extended, that a society has been founded within the last twenty years, with a view to "preserve the indigent pupils of the Institution from this fearful prospect of misery and degradation."

Having then taken into consideration the whole question; finding the almost complete unanimity which exists on the subject amongst those brought most in contact with the deaf and dumb, and consequently best calculated to form a correct opinion;—and ascertaining that no immorality has, so far as can be learned, resulted where the experiment has been judiciously tried; while such, to a considerable extent, has been found where the sexes are kept strictly apart; we cannot but recommend, in the strongest terms we can urge, the adoption of the system of permitting the children of both sexes to meet daily, under proper surveillance, in the school-room and dining-hall in the Claremont Institution.

3rd.—ASSISTANT TEACHERS.

We entirely concur in the earnest convictions expressed, as Dr. Peet informs us, by the Rev. Thomas Gallandot, formerly Principal of the American Asylum for the deaf and dumb at Hartford, in a private letter, written only a year before his death; "that a teacher of deaf mutes cannot be thoroughly qualified for his profes-

sion without being master of the language of signs; *natural* as expressed by the countenance, and gestures and attitudes of the body; and *artificial* so far as art has enlarged and perfected this natural language."

We feel convinced that it requires no common order of intellect to constitute an efficient instructor of the deaf and dumb; we cannot, therefore, withhold the expression of our decided conviction, that, in every instance, none but such as have received a liberal education, should ever be appointed to so responsible a situation; and that with a view to induce highly educated persons to qualify, a much more liberal scale of salaries than that hitherto offered, ought to be adopted.

I. *Female Assistants.*

There are no female teachers whatever at Liverpool, Manchester, Brighton, Doncaster, Newcastle, Edinburgh, nor Glasgow; and the Principals of these several Institutions, never having had any experience on the subject, cannot speak positively in reference to the relative capabilities of the two sexes for giving instruction, but they all, more especially Mr. Buxton and Mr. Baker, whose opinions should have much weight, consider male teachers, in all respects, better suited for instructing mutes, as the sign-language, to be efficiently taught, demands a greater amount of energy, as well as of physical strength and endurance, than is usually met with in females, and entails an excess of continuous fatigue which the female system cannot with safety undergo.

At Birmingham there are two male and three female

teachers; at London seventeen male and two female; at Donaldson's Hospital one male and one female; and at Belfast three males and one female. While the Principals of these several Institutions freely admit that they have been very fortunate in procuring such eligible teachers as their female Assistants have proved, yet they are all of opinion that, as a rule, male teachers are far to be preferred.

In the eleven Institutions we visited we found a total of fifty-two Assistants, of whom but seven were females; while of these seven, five were deaf and dumb.

Finding then that an unanimous opinion prevails on this subject among all the teachers of the deaf and dumb with whom we had the pleasure of being brought in contact, and that those who are best known, and most highly appreciated, including Mr. Watson, Mr. Baker, Mr. Buxton, Mr. Rhind, and Mr. Hopper, have expressed themselves most strongly on the point, we feel we cannot avoid recommending that male Assistants shall be appointed to fill any vacancies which may henceforth arise among the female teachers at Claremont. We, at the same time, are decidedly of opinion, that one female—whether she be an Assistant or a work-mistress—should be *at all times* present with the girls, but more especially during the periods when the boys and girls are together

II. *Aspirant Teachers.*

It has been stated to us by the Principals of several Institutions, and we have ourselves been long aware, that

a great want of qualified Assistant teachers of the deaf and dumb has been frequently experienced : when a vacancy recently occurred in the Claremont Institution it was found altogether impracticable to procure one ; no option, therefore, remained but to appoint to the office a person totally ignorant of the system of teaching the deaf and dumb ; and it was not until after a course of instruction, more or less prolonged, that such teacher became in any wise efficient ; great additional labour being meanwhile entailed on the Head Master and his other Assistants, and the progress of the pupils being thereby considerably retarded.

To obviate as far as possible this great inconvenience, we venture to suggest the employment of a class somewhat analogous to that of "Aspirants," who, we are informed by Dr. Peet, are to be met with at the Paris, and some other of the continental schools. These are "young men of good education, and reliable character, who are employed as Assistants, serving a sort of apprenticeship to the business of instruction, and receiving their board and lodging, but no salary." Should our suggestion be adopted, we would further recommend that after a certain time of service, they might each receive according to their proficiency—to be tested by a searching examination—a first or second-class certificate, indicating their fitness for the office of Assistant Teacher. There is, we conceive, little doubt, but that if this system were judiciously and conscientiously carried out, such a testimonium would be highly esteemed by the managers of such Institutions throughout the kingdom, and would

carry with it great weight in elections to fill vacancies whenever they arise.

III. *Deaf and Dumb Assistants.*

We found, comparatively, few Assistants who were deaf and dumb. At Manchester two of the male Assistants ; at Birmingham the three female teachers ; at London three of the male Assistants,—one of whom, however, is nearly superannuated ; at Brighton one male Assistant ; at Donaldson's Hospital the female Assistant ; at Glasgow one male, and at Belfast one female Assistant are deaf and dumb. We think it right to add, that some years ago a very considerable number of the Assistants in the London Asylum were deaf and dumb ; the late Dr. Watson,—the father of the present talented Principal, and who was then himself the Principal of that Institution,—having determined to test their capabilities for the office ; but after some years, as vacancies occurred, they were filled up by hearing Assistants. Thus, it may be seen that we found mute teachers, numbering twelve in all, at seven of the eleven Institutions we visited, and that of these seven were males and five females.

Considerable doubt has been expressed to us by several, as to the propriety of appointing the deaf and dumb to any office of authority, on the ground that their ignorance of the world and its ways, unfits them for performing the double duty of command over those subordinate to them, and of submission to those placed in authority over them. Irrespective, however, of this point, great diversity of opinion exists as to their eligibility for the situation of Assistant Teacher ; many Principals, among whom

we might name several whose opinions on such matters are deserving of great respect, consider that the deaf and dumb but rarely, if ever, make good teachers; others, while they do not object to them, think that hearing Assistants are far to be preferred; whilst others, having been fortunate in procuring specially intelligent mute teachers, consider such suitable for junior classes. All, however, agree that they are not in any way suited for the more advanced classes.

To the opinion, that the charge of junior classes may, with propriety, be confided to a mute, we are rather inclined, believing that one who has become "master of the language of natural signs, as expressed by the countenance, gesture, and attitude," is generally more perfect in that particular than a hearing person, and would be found in that, as well as in some other respects, invaluable on the first arrival of new pupils; the very difficulties he has himself encountered, before or immediately subsequent to his being placed under instruction, more completely, in all probability, exciting his sympathies for them, rendering him, if possible, more painstaking, and enabling him with greater facility to convey to them the first principles of instruction, and to elicit their earliest impressions; whilst at the same time he can more readily communicate with them in the language common to all mutes,—even the uneducated—namely, that of natural signs.

On the other hand it so rarely happens that a deaf mute is capable, at the expiration of the period usually allotted for his instruction, of understanding even a moderate portion of the literature of his own language, or has

acquired a complete knowledge of signs, "so far as art has enlarged and perfected the natural language," we cannot recommend that the more advanced classes should be confided to the instruction of a mute teacher.

In fine we are of opinion that under no circumstances whatever, should there be more than one teacher of this class in any school;—that, if there be such, he should be entrusted with the *occasional* education of the junior classes alone, in every instance, however, having the assistance of a first-class hearing teacher; and that not even one should be affixed to any Establishment, unless there be proficient hearing Assistants attached to the Institution, capable of instructing the higher classes.

Since the foregoing was set in type, the fifth number of the Magazine of the "Association in aid of the Deaf and Dumb" has reached our hands, and we find from it that the present Manager of the Paris Institution is deaf and dumb; that he is the author of some very distinguished and excellent treatises on the most abstruse subjects of human speculations; is versed in the highest branches of mathematics; and, strangest of all, had written a Universal Grammar. This gratifying instance, however, does not in the least alter the views we have already expressed, as such occasional exceptions only more fully prove the rule; and we never for an instant doubted that the faculties of many of the deaf and dumb are capable of cultivation to the highest extent.

IV. *Monitors.*

The attempt to convey instruction to others is, we

believe, one of the surest means of acquiring knowledge; with this view, therefore, we venture to recommend the employment of the most proficient pupils as Monitors of the several classes. Besides, we are of opinion, that should a vacancy among the Assistants at any time unexpectedly occur, or in the event of the occasional absence of one of them, the deficiency can, in some measure, be at once remedied, through the adoption of this plan, and thus, the routine of the school can proceed without interruption. We are not aware whether this system has been employed in the Institutions for the deaf and dumb throughout Great Britain, although emergencies, causing great inconvenience, have, it is stated, frequently arisen; however it has worked well on the Continent.

4th.—GENERAL EDUCATION.

I. *Arrangement of Classes.*

The average number of pupils comprised in each class, at different Institutions we visited, was about fifteen; from this we met occasional deviations, the arrangement depending, in a great degree, on the number of Assistants employed, and on the judicious classification of the pupils, according to their relative proficiency.

The number of classes was contingent on the number of teachers engaged, which, of course, varied, according to the number of pupils, and to the financial condition of the respective Institutions. At Liverpool we found an admirable plan adopted for the economy of

time, where the teachers are limited in number. In this school there are six classes and but three Assistants, to each of whom are allotted two classes, one a senior, the other a junior: while the teacher has one class occupied with him receiving instruction at the slate, the other is engaged at their desk, writing and preparing their lessons immediately under his observation; at fixed times the two classes change places, and thus all the pupils are fully occupied, and are never lost sight of by the teacher; while, at the same time, one half of the staff answers the requisite purposes. The economy of this plan recommended itself to our notice, and we therefore suggest its adoption at Clarendon.

