

APPENDIX E.

DAY-SCHOOLS SUPERSEDING BOARDING-SCHOOLS IN GERMANY.

In 1891 the Hon. John Hitz, Superintendent of the Volta Bureau, directed the attention of the American Association to Promote the Teaching of Speech to the Deaf to the following extract from the "Journal of the Royal Prussian Statistical Bureau for 1883," p. 217 (see "Proceedings of First Summer Meeting, 1891," p. 344):

"Taking into special consideration the deaf-mute institutions, we observe in later years a change taking place in their character; that is, boarding-schools are changing more and more into day-schools.

"The reasons which underlie this change are ascribed by experts to the following causes:

"1. The day-school affords to the pupils the beneficial change between school and home, and thereby increases, through intercourse with the world, his power of observation.

"2. Pupils can receive more individual attention than is possible in the boarding-school.

"3. The intercourse of pupils with different people promotes more especially lip-reading, and also, in general, speech, whereas the latter out of school hours is in danger of being dropped in the boarding-school and supplemented by gestures.

"4. Epidemics, which on divers occasions have been the means of greatly crippling the school work of the boarding-school, cannot so detrimentally affect the day-schools.

"5. The conditions which in general the day-school presents are more in harmony with those of the parental homes, and are therefore more agreeable to the child's feelings, because in the day-school the spirit and order of family life are, as it were, continued to the child at school.

"6. The responsible labor of domestic training and home instruction of the boarding-school falls to the lot of the teachers principally, who in consequence thereof prematurely succumb, whereas the day-school divides these labors and cares and gives better promise of success."

At the same meeting of the speech association (see "Proceedings of First Summer Meeting," p. 342) Mr. Hitz presented the following table of statistics concerning German schools for the deaf, extracted from the "Organ" for 1890:

This shows the extent to which day-schools have superseded institutions in Germany up to nearly the present time.