We were informed that the Principal, at one or two places where the staff was very limited, was compelled to take exclusive charge of one class, to which he gave his individual attention. We feel satisfied that this is an injudicious arrangement if it could be avoided, being firmly impressed with the conviction that the time of the Principal of any Institution would be more advantageously occupied in general supervision of the school, and in going from class to class, thereby ascertaining frequently during the week the progress of each.

II. *Classification of Teachers.*

At several Institutions we found that it was customary for each teacher, in rotation, to be appointed to the most junior class in the school; and as the class advanced from year to year, the teacher still retained charge of it, until the education of the whole class was completed. In others we were informed that the teach-

ers were classified; the most proficient having charge of the most advanced class; the next in proficiency having the second class under his care, and thus on throughout the school.

Both these arrangements have, we conceive, their disadvantages. Under the first, the pupils have not the benefit of a change of teachers; and it is well known that pupils who make no progress whatever with one teacher, advance rapidly when placed under the tuition of another, even though the former may have been a better educated, and, possibly, even a more proficient teacher than the latter, whose mode of instruction, however, may have been more judicious for exceptional cases. Under the latter plan, there is no advance whatever in the intellectual progress of the teachers themselves, who, from year's end to year's end, move round, not onwards; and thus, when, from any cause, a vacancy occurs among the higher class of teachers, a junior finds himself suddenly thrust into a position, for which, from the system under which he has been trained, he may be altogether unsuited. By this arrangement, moreover, the most junior class would be entrusted to the charge of the least proficient teacher in the school, whereas experience has proved that pupils when first placed under instruction require, more imperatively than at a later period, the care and judgment of one of the most highly qualified.

To us, therefore, neither of the plans referred to appears advisable: but we venture to suggest a middle course as that most suitable; namely, that the general body of each class should progress together;—that the

capabilities of each pupil should be periodically tested by the Head Master, and that such as cannot keep pace with the rest of the class should drop into a junior;—that the teachers, excepting under special circumstances, should occasionally, say at intervals of six months, change classes; and that where there is a deaf and dumb teacher, a first-class Assistant, conjoined with him, should have the charge of the two junior classes, alternating their classes at specified times each day.

By this arrangement we believe that every requisite advantage would be gained; the actual progress of each pupil would be tested;—the advanced pupils of a class would not be retarded by the less rapid progress of the slow and stupid, while the latter would be placed in the class best suited for their intellect, and every pupil would have the benefit of a new system and different manner with each new teacher;—at the same time the teachers themselves would acquire that experience which would enable them to take any, even the highest class in the school, should an emergency require it; and the junior classes would have the advantage of a most experienced teacher, as well as that of a good mute signer.

In order to obtain a standard whereby to test the actual progress of each pupil, and to ascertain whether the teacher has been doing his duty to the class, we would recommend the adoption of a plan carried out with complete success by Mr. Baker, at Doncaster. At the termination of each year he examines every class on all the subjects comprised in their course of study during the preceding year, and registers the actual

amount of knowledge possessed by every individual in the class, and a reference to this register enables him at any future time to form a correct opinion; he, at the same time, requires every pupil to write four specimen copies, which are bound up and remain for comparison with those written twelve months subsequently.

III. *Aids and appliances for teaching.*

(α.) Large slates inserted in walls.

We observed that large slates, for the purpose of the lessons being written on with chalk, were inserted, almost invariably, in the walls all round the school-rooms, at a distance of about two feet from the floor; this arrangement,—although disapproved of by one or two of the Principals we met, who prefer the large moveable board or slate,—obviates the inconvenience which must result from large objects standing out in the centre of the school-room, and is, we conceive, attended with many advantages; amongst which we may mention the more perfect cleanliness of the slate as compared with the board; the former never becoming dirty, or losing its color, a circumstance which occurs with the board after it has been a few times used;—then the much greater surface for writing presented by the slate around the walls, whereby the old lesson need not be erased when a new one is given, and, consequently, prolonged opportunity afforded the slower of the pupils for the acquisition of the intended instruction; and, above all, the unobstructed view of the whole school-room afforded to the Principal, who can thereby

have every teacher and pupil under his observation, and see that all are engaged at their several avocations; while, at the same time, the female superintendent can observe that good conduct and decorum prevail throughout.

Having, then, duly considered these several reasons, with many others which bear upon the point, we do not hesitate to recommend that the black-board system be exploded at Claremont, and that the expense be at once incurred of inserting large slates, about three feet in height, in the walls round the school-room, at a distance of about two feet from the ground. Although this will, in the first instance, involve considerable outlay, still eventually it will tend to economy, the portion of the walls so covered being thereby protected from injury, the frequent repairing of which has hitherto entailed considerable expenditure.

(β.) Arrangement of desks.

At Manchester, we were much struck with the plan of the desks at which the pupils were seated, and of which the annexed diagram gives some idea:—the dotted line indicates the wall in which the slates are inserted; the desk has three sides, one of considerable length facing the wall, and a short one projecting towards the wall from either end of the longest side; the teacher stands in the vacant space between the desk and slated wall; while the pupils sit facing him, and occupy the three outer sides of the desk; and at either end there is free access for the teacher, or

for such of the pupils as he may require at the slate. Thus, the attention of the pupils is always directed towards the teacher, and he has them constantly under his observation. Where such an arrangement of the desks as this does not prevail, the whole class are obliged to leave their seats when instruction at the slate is advisable, and thus great confusion of necessity ensues. On the whole, therefore, this arrangement seems so good, that we would recommend its adoption at Claremont; more especially as the proposed alteration could be effected at but small expense, the present desks merely requiring to be re-fitted.

(c.) Suspended Globe.

In the centre of the school-room at Doncaster, a large terrestrial globe, not less than three feet in diameter, is suspended from the ceiling by weights and pulleys, whereby it can be brought down, when required, to the level of the smallest child, and, when not in use, can be raised above the line of vision and far beyond the reach of injury. We would recommend the purchase of a similar one for Claremont.

(d.) Arrangement of Maps.

In every properly conducted school for the deaf and dumb, there must be, of necessity, a considerable number of maps. Where the school-room does not afford sufficient wall-space for the proper display of all these, great confusion may result, and no small delay arise in procuring any one of them when required; besides this,

exposure of the maps invariably causes them to become soiled, and, after the lapse of time, unfit for further use. At Doncaster we found a plan devised by Mr. Baker with the view to obviate these inconveniences, and we deem it so excellent and yet so simple that we pause a moment to describe it. According to his arrangement, all the maps which bear reference to the geography of any particular district are grouped together, and are suspended, each map covering the one preceding it, but on a separate hook—the books being closely arranged one immediately above the other; moreover, the name of each map is legibly printed on the extreme edge of its roller, and over each group is placed a calico cover, on which is painted the name which designates it. Thus the entire of the maps are properly classified; none of them are exposed to dust or soil; and, by referring to the names printed on the rollers, any required map can be at once produced, without displacing the remainder.

(e.) Picture Lessons.

There were very few of the Institutions which we visited, that were not abundantly supplied with pictures, arranged round the walls of the school-room, which in some instances were literally covered with them. We entirely concur with Dr. Peet's opinion, that "they are very useful in deaf mute instruction;" but we cannot assent to his view, that a profusion of them has the tendency "to distract the pupil's attention from his lessons;" nor can we admit his proposition, that "they had better be kept in a cabinet or portfolio, and ex-

hibited when required to illustrate the lesson at hand." It is almost utterly impossible to fix the attention of any pupil for a very prolonged period on his lessons, from which it will occasionally wander. We conceive that, during such intervals, one or other of these pictures may possibly attract his observation; that this may elicit inquiry, or open up some new source of thought; and that thus, the foundation of a new lesson, or perhaps even of a new course of study be laid, which may eventuate in his great and beneficial progress. The system of using such aids to instruction, has long been employed at Claremont, and we unhesitatingly recommend its continuance.

(f.) Museum.

At Doncaster, at Edinburgh, and at one or two other places, we found an admirable museum contained in a small cabinet. In this, is comprised most articles in common use, raw materials, manufactured commodities, Natural history specimens, with models and other objects of interest, and it presents an admirable means for developing intellect, eliciting inquiry, and advancing education. We, therefore, venture to suggest that a similar cabinet be provided for Claremont; the objects to be comprised within it may be but few at first; these, however, can be easily augmented as opportunity offers.

(g.) Half-holiday.

A half-holiday once a-week has been adopted in

almost all the schools we visited, and on two days in the week in others; the intention being to enable the pupils to visit useful public Institutions, objects of interest, sights and exhibitions, and, we believe, a beneficial result has, in every case, ensued. We would confidently recommend the adoption of a similar system for the like purpose, with this further arrangement, that should the appointed day prove unfavorable, another be in every instance substituted.

(h.) Premiums.

We have learned that in some Institutions the granting of premiums at the expiration of each half-year to the most proficient in their several classes, as well as to the best conducted, to the most cleanly, and to the most industrious in their several avocations in the house or grounds, has been found to work well; yet we apprehend that envy and bad feeling might result from the selection of a few for such a distinction, when others might possibly be nearly as deserving; while therefore we recommend that the plan of awarding prizes should be adopted at Claremont, we would suggest that such should be adjudged to all who may have attained a standard amount of merit.

(i.) Punishments.

Corporal punishment has been almost entirely excluded, and, we think, with great propriety, from all the schools we visited. When once a child's conduct is such as to demand so degrading an infliction, it is high

time that he should be removed from amongst others, who may be contaminated if continued within his influence. We admit that it is possible that a necessity for such a punishment may arise, when a hope exists, from the general character of the offender, that his offence, however heinous, was but the act of a moment, and not the result of actual depravity, and that he may be thereby rescued from further progress in his downward course; such, however, are but rare cases, and we trust there will be found but few demanding the imposition either of expulsion or of corporal punishment. With regard to lesser punishments, we think they should be left altogether to the discretion of the Principal, whose judgment will guide him to make an award suitable to each case—every child requiring to be treated according to his disposition—no two being alike in that particular.

IV. *Articulation.*

It must be borne in mind that the majority of mutes are dumb, because they either have never heard, or have been, subsequent to birth, deprived of the gift of hearing, and not because they are devoid of the organ of speech. Attempts have consequently been made to teach the deaf and dumb to articulate. In our progress we met with occasional selected cases, wherein considerable success had resulted from the experiment; but in the majority, if not in all of those instances, the deafness was not congenital, but had arisen from some physical cause at an early age, and the subject of it had

learned to speak before becoming deaf. So far as we could learn, all the teachers of the deaf and dumb, with but few exceptions, consider it applicable to only a few, but disapprove of it as a system to be applied to all; the practicability of acquiring it to an extent that would be useful, being, in the majority of cases, according to their judgment, more than doubtful.

Dr. Peet, who himself deems it "useless to teach articulation to deaf mutes, except in cases where extraordinary labour has been bestowed on pupils of rare docility," informs us that the French teachers regard it as a mere accomplishment, desirable when practicable, but practicable in comparatively few cases;—that in Southern Italy it is altogether repudiated;—that it is attempted in Germany and in Northern Italy where German influence predominates; but that in such of their schools wherein it constitutes a prominent feature in the course of instruction, the success was very inconsiderable. He likewise mentions that Mr. Day, in his report on the German schools, states that "pupils who seem to understand their own teacher, and to be understood by him quite readily, are often wholly unable to understand or make themselves understood when they leave school and go into society." He adds—and this ought to be borne in mind—that the German language is much better adapted than the English to the teaching of articulation to deaf mutes.

In London, however, articulation has been long since the system of the school, and all the pupils are taught to speak; Mr. Watson considering that it is suitable to a very considerable proportion of the deaf and dumb,

but admitting that it is not applicable to all. We were greatly pleased at the facility with which two or three of his pupils were able to carry on a conversation with ourselves, or with one of their teachers, by watching the motion of the lips of the speaker, who, however, must speak very slowly and emphatically to be understood. With these few exceptions it was painful to us to listen to the attempts made by all other mutes, whom we met, when they attempted to speak; for the voice, of necessity, becomes harsh and unnatural, when the tones are not modified through the medium of the ear.

It being then almost universally admitted that the instruction necessary to render their articulation clear, is most troublesome, entails extraordinary labour, and must be persevered in for several years;—that it is acquired frequently at the expense of more solid and durable advantages;—that the sounds elicited from any but those few who are perfect, are most disagreeable; and that those who can articulate frequently give it up in after life, in consequence of the difficulty of being understood by those with whom they attempt to converse; we feel that we cannot recommend its adoption at Claremont as a system, but feel that it ought to be left to the judgment of the Head Master, to apply it to individual cases, should he think fit.

Since the foregoing was set in type, the last annual report of the Ulster Institution has come to our hands. This contains some observations in reference to this subject, which we consider so important, that we venture to insert it:—

Hard, the learned and celebrated physician of Paris, who devoted

his life to the study of deafness, abandoned all attempts for the cure of the deaf mute, expressing his conviction that such attempts were utterly useless. "Medical means," said he, "have no effect upon the deaf, and to me it is certain that the ear in the deaf mute is dead. Fifteen centuries of the Christian era had rolled away ere even the first attempt had been made to instruct a deaf mute. I then, in Spain, a monk, in the sixteenth century, first essayed to teach the children of a man of rank; another Spaniard, in the seventeenth century, published the first known book on the subject: and to him the manual alphabet owes its origin. About the same time, Bulwer and Wallis, in England, and Dalgarno, in Scotland, published independent treatises upon the deaf and dumb, of much value; but no school was established in Great Britain for nearly a century afterwards. In the eighteenth century, a distinguished Physician in Holland, named Aman, wrote on the subject; and his work falling into the hands of a schoolmaster, near Hamburg, named Heinicke, he took up the study, and afterwards became Principal of one of the earliest schools for deaf mutes, which was established at Leipsic in the year 1778. The Dutch physician attributed a mysterious power to spoken language, and Heinicke, embracing this strange idea, based his system of teaching upon the principle that spoken language was the only proper medium or vehicle of thought, adhering closely to the notion that abstract ideas cannot be communicated to the deaf and dumb by gestures, or even by written words; that spoken words were indispensable. He strictly insisted upon articulation and reading upon the lips as indispensable instruments of communication; and these continue to be the great peculiarity of the German schools. Almost all the German masters have proceeded from him, and they have followed up the same error, but not to the same extent, and are understood to be gradually departing from Heinicke's views, and adopting parts of different systems. These modes of communication were, indeed, the first to suggest themselves to the friends of the deaf and dumb as remedies for the loss of hearing and speech; but they have proved not to be the best. Articulation or oral language is described as speech mechanically acquired by attention being directed to the motions and vibrations of the vocal organs, which are recognised by the deaf and dumb by sight and feeling. The teaching of it is an extremely difficult and tedious process, attended with much expense both of time and tuition; and the proportion of cases in which the attempt succeeds to the extent of being practically useful is very small, being confined chiefly to children who have lost their hearing after having acquired some knowledge of language, or who are partially deaf, or to those of peculiar temperament and quick observation. The same may be said respecting the labial language or reading on the lips. This, for the deaf mutes, is to understand the words spoken by others by watching the vocal organs of the speaker. This process likewise demands great pains and patience on the part

both of teacher and scholar; it requires good light, to be near the speaker, and see his mouth fully, and that he utters slowly. It is found, too, that many sounds emitted so run into each other, and show so little difference externally on the organs of speech, that very few attain to any great proficiency, in the method of communication. *Indeed, the language of the lips, or articulation, can never be to the deaf mute a language of sound; from this he must always be debarred, so that after all, the movements of the lips, and the motion of the vocal organs, being recognised by him only by sight or touch, are but signs, less correct, less intelligible, less certain, and less available than written words.*

"While Heinicke was laying the foundation of this peculiar system in Germany, another distinguished teacher appeared in France about the same time, the Abbe de l'Epee, who, discarding the fundamental error of Heinicke, arrived at a different conclusion, but one more in accordance with the principles of sound philosophy, that there is no necessary connexion between ideas and the sound of spoken words; that the connexion is merely conventional; and might as well be established with written words, or, indeed, with natural gestures, or any other signs. Proceeding upon this basis, he saw that these natural signs may be used as a sort of mother tongue in teaching the deaf mute the knowledge of written words, which are to him, at first, a foreign language. But de l'Epee went further, finding the natural language of the deaf mute so simple in its structure, and so destitute of the inflections of grammar, he aimed at constructing a succession of gestures analogous to all those varied forms of expression which exist only in a language highly artificial, and so to make his pupils acquainted with books, by translating signs into written language, and written language into signs. Sicard followed, and adopting this plan at first, attempted to carry out the principle to its full extent, but found that it was not possible to impart such a degree of development to a language of signs or gestures. So that the two conflicting systems commenced in Germany and France, with one or other of which all subsequent efforts may trace some connexion.

"The first school established in the United States having had its teacher trained in Paris, it naturally ensued that the principles adopted by de l'Epee and Sicard for the French schools, in preference to those followed by Heinicke and the German schools, should be imported into America. But considerable modifications and improvements have been carried out in the further working of the system by the able and zealous instructors who preside over the several Institutions now flourishing in that country. The London, Edinburgh, and Dublin Institutions having all derived their instructors from the one source, the system of instruction pursued in them did not vary much. At first, articulation received some attention, it has gradually fallen into disuse, with a few exceptions, not only in them, but in the American schools which have branched out from them. At present, the Ameri-

can and British Institutions hold pretty much the same views upon the general principles of the science. The chief dependence is now placed on written language, explained in the elementary stages by the natural sign language of the deaf mute, aided by methodical signs; and, at later periods, by the use of words already learned.

V. Drawing.

Drawing, in a bold style, suitable for designing, has been, for a considerable time, introduced into all the schools we visited, and forms a part of the regular course of study. At some places the drawing master attends the Institution at defined hours, while at others, the pupils attend the School of design in their neighbourhood. At many places we had the pleasure of admiring several beautiful specimens of drawings and designs, and it was with no little gratification we learned that considerable success in life had been attained by many of the former pupils, who had adopted designing as a means of livelihood; and that in some instances very large salaries have been paid to them. We saw at Manchester several china plates of most exquisite pattern, which were designed by a former pupil of the Institution there, who had been so employed.

While we admit that much greater scope for the employment of artistic talent exists throughout England and Scotland than in Ireland, yet we cannot help thinking that ample opportunity for its use is to be found even there, and that instruction in designing might, with great advantage, be introduced as a part of the educational course at Claremont. We press this point the more strongly, because we conceive that drawing may be made an important agent in communicating instruction, and that the knowledge of it, being conveyed through the

sight, is peculiarly suited for the deaf and dumb, whose other senses are not distracted by sound from the object of their study, and who consequently can more completely direct their undivided attention to it.

VI. *Discipline in the School-room.*

An excellent rule exists in almost all the schools we visited, that but one pupil of each sex is permitted to be absent from the school-room at the same time; but some difficulty has been found in its practical working, more especially where all the teachers are males, and one of the female pupils wishes to retire. An admirable and simple arrangement, adopted, as we are informed by Dr. Peet, at the school at Ghent, would, we think, obviate this inconvenience, and we therefore recommend its adoption at Claremont. A ball or disc painted white on one side, and black on the other, might be fixed at the door of entrance for the female, and another at that for the male pupils. When the white face is directed towards the pupils, the presence of the whole section to which it belongs is indicated; while the black face denotes that a pupil is absent. Each pupil who may have occasion to leave should be required to turn the black face to view, and on returning to restore the white side; thus, while the black face should continue exposed, no other member of that section should be permitted to leave the room.

5th—RELIGIOUS INSTRUCTION.

To prepare for time and for eternity constitutes the

broad principle upon which Institutions for the deaf and dumb have been founded; instruction in the means of salvation through Christ forms therefore the great element in, and is the basis of, the education afforded within their walls. So far as we have had the opportunity of judging, we believe that this principle is faithfully carried out in all the Establishments we visited, and that no means, whereby this desirable end can be obtained, are left untried. The details may be different, but the object and intent are the same in all.

I. *Daily Prayer.*

The general assembly, at all the Institutions we visited, of all the officers and pupils each morning and night for the purpose of prayer, so entirely coincides with the plan adopted at Claremont, and is so consonant with our own views, that we do not hesitate to express our conviction, that, wherever it is not systematically pursued, a blessing cannot be expected to attend the instruction imparted throughout the remainder of the day. It is therefore a source of great pleasure to us to be enabled to report its universal adoption wherever we went.

II. *Daily Study of the Scriptures.*

All the Institutions we visited having been founded on Christian principles, and being maintained by funds contributed through Christian benevolence, it was to be expected that the daily perusal of a selected portion of God's Word should form a portion of the regular defined duties of the day. It is gratifying to us to be able to

confirm to the fullest extent this impression, as in no single instance did we find the least deviation from this universal rule.

III. *The Sabbath Day.*

Wherever we went, we found that the injunction, "Remember the Sabbath day to keep it holy," was rigidly adhered to; and, although there existed some slight deviations in the details of the mode of spending this day, yet in all it was practically set down as "the day of rest."

IV. *Public Worship.*

Some diversity of opinion, we ascertained to exist on this point. Although all agreed as to its vital importance to those who can follow the service, and cordially enter into its spirit; yet some think, that the deaf and dumb being unable, in most instances, to read from the lips, and consequently, not understanding one word of what is said, soon become wearied, or have their attention carried away, and become absorbed in the consideration of subjects, altogether unsuited, perhaps, for either the day or the place; while others are of opinion, that the mere habit of attending the House of God, and of being engaged during the Service,—if unable to follow it,—in reading and studying the Scripture, must be attended with good results.

To reconcile in some measure these conflicting opinions, we would suggest that an arrangement might be made with the parochial clergy, whereby the

Service, in the sign language, with which they are familiar, should be provided for them in the parish Church, at least once each Sabbath; and that a second Service, also in the sign language should be gone through in their school-room; and we would sincerely rejoice were a Clergyman, capable of communicating with the deaf and dumb in their own language, officially attached to every Institution for their education throughout the kingdom, for the purpose of conducting worship, and conveying religious instruction.

V. *Sunday School.*

The affording religious instruction through the medium of Sunday Schools is now so universally admitted to be among the best means at our disposal with that object, that it need not be a matter of surprise that the system should have been adopted in all Asylums for the deaf and dumb. It was gratifying to us to be informed that, so far as could be ascertained, great blessings had appeared to follow its introduction, and it is equally so, to be able to express our conviction that the system is admirably and beneficially carried out at Claremont.

6th.—INDUSTRIAL TRAINING.

The pupils of all the Institutions we visited were, with but few exceptions, from the lower classes of society; such, when they leave, must, of necessity, earn their livelihood by the use of their hands; to them therefore, the growth of habits of idleness would be, not

merely pernicious, but absolutely ruinous; the occupation, therefore, of the portion of their time, not appropriated to educational purposes, has been looked upon as a matter of serious moment, and has engaged anxious attention. We too have given the subject much consideration, and yet it is with some diffidence that we express our opinions. We have divided our comments into two heads—those which refer to the boys, and those to the girls—as the observations which would be applicable to the one sex would not be equally so to the other.

We would first, however, premise that the deaf and dumb, from their constitutional condition, require a large amount of air and exercise, to counteract their natural delicacy, and to fit them for earning a livelihood when they attain adult age; and that, consequently, for the short period during which mutes remain inmates of such Institutions, the whole of their time, not devoted to school training, should be occupied in healthful, out-of-door, but still industrial recreation. We think it right also to add our opinion that, whilst every member of the labouring community ought, as fully as possible, to be made acquainted with the use of the several mechanical contrivances used to substitute or lessen manual labor, and thereby be fitted for the higher class of employment, yet that instruction therein should not be adopted to the neglect of a knowledge of the more common modes of work suitable to the condition of those from whom the majority eventually obtain their chief employment, and whose means would not permit the purchase of expensive apparatus.

I. *Employment for the boys.*

In large schools it has been a matter of difficulty to find employment, suitable at all times for the boys; and for this reason, we noticed that they have, generally, more idle time at their disposal than the girls; still we ascertained that they are occasionally engaged in domestic work—such as the cleaning of the knives and forks, as well as of the boots and shoes required by the whole Establishment, the pumping of water, and other similar employments—in the performance of which their time is, we conceive, occupied very beneficially, both as regards themselves and the Institution. The practice of thus occupying what might be otherwise leisure time, has long existed at Clarendon, and we strongly recommend the continuance of the custom.

(a.) Trades.

Instruction in a trade, by which the pupil can earn a livelihood, subsequent to his leaving the Institution in which he is placed, has not been tried as a system in any of the Institutions we visited, excepting at Edinburgh, Glasgow, and Belfast. At the latter two, after a full trial, wherein it proved an utter failure, the experiment has been given up; the system, however, is still continued at Edinburgh, where the boys are occupied, during three hours daily, at either tailoring or shoe-making; yet Mr. Rind, who has had many years' experience on the point, both at Belfast and Edinburgh, is of opinion that it were better dispensed with.

It is well to bear in mind, that the knowledge of a

trade acquired in an Institution entails great expense on the Charity, while, at the same time, it ensures no commensurate benefit to the pupils, but rather the reverse, as the time which is thus occupied would, it is conceived, be much better spent in the school-room; besides this, no employment, in Ireland at least, is open to them until they have subsequently served a regular apprenticeship to the trade, and no deduction in the amount of the fee, or in the duration of such apprenticeship is ever allowed by their future master, in consequence of their previously acquired knowledge.

We have given the whole question a good deal of consideration, and feel convinced that the foregoing arguments adduced against the adoption of a system of training to regular trades in such Institutions as that at Claremont are conclusive, so far as Ireland is concerned. We know not, however, how far they apply to England or Scotland, where, unquestionably, the mute tradesman stands in a much better position than he does in Ireland; as in the two former, if he be a good workman, he is sure to have constant employment, whether he has served an apprenticeship or not.

There are many avocations, however—such as basket making, rope making, mat making, netting, or weaving—which, in Ireland, we think admirably suited for the deaf mute; because there, such occupations are in universal demand;—do not involve any considerable outlay for tools or materials; and do not in the least interfere with the regular trade to which the pupil may be bound, but present an occupation to which he can turn for a livelihood in the event of an emergency.

While, therefore, we strongly recommend that none of our boys at Claremont should be taught a regular trade, we would suggest that they be instructed in some such employment as we have referred to; we, at the same time, however, think that every boy should acquire so much knowledge in tailoring, as would enable him to keep his own clothes at all times in proper repair.

(a.) Gardening, Farming, &c.

At several of the places we visited, we found a small quantity of ground attached to the Institution, the working of which gave abundant employment, and, at the same time, healthful recreation to the boys. At Doncaster, we were extremely pleased with their small farm of about three acres, which is worked by a gardener, assisted by the boys, and from which the whole Establishment is abundantly supplied with vegetables. Mr. Baker has kept a careful account of the expenditure and receipts, debiting the Establishment with the market value of the vegetables consumed, and he proved to our satisfaction that, taking into account the whole produce, these three acres have realised nearly sixty pounds a year over and above the total outlay.

With our fine farm of eighteen acres at Claremont, we feel it is to be regretted that we have not carried out a like plan on a much larger scale than has been hitherto done. At present we farm between two and three acres, while the remainder of our ground is given to the Providence in lieu of salary. We would suggest that some new arrangement be entered into with Mr. Clarke

whereby he would receive a fixed salary in lieu of the ground, and that the whole farm be taken under our own management. Should this recommendation be adopted, we would advise the appointment of a clever, practical steward, who would be entrusted with the whole superintendence; and that all the boys, without exception, be employed for several hours daily in field labour. In this way we conceive great pecuniary benefit would accrue to the Institution—the boys would, as far as possible, be guarded against the acquisition of idle habits, so baneful to all in their position of life; their health would be improved, their constitution strengthened, and their muscular structure developed; and thus they would be better fitted for the confinement of the school-room, and for the future uninterrupted prosecution of the avocation they may follow in after life; while, at the same time, the knowledge of husbandry which they shall have thus acquired will, in all probability, render them more certain of obtaining employment in the country during the summer season, when there is least demand for ordinary trades.

II. *Employment for the Girls.*

In our opinion, the girls, in the majority of these Institutions, are too much engaged with in-door avocations, and have too little enjoyment of pure fresh air; and while we think that all due attention should be paid to industrial work for them, yet we are decidedly of opinion that their time should be so apportioned, that a

reasonable amount of out-door occupation should fall to the lot of each.

(a.) Domestic Work.

In almost every place we visited, the girls, with the assistance of a staff of servants, perform all the domestic work of the Establishment. We highly approve of this arrangement, provided that it be not overdone,—that each girl has only her fair share to do, and that she is engaged at it for but a limited period. With such restrictions we think it highly advantageous that each girl should be trained to habits of industry and neatness in all household matters, and this can only be acquired by regularity and system. We are also of opinion, that every one of the female pupils should be instructed in simple economic cooking suited to her position of life, whereby she may be enabled to render her home more comfortable, should she return to it on the completion of her education.

(b.) Laundry Work.

In some few places, the whole of the laundry work was done by the girls; in others, such as were old enough lent assistance to the laundresses employed for the special purpose; while in a few no opportunity whatever, was afforded to any of them, of acquiring a knowledge of any portion of this branch of employment. The first of these plans, we believe, would entail too much slavery on the girls, and would so completely occupy their time not engaged in school, that they could not possibly have any out-door recreation, or employment. To the last, we have, if possible, stronger

objections, as we look upon a knowledge of laundry work, in all its branches as all-important, whether the girl goes to service or returns home to her own family. The second plan above referred to has been, for many years, carried out at Claremont, and has been followed by most beneficial results; by the system there adopted the girls are not over-worked, yet still acquire a full and useful knowledge of this business; and it gives us much pleasure to know, that some who were trained in the laundry there, are now well employed as laundresses in public Institutions and in private families.

In some of the most complete laundries we visited, we observed several mechanical constructions, such as we have already referred to, employed as aids to lighten the manual labor, without injury to the clothes;—such for instance as the “Floating Ball Washing Machine,” or the “Patent Wringing Machine.” We are aware that apparatus of this nature are but seldom met with in private families, and never, of course, in the pupils own homes; we cannot therefore recommend their employment to the exclusion of the ordinary means, but still we think they may be employed, with the view to economise labour, in such an Institution as that at Claremont, where the hands are too few for the work, provided they be used as mere auxiliaries, but not in any measure interfering with the due and full instruction in all the branches. We therefore recommend the purchase of such as are most approved, for the Institution.

(c.) Farm Work.

We do not recollect an instance in our tour of

the girls being employed in farm work; and perhaps in England this was to be expected; but in Ireland almost all the pupils come from the country, and the majority of them, especially of the girls, return to it when they leave the Institution in which they have been educated. Should they return home they must, of necessity, give assistance to their family in farm work; by occupying them occasionally, therefore, while at Claremont, in milking, dairy-work, hay-making, binding corn, picking potatoes, or weeding, we afford them healthful employment, and, at the same time, render them subsequently more useful in their family, and better suited to earn their bread.

(d.) Needle Work.

It is quite right that every girl should be instructed in needle work, were it only that she might know how to make and mend her own clothes. In some Institutions we were informed, that the female pupils are required not merely to do this, but also to make and repair all the house linen, as well as all the inside clothing of the boys. To get through so great a quantity of work, entails a complete occupation of so much of their time, that but little can remain for other equally useful, and, subsequently, perhaps more profitable employment. Remembering, likewise, the wretched pittance paid for plain work at the present day, and the incessant toil,—morning, noon and night—which the earning of that small pittance demands, together with the fearful temptations to which the poor struggling work-girl has ever been exposed, we feel we cannot conscientiously re-

commend the adoption, at Claremont, of plain needle work to an extent that would set aside other industrial avocations.

We have learned that fancy work is executed in one or more of the schools we visited, and we are aware that at one time it was also to some extent at Claremont. We would not desire, as we have already stated, that instruction in plainwork should be overlooked; but, at the present day, when fancy work has come into great demand, and large industrial schools have been founded to instruct the children of the poor in the styles of work most in request, we feel we would be overlooking a means of procuring good employment for our girls when they leave us, and that, too, at a very small cost, did we not strongly recommend the appointment of an eligible person capable of instructing them in all kinds of fancy work. We do not contemplate that she should confine herself exclusively to this branch of work, but that she should be the work-mistress of the Establishment; we also think she might be appointed the female superintendent, to be at all times present with the girls. We feel assured that fancy work executed in the school would find a ready sale, and that the proceeds would repay the outlay, irrespective of the benefit which would result to the girls themselves.

7th.—APPOINTMENT AND DISMISSAL OF ASSISTANTS.

We ascertained, that, in a large majority of the

Institutions we visited, when a vacancy among the Assistants arises, the Principal recommends a successor to the Committee, who, however, retain to themselves a power of veto; this, however, owing to the judgment usually employed in the original selection, has never been exercised. Should a necessity arise, the Principal has likewise the power of dismissal; a right of appeal to the Committee being reserved to the party dismissed. At Doncaster and at Glasgow the power of appointment and dismissal is vested exclusively in the Principal, who, perhaps, is the party most interested in having suitable and efficient Assistants; while at Belfast the Assistants are appointed or dismissed by the Committee, who however, have always consulted the Principal in reference thereto.

There is much to be said in favor of each of these three plans; but we think the first is that to be preferred, more especially where great unanimity exists between the Committee and the Principal.

8th.—DOMESTIC ARRANGEMENTS.

I. *Office of Matron.*

The wife of the Principal acts as Matron at Liverpool, Brighton, Doncaster, and Newcastle; these Institutions are in all respects most creditable to the management of the ladies under whose domestic superintendence they are placed, and too much cannot be said in their praise.

At Manchester, Birmingham, Edinburgh, Donaldson's Hospital, Glasgow, and at Belfast, the Matron is a

distinct officer, altogether unconnected by relationship with the Principal, and the appearance of each of these Institutions reflects great credit on the respective Matrons, under whose supervision there appeared to be nothing wanting to render their several Institutions objects of admiration. We think it right to mention that the Principal at Birmingham is unmarried, and that, consequently, the Committee there have had no option in the matter; and, further, that at Donaldson's Hospital, the deaf and dumb school forms but a portion of the establishment, for the whole of which a Matron has been appointed.

At London there is no such officer as a Matron; but the household duties are discharged, and we believe efficiently, by an upper-class domestic. We do not, however, consider such an arrangement likely to prove satisfactory, and, consequently, do not in any way recommend its adoption by our Committee.

A strong opinion prevails amongst the Principals of all the foregoing Institutions, that the business of each Establishment would be carried on more efficiently and harmoniously were the wife of the Head Master in all cases to hold the office, and be responsible for the duties of house-keeper. It is with some difficulty we venture to dissent from an opinion, so universally expressed; but having had for many years a most admirable Matron at Claremont, we feel that we would prefer a continuance there, for the present at least, of the existing system.

II. *Office of Providore.*

Excepting at the London Asylum where there is not

a Matron, and where, in consequence of the extent of the Institution, a Providore is essential, we no where met with such an officer, and the opinion universally prevailed that there existed no necessity whatever for one; but that his duties could be easily discharged by an efficient Matron. We have come to the same conclusion; but while we recommend that, when a vacancy in that office arises at Claremont, an arrangement consonant with that opinion be made, and that thenceforth such an appointment shall cease to exist; we most strongly deprecate the removal of Mr. Clarke, who has filled the office at Claremont now for many years, with so much satisfaction to every one interested in the Institution, and whom we all so highly respect and value

III. *Boarding of Assistants.*

The principle of providing board for all the Assistants, &c., has been invariably adopted in all the Institutions we visited; but there exists some difference in regard to the details. For the most part we found that the Principal and his family, together with every other officer of the Establishment, is boarded at the expense of the Institution, the actual cost being defrayed out of the funds; and where such is the case, the Assistants take their meals either at the same table with the Principal or at that of the Matron. Where this arrangement does not exist, a separate table is provided for the Assistant teachers, the outlay actually incurred being provided from the funds, whilst the Principal diets himself and family out of his own income; but in no

instance did we find that either the Principal or Matron received a fixed sum per annum for the board of each officer and servant, according to the system adopted at Claremont.

After due consideration of this question we have come to the conclusion that, whenever the existing arrangement with our Matron shall come to a close, thenceforward it would be expedient to adopt a new plan, whereby the expenditure actually incurred for the maintenance of the Assistants and other officers, and of the servants, should be defrayed out of the funds; we cannot, however, recommend that the Principal should, at any time, receive board for himself or family in lieu of any portion of his salary.

IV. *Dietary of the Pupils.*

We observed that the dietary throughout all the schools was very good. In almost all, the pupils are provided with meat at dinner, on at least four days a week, while in some they have it on five days, and in London on every day; besides this, they get a liberal supply of soup. Puddings made with suet, rice, preserves, or fruit, constitute likewise a considerable portion of their dinner. For breakfast they have in some places bread and milk, in others milk porridge with bread, and in others the ordinary stirabout and milk. Their supper is much the same, but in some Institutions bread and cheese, or bread and treacle, is substituted.

We are of opinion that the deaf and dumb require good generous diet; but, at the same time, it is equally

important to be borne in mind that over-feeding is highly injurious. Without at all entering into details, we would merely express our conviction, that a constant variety in their diet would be found conducive to the maintenance and improvement of their health. We would prefer a small quantity of meat, together with a little soup, on four days in the week, to double the quantity of either alone on but two days each. We would recommend the frequent use of a moderate quantity of well-cooked vegetables, but do not approve of potatoes for constant use; as an occasional change, however, they are not objectionable. Rice in every variety of cooking constitutes, as we believe, a most admirable article of diet; while we think oatmeal ought to be but sparingly used. Puddings are in our opinion not suitable food for the deaf and dumb; but bread and milk alternated with rice and milk, or an occasional change to stirabout and milk will, according to our experience, be found wholesome diet for them; but we cannot in any way approve of their using cheese.

V. *Dormitory arrangements.*

In almost every place we visited, we were informed that a hearing person slept in each dormitory, whereby, in the event of illness or accident, assistance could be at once procured. At one or two Institutions we found that no such arrangement existed—a system we feel we cannot too strongly condemn, as one likely to be followed by most disastrous results, and which widely

contrasts with that adopted at the Institution at Ghent, where, we are informed by Dr. Peet, "the two principal Professors with their Assistants have given themselves to the work of deaf mute education with a rare and almost unexampled devotion. They sleep in the same apartments with their pupils, accompany them in their promenades, join with them in their sports, and for all this self-denying labor, demand no other compensation than their board and clothing." We do not expect from our Assistants an assimilation in all respects to the conduct, as thus described, of these admirable men; but we feel that there is much in it worthy of imitation, and not the least that which applies to the present subject.

We learned, too, that the custom of locking the dormitories at night invariably prevails; whilst, at some few places we were made aware of the fact, which greatly surprised us, that, not merely is this plan rigidly adopted, but that the sleeping apartments are locked on the outside, whereby the inmates have no means of egress excepting through the intervention of parties from without. Wherever we found this arrangement to exist, we freely expressed our opinion that, while discipline and morality might require the dormitories to be locked, yet each of the hearing occupants should be provided with a key, whereby the means of procuring assistance or of escaping from accidents are at the immediate disposal of those within. We were confirmed in this conviction when we learned that, on more than one occasion, and at more than one Institution, a fire had originated in one of the dormitories by the careless use of matches,

secreted and privately used by the pupils—that at one Institution a girl was found dead in her bed, although in perfect apparent health the previous night; and that at another, a pupil was discovered nearly dead from an attack of epilepsy, with which she had never been previously affected. Since our return home, the melancholy episode at Strabane has proved but too truly how correct our views on this subject were.

VI. *Sanitary arrangements.*

(a.) Warm and Plunge Baths.

Wherever we went, we learned that each pupil is obliged to take a warm bath once a week throughout the winter, and, excepting at one or two places, throughout the summer too, and that a marked benefit in the health of the children has attended its employment; we would venture most strongly to urge its adoption at Claremont; but at the same time, we do not think it ought, in the least, to interfere with the regular weekly use of the cold plunge bath, which has been now for so many years attended with such good results there: we may here observe, that we have not observed elsewhere any such appliance for the maintenance of health.

(b.) Gymnasium.

A gymnasium is attached to a few of the schools; the majority, however, are not provided with any thing of the kind; and in one or two places the apparatus has been taken down, in consequence of dangerous and

sometimes fatal accidents having ensued. We do not think it essential, and consequently do not advise the erection of one at Claremont.

(c.) Heating of the apartments.

We observed that some of the school-rooms, dining-halls, and other apartments, had no open fire-places, but were heated with warm air, generated from hot water pipes passing through the several rooms. If a hip-pocaust could be erected at Claremont, without very great cost, we would recommend the employment there of this mode of heating, as we feel assured it would be attended with good results to the health of the pupils, who are, during the winter, almost always miserably cold, it having been found to be impossible to heat the large apartments there by means of ordinary grates. We are of opinion too, that a great economy in fuel would be thereby annually effected, which would repay the outlay in a few years.

(d.) Ventilation.

Perfect ventilation without draughts 'is, on the one hand, very difficult of attainment; whilst, on the other, if ventilation is carried on by means of windows, it is difficult to have them kept open in winter weather; the windows being invariably closed immediately on the withdrawal of the officer in charge. With the view to obtain proper ventilation, and to obviate any interference with the means of procuring it, we have noticed, in some public Institutions, sheets of perforated zinc substituted for glass in the upper parts of each window. This plan has been adopted with success in some of

the large hospitals in Dublin; the expense is small, and the light is but very slightly diminished; we would, therefore, recommend its adoption at Claremont.

CONCLUSION.

We have now brought our report to a close, having therein directed special attention to every point suggested to us prior to our departure, or which subsequently appeared to demand it; and while we have ventured strongly to express our convictions, and the conclusions at which we have arrived, after a calm and deliberate reflection upon all we have seen and heard, we, at the same time, beg to state that we have formed no dogmatic opinions, but are fully open to argument upon any of the topics discussed by us. In conclusion, whether the Committee coincide with us or not in the views we have given expression to, we trust that the decision they arrive at will, under God, be for the ultimate benefit of the Claremont Institution, and for the promotion of the interests, both eternal and temporal, of the poor mutes of Ireland.

(Signed,)

JOHN RINGLAND, M.D., M.R.I.A.,

Honorary Secretary.

JOHN GELSTON, *Member of Committee.*

APPENDIX I.

THE DIETARY.

We think it not out of place to insert the Dietary of the respective Institutions we visited, as we feel satisfied that a perusal thereof will prove satisfactory to those who refer to it.

Liverpool Institution.

BREAKFAST.

Sunday, Monday, Wednesday, Thursday, and Saturday—Boiled bread and milk.

Tuesday and Friday—Oatmeal porridge and milk.

DINNER.

Sunday—Cold beef and potatoes.

Monday—Rice pudding.

Tuesday—Meat and potatoes, with pie.

Wednesday—Baked meat and potatoes.

Thursday—Boiled batter pudding, or boiled suet pudding, with sweet sauce.

Friday—Hashed meat and potatoes.

Saturday—Fried liver and bacon, and potatoes.

SUPPER.

Daily—Boiled bread and milk.

Manchester Institution.

BREAKFAST.

Daily—Boiled milk and bread—sometimes thickened with oatmeal.

DINNER.

Sunday—Suet puddings; sometimes plain, sometimes with apples, rheubarb, or gooseberries; and sometimes with currants and raisins.

Monday—Beef and potatoes.

Tuesday—Soup with rice in, and bread to it; afterwards bread and cheese.

Wednesday—Beef and potatoes; in summer and autumn they have fresh beef and home-cured bacon, and fresh vegetables from the garden.

Thursday—Suet puddings, and occasionally baked fruit pies.

Friday—Rice sweetened with treacle, or eaten with stewed fruit.

Saturday—Potato hash, made with very good fresh beef, and bread to it.

SUPPER.

Daily—Bread and milk.

The pupils have as much as they can eat. They have buttermilk twice a week to drink to dinner, and on other days water. These dinners are varied occasionally as the matron thinks proper. Pork, fed in the establishment, is sometimes substituted for beef.

No second's flour used; the bread is made at home, of flour made of Cheshire wheat, with all the gluten in.

MANCHESTER INSTITUTION,

For Boarders who pay £21 per annum.

BREAKFAST.

Daily—One pint of milk boiled with bread, and a slice of bread and butter.

DINNER.

Sunday—Round of beef roasted or boiled, vegetables, and rice pudding.

Monday—Cold beef and suet pudding.

Tuesday—Soup, meat, and barn dumplings.

Wednesday—Roast mutton and puddings.

Thursday—Roast beef and puddings.

Friday—Cold beef and fruit puddings or pies.

Saturday—Potatoe pie or hash, with puddings.

SUPPER.

Daily—Tea, with bread and butter

Birmingham Institution.

BREAKFAST.

Daily—Bread, and hot milk with a little oatmeal and salt boiled in it, poured upon it.

DINNER.

Sunday and Thursday—Boiled beef and potatoes, with some other vegetable.

Monday and Friday—Stew—consisting of beef, potatoes, and rice, with the liquor in which the beef of Sunday was boiled.

Tuesday—Baked mutton, and two sorts of vegetables.

Wednesday and Saturday—Jam roll, or chopped raisin pudding.

Water for drink and not beer, unless ordered by the medical officer.

SUPPER.

Sunday, Wednesday, and Saturday—Bread and cheese.

Monday and Thursday—Bread and dripping.

Tuesday and Friday—Bread and treacle.

London Asylum.

BREAKFAST.

Daily—Bread, butter, and milk.

DINNER.

Daily—Meat (beef and mutton), potatoes, puddings, bread, ale, and for delicate children, porter; soup twice a week during winter months; and peas, cabbage, and lettuce in the season.

SUPPER.

Daily—Bread and new milk.

Brighton Institution.

BREAKFAST.

Daily—Oatmeal porridge, with bread. The oatmeal is boiled with water, and milk added.

DINNER.

Sunday and Thursday—Suet puddings, with currants and raisins.

Monday and Friday—Roast beef, potatoes, and rice.

Tuesday—Irish stew, made of fresh beef and potatoes, carrots, turnips, and onions.

Wednesday—Boiled or roast beef, potatoes, and rice.

Saturday—Soup, with bread and rice, or Irish stew.

The above is the usual dietary. It is, however, thought advisable, occasionally to change the days for each. In spring, rheubarb puddings, and in autumn, apple puddings are supplied to the children.

SUPPER.

Daily—Bread, and new milk with warm water.

Doncaster Institution.

BREAKFAST.

Daily, excepting Saturday—Milk porridge with bread, made in the following proportions:—twenty quarts of milk, twenty-four quarts of water, half a stone of oatmeal, and eighteen pounds of bread.

Saturday—Gruel, with treacle and bread.

DINNER.

Sunday and Wednesday—Roast or boiled meat and potatoes.

Monday—Rolled puddings, with raisins and currants, or preserves; and sometimes, in summer, fruit pies.

Tuesday and Friday—Stew of meat and potatoes.

Thursday—Bread and soup, made from fresh meat, with celery, onions, carrots, &c., for which in summer is substituted fruit pies.

Saturday—Rice puddings, and sometimes, in summer, fruit pies.

In May and June cabbage is substituted for potatoes once a week.

SUPPER.

Daily—Milk and water, with bread, occasionally alternated with bread and cheese.

Newcastle Institution.

BREAKFAST.

Monday to Saturday—Oatmeal porridge (Irish stirabout) and new milk.

Sunday—Bread and new milk.*

DINNER.

Sunday—Broth, beef, and potatoes; occasionally potato-soup, with mutton and bread.

Monday—Rice and milk.

Tuesday—Broth, beef, and potatoes.

Wednesday—Suet pudding, made with raisins and currants, or plain suet pudding and treacle.

Thursday—Broth and bread.

Friday—Cold meat and potatoes.

Saturday—Fish and potatoes; sometimes rice and milk.

AFTERNOON.

Daily—Each child gets a piece of bread at half-past four o'clock

SUPPER.

Monday to Saturday—Bread and new milk.*

Sunday—Coffee, with bread and butter.

The above is the regular dietary, but it is varied occasionally.

Edinburgh Institution.

BREAKFAST.

Daily—Porridge and sweet milk—four ounces of oatmeal for each pupil under fourteen years of age. Five ounces for all boys above that age.

Sweet milk, one and a half gill for each pupil.

DINNER.

Sunday—Rice and milk—three ounces of rice, two gills of sweet milk, three quarters of an ounce of sugar, and six ounces of bread for each pupil.

Monday—Broth with vegetables—one ounce of barley, four and a half ounces of beef, two and a half ounces of bread, and ten ounces of potatoes, or five ounces of bread without potatoes, for each pupil.

* The milk is given cold in summer, but in winter it is put into a steamer, with a small quantity of oatmeal and salt, and well boiled. The bread is cut into dice by the boys, and the hot milk poured over it.

The bread is baked by the servants in the Institution, and is composed of two-thirds wheaten meal and one-third flour. The children are not restricted to any quantity of bread, but they use, on an average, half a pound each, and half a pint of milk. Fifty children use about three stones of potatoes and eighteen pounds beef, with broth.

In making potato-soup, the potatoes are pared, then put into the pot along with the mutton, and boiled for two hours, or longer.

The broth contains barley, carrots, turnips, and cabbage.

Tuesday—Potato-soup—twenty ounces of potatoes, and five ounces of bread, for each pupil. When potatoes cannot be got good, broth with vegetables are used instead of potatoe-soup; and occasionally carrot-soup employed instead of potatoe-soup.

Wednesday—Broth with vegetables—one ounce of barley, four and a half ounces of mutton, two and a half ounces of bread, and ten ounces of potatoes or five ounces of bread without potatoes, for each pupil. When potatoes cannot be got good, cabbage or turnips are used instead of potatoes, and occasionally at other times for a change.

Thursday—Pease-soup—four ounces of pease, two and a half ounces of bread, and ten ounces of potatoes, or five ounces of bread without potatoes for each pupil.

Friday—Rice and milk—three ounces of rice, two and a quarter gills of sweet milk, three quarters of an ounce of sugar, six ounces of bread, for each pupil.

Saturday—Broth with vegetables—one ounce of barley, four and a half ounces of beef, two and a half ounces of bread, with ten ounces of potatoes, or five ounces of bread without potatoes, for each pupil. When potatoes cannot be got good, and occasionally at other times, cabbage, turnips, or other vegetables, are substituted by way of change.

AFTERNOON.

Daily—Four ounces of bread for each pupil above fourteen, and two and a half ounces of bread for each pupil under fourteen.

SUPPER.

Daily—Five ounces of bread, and two gills of sweet milk, for each pupil.

Donaldson's Hospital, Edinburgh.

BREAKFAST.

Daily—Porridge and milk—four ounces of oatmeal and one and a half gill of sweet milk, for each boy and girl.

FORENOON.

Daily—One and a quarter ounces of bread for each boy and girl, except when they go to Church on Sunday.

DINNER.

Sunday—Rice pudding—three ounces of rice, three and three-quarter gills of sweet milk, four-fifths of an ounce of sugar, for each boy and girl.

Monday—Broth with vegetables—one ounce of barley, four and a quarter ounces of beef, one and a quarter ounce of bread, and ten ounces of potatoes, or three and three-quarter ounces of bread without potatoes, for each boy and girl.

Tuesday—Potatoe-soup—twenty ounces of potatoes, four and a quarter ounces of beef, and five ounces of bread, for each boy and girl in summer; when potatoes cannot be got good, broth with vegetables are used instead of potatoe-soup.

Wednesday—Rice pudding—three ounces of rice, three and three-quarter gills of sweet milk, and four-fifths of an ounce of sugar, for each boy and girl.

Thursday—Broth with vegetables—one ounce of barley, four and a quarter ounces of mutton, one and a quarter ounce of bread, and ten ounces of potatoes, or three and three-quarter ounces of bread without potatoes, for each boy and girl; and when potatoes cannot be got good, cabbage and turnips are used instead of potatoes.

Friday—Pease-soup—four ounces of pease, four and a quarter ounces of beef or mutton, one and a quarter ounces of bread, and ten ounces of potatoes, or three and three-quarter ounces of bread without potatoes, for each boy and girl.

Saturday—Broth with vegetables—one ounce of barley, four and a quarter ounces of beef, one and a quarter ounce of bread, and ten ounces of potatoes, or three and three-quarter ounces of bread without potatoes, for each boy and girl; and when potatoes cannot be got good, cabbage or turnips are used instead of potatoes.

AFTERNOON.

Daily—Five ounces of bread and two gills of sweet milk, for each boy and girl.

SUPPER.

Daily—Two and a half ounces of bread and one and a half gill of sweet milk, for each boy and girl.

Glasgow Institution.

BREAKFAST.

Daily—Porridge and milk.

DINNER.

Two days in each week—Beef and bread.

Five days in each week—Scotch barley broth, soup, and potatoes.

SUPPER.

Daily—Porridge and milk.

Belfast Institution.

BREAKFAST.

Daily—Five ounces of oatmeal made into stirabout, and two-thirds of a pint of buttermilk.

DINNER.

Sunday, Wednesday, and Friday—Five ounces of beef and two pounds of potatoes, or seven ounces of bread.

Monday and Saturday—Five ounces of rice, and quarter of a pint of new milk.

Tuesday and Thursday—Broth of bones and beef heads, with vegetables, and two pounds of potatoes, or seven ounces of bread.

SUPPER.

Sunday, Tuesday, Wednesday, Thursday, and Friday—Five ounces of rice, and quarter of a pint of new milk.

Monday and Saturday—Five ounces of oatmeal made into stir-about, and two-thirds of a pint of buttermilk.

Claremont Institution.

BREAKFAST.

Daily—Boiled rice and milk.

DINNER.

Sunday—Bread and cold milk.

Monday and Thursday—Beef and vegetables, with bread.

Tuesday and Friday—Soup and potatoes.

Wednesday and Saturday—Potatoes and milk.

SUPPER.

Daily—Bread and cold milk.

The boarder pupils, who pay each £25 a year for their board and education, are boarded at the table of the matron, and are treated in all respects as members of her family.

APPENDIX II.

ARRANGEMENT OF TIME THROUGHOUT THE DAY.

The information supplied throughout the following Returns may prove useful to those who may be desirous to prepare or amend the Time Tables of their respective Institutions. It should be observed, however, that this arrangement of time is not absolute, but is altered according to existing circumstances, or local convenience:—

Liverpool Institution.

WEEK DAYS.

Rise at 6 in summer, at 7 in winter.

Breakfast at 8.

Domestic Work to 9.

School from 9 to 12, with quarter of an hour relaxation.

Dinner at 12.

Sewing by the Girls } from 1
Play, Marketing, } to 2.
&c. by the Boys

School from 2 to 4½, except on Thursday and Saturday, when, on the former all go to walk, and on the latter the time is occupied in doing up the house.

ON SUNDAYS

The pupils are engaged in Religious Instruction during five hours and a half:—one and a half in preparation before going to Church, two in the afternoon, and two in the evening.

Prayers at 4½.

Play to 5½.

Supper at 5½.

Sewing by Girls 6 to 8.

School for the Boys 6 to 7.

Bed at 7 in summer, at 8 in winter.

Manchester Institution.

WEEK DAYS.

Rise at 6 in summer, at 7 in winter.
Prayers at 7 in Summer; 8 in Winter.
School from 7 to 8 in Summer only.
School from 10 to 1.
Dinner at 1 $\frac{1}{2}$.
Recreation to 3.
School from 3 to 5
Supper and Recreation from 5 to 7.
School from 7 to 8.
Prayers at 8.

Bed at 8.

An afternoon half-holiday on Wednesday and Saturday in every week.

SUNDAYS.

All the pupils go twice to Church, and, in addition, are occupied one hour in religious instruction. Before going to Church in the morning, the Collect, Psalms, &c., are written on the Slates, and the pupils are subsequently prepared in them.

Birmingham Institution.

WEEK DAYS.

Rise at 6 in Summer; at 7 in Winter.
School to 8.
Breakfast and Recreation to 9 $\frac{1}{2}$.
School from 9 $\frac{1}{2}$ to 12.
Dinner and Recreation to 2.
School from 2 to 4.

Walking from 4 to 5.
Supper at 5.
School from 5 $\frac{1}{2}$ to 7.
Recreation to 8.
Bed at 8.

SUNDAYS.

Church 10 $\frac{1}{2}$.
Religious Instruction in School from 2 to 4.

London Asylum.

WEEK DAYS.

6 $\frac{1}{2}$ —Rise; later in winter.
7—Prayers.—School.
8—Breakfast.
9—Drill and Play.
10—Master.—School.
1 $\frac{1}{2}$ —Dinner.
2 $\frac{1}{2}$ —Play.
3—School.
6—Supper.
6 $\frac{1}{2}$ —Play in Summer.
8—Prayers.

SUNDAYS.

In the morning the pupils learn the Commandments and Collect for the day; in the forenoon they proceed to Church, and again in the afternoon; after which, portions of the Bible and Prayer Book are explained to them by signs.

Brighton Institution.

WEEK DAYS.

6—Rise in summer, 7 in winter.
7 to 8—Prayers and School.
8 to 8 $\frac{1}{2}$ —Breakfast.
8 $\frac{1}{2}$ to 10—Walk or have a run on the Downs. Two or three of the girls remain to sweep the School-room.
10 to 1—School.
1 to 2 $\frac{1}{2}$ —Dinner and Play.
2 $\frac{1}{2}$ to 5—School.
5 to 6—Play.
6—Supper.
6 to 8—Sewing by the girls.

Drawing, arithmetic, &c. by the boys.
There is a half-holiday on two days in each week.
Bed between 8 and 9.

SUNDAYS.

One hour and a half religious instruction before the pupils go to Church. There is an Evening Service in the School-room, which is attended not only by the pupils, but by many adult nates who reside in the neighbourhood.

Doncaster Institution.

WEEK DAYS.

6—Rise in summer, 7 in winter.
7—Prayers.
7 to 8—School.
8 to 10—Breakfast, Exercise, and sundry household occupations.
10 to 11 $\frac{1}{2}$ —School.
11 $\frac{1}{2}$ to 11 $\frac{3}{4}$ —Exercise.
11 $\frac{3}{4}$ to 1—School.
1 to 2 $\frac{1}{2}$ —Dinner, Exercise, and sundry household occupations.
2 $\frac{1}{2}$ to 7 $\frac{1}{2}$ —School.
7 $\frac{1}{2}$ —Supper.

8—Prayers.

8 to 9—Drawing, for the advanced pupils only, on three days in the week.
8 $\frac{1}{2}$ —In summer, 8 in winter—Bed.

SUNDAYS.

All the pupils go to Church in the morning; they are engaged at Bible or Gospel Lessons during two hours and a half in the evening, and at Scripture Picture Lessons by signs for another hour.

DONCASTER INSTITUTION.

Sunday.—If the weather be fine, all the children and teachers go to Church; if not, they go into school for the forenoon, as well as the afternoon, for their ordinary Sunday lessons, which are with few exceptions on the New Testament. The children not

[A more elaborate Time Table than the above has been furnished by Mr. Baker, but it would extend this appendix to too great a length to insert it; the following notes to it are, however, of great interest, and we gladly furnish them.]

sufficiently advanced for such lessons are employed on their ordinary lessons, as the best highway to religious instruction.

Verbs Exemplified.—We have a list of 2000 of the more common verbs, and these are all gone through in our course. A certain number of these, according to their easiness or difficulty, are gone through, the teacher explaining where necessary, and correcting the pupils examples.

Bible History.—The lesson is adapted to the state of the class as to language. Mr. Baker's gradations of Bible History, and even easier books than the lowest of them, enable this to be accomplished.

Language Lessons.—These are illustrations of grammar suited to the standing of the classes.

Picture Lessons.—A little book from the French which was written for the deaf and dumb. This is a simultaneous lesson by one of the Teachers. It does the elder boys no harm to go over this ground again and again.

Composition from Actions.—Here the teacher performs a certain act before the class, or seizes on some action going on in the School by another party, each of which the class has to put in his own language. This is a good exercise for assisting them to describe scenes in common life.

Circle of knowledge.—Adapted to the class, as is the case with Bible History.

Drawing.—At an hour appointed, on two days in the week, all the boys and girls draw, each class being under its own teacher; those who are not in the drawing-class on their slates, but the drawing-class using paper, &c., under its teacher.

Mr. Baker finds the first morning hour the best for *Arithmetic*; and that three hours a week are sufficient for Geography.

The evening drawing class, three nights a week, is specially intended for the advanced pupils and the younger teachers.

The Time Table is always modified twice a-year. In the winter the children do not go into School before breakfast, and the Arithmetic time is shortened half-an-hour each day.

Mr. Baker has lately made a change in the duties of one of his Assistants, which promises to be of great advantage, by making the duties of all more specific, and taking from them certain duties which were badly performed because none of them liked them. To do this he has engaged a young man (27,) as boys' steward, who has to look after the personal cleanliness, clothes, shoes, mending, bathing, dressing sores, washing, combing, order, &c. of the boys by a certain hour; he then takes one of the lower classes in the school; the responsibility, formerly divided, now rests on one. Another Assistant has to attend to *punctuality* in all things from morning to night;

another to the cleanliness and order of the School-room; another to the printing office and binding room. This is new here and has worked well so far—only a few weeks—it may not be new elsewhere.

Newcastle Institution.

WEEK DAYS.

the elder ones draw, and prepare lessons.

7—Supper.

7 20 to 8—School.

8—Prayers. The younger children go to bed at 8 15, but the elder ones are allowed to stay up till 9 30, on the understanding that they employ their time profitably.

On the *Wednesday* afternoons the pupils get a walk into the country.

On the *Friday* afternoons the girls are engaged at needlework, and the boys at drawing.

Saturday afternoon is a half holiday, and is devoted partly to recreation and partly to household work.

SUNDAYS.

9 to 1—School.

3 to 4 15—At Church.

6—Supper.

6 30 to 8—School.

Glasgow Institution.

9 to 12½—School, commenced by Family Worship.

12½ to 1—Dinner.

1 to 2—Play.

2 to 4—School.

4 to 4½—Luncheon.

4½ to 7—Trades.

WEEK DAYS, EXCEPTING SATURDAY.

6 in Summer, } Rise.

7 in Winter, } Rise.

6 or 7 to 8½—Domestic Work.

8½ to 9—Breakfast.

7 to 8½—Supper.
8½—Family Worship, after which the pupils retire to their dormitories, where they have private devotion.
8½—Bed.

SATURDAYS.

Morning Worship at 49. No School. The pupils are occupied at Trade and Domestic Work from 9 to 12. After Dinner they take a walk with their teachers into the country, and on their

Donaldson's Hospital, Edinburgh.

DAILY.

6½—Rise.
7½—Prayers in the Chapel of the Institution.
8—Breakfast and Play.
9 to 11—School, preceded by Prayers in School Room.
11 to 12—Play.
12 to 1—School.
1 to 2—Dinner and Play.
2 to 4—School.
4 to 5½—Play and Garden Work.

5½ to 6½—Preparation of Lessons
6½ to 7½—Play.
7½—Supper.
7½—Prayers in Church of the Institution.
8—Bed.

The boys are attended by a Drawing Master for one hour each day on two days in the week: during this hour the girls are engaged at Arithmetic.

Glasgow Institution.

WEEK DAYS.

6—Rise.
6½ to 8—Household Work and Play.
8 to 9—School.
9 to 10—Breakfast and Play.
10 to 1—School.
1 to 2—Dinner and Play.
2 to 4½—School.
4½ to 5—Play.

5 to 7½—Sewing by Girls.
7½—Supper.
8—Prayers.
8½—Younger Children go to Bed.
9—Elder Girls go to Bed.
8 to 10—Elder Boys at Drawing.
Half-holiday on Saturday.

SUNDAY.

hours in the morning, for a like time in the afternoon, and again during a similar period in the evening.
Religious instruction is given to all the pupils during two

Belcast Institution.

WEEK DAYS.

6—Rise and private devotions.
6½ to 7—Domestic work in dormitories.
7—Family worship, conducted by the Principal.
7 to 9—School.
9—Breakfast.
9½ to 10—Play.
10 to 2—School.
2—Dinner.
2½ to 5—Play.
5 to 7—School.
7—Supper.

7½—Family Worship conducted by the Principal.
8—Bed.

At 3 P.M. some of the stronger girls may learn to wash, and get up linen in the laundry, or do such household work as the Matron may direct.

SUNDAYS.

Religious instruction from 4 to 6 in the afternoon. The pupils to be in their respective places of worship at least five minutes before the service commences.

Glaremont Institution.

WEEK DAYS.

6 A.M.—Time of rising in summer.
6 to 6 50—Pupils wash, dress, &c. Make beds and sweep dormitories.
6 50—Muster.
7—Time for rising in winter. In summer school commences with prayers.
7 15 to 8—In summer school. In winter washing, dressing, &c.
8 to 8 15—Breakfast.
8 15 to 9 50—Household work.

9 50—Muster.
10 A.M. to 2 P.M.—School, with an interval at noon of a quarter of an hour for exercise. On Saturdays the elder girls engaged at needlework.
2 P.M. to 2 30—Dinner.
2 30 to 4 50—Boys at farm work. Girls at needlework.

Younger pupils at play.
3 30 to 4 30—A few of the pupils taught drawing.
4 50—Muster.
5 to 6 45—Boys in school. The girls are occupied at needlework till six o'clock, and then go into school.

6 45—Prayers, and school closes.

7 to 7 15—Supper.

7 15 to Bed time.—Play and amusement.

8—Bed time in winter.

9—Bed time in summer.

SUNDAYS.

10 to 11, A.M.—School.

11½ to 1½—On one Sunday boys attend Glasnevin Church, and girls remain in school. Upon the following Sunday the boys are in school and the girls attend Church.

4 to 5 P.M.—Every Sunday both boys and girls attend Glasnevin Church.

6 to 7, P.M.—School

EDINBURGH	Charles Rhind, Esq.	37	15	A ag wa en an tic It sor be c en w
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GLASGOW	D. Anderson, Esq.	46	31	
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