

and, referring to the education which was given, said this was naturally entrusted to the School Board. She might say, however, that it was marked by a great deal of kindergarten and manual work; that great pains were taken to make it as easy and interesting as possible to those poor little souls; that a certain percentage of the children shewed marked artistic capacity; and that a Sub-Committee of the settlement had already been started to devise plans for the after-training of the elder children. The experience of everyone concerned with the school had been that the improvement, mental and physical, of the children who were taught in it had been remarkable. Sometimes, indeed, as she looked round the children at dinner, she could hardly believe, in the case of many of them, that they were really the same as the poor little beings who came trooping in at the opening of the school, eighteen months ago, to be examined by the Board's medical officer.

THE EFFECTS OF MIND ON BODY.

The happiness of the school was one of its chief characteristics, and she heard that the Bristol Board said precisely the same of their school. And if they remembered that many of these children, though possessed of average or more than average intelligence, had never been to school before, and that none of them, except those disabled through accident, had ever been able to attend without pain and difficulty and the greatest irregularity; if they bore in mind also that a very common lot of a cripple child of nine or ten, who could not go to school, was to be locked in a room alone, while its brothers and sisters were at school and its parents were at work they would rejoice with her in the new possibilities that these schools opened up. Nothing had been more interesting than the effect of the school conditions on the child's physical state. They would certainly learn a good deal that was new from these classes as to the psychology of disease and the effects of mind on body. Cases in which it might have been thought impossible beforehand to transport and teach with regularity had benefited greatly; the children had awakened as human beings, and profited as patients. To many of these children chances before non-existent had now been offered of earning their own living happily and usefully. And meanwhile the link with home and parents had been kept up, and a fresh object lesson had been provided for the London poor of what patience and thought could do for the weak. Meanwhile Bristol and Liverpool, stimulated by the example of London, had started invalid schools of their own, equipped also with nurses and ambulance; and the experience that was now beginning to accumulate was full of novelty and interest. It seemed likely to be the beginning of a new and important development of School Board work. But they had had their critics. On the whole they had been of great service to the movement. They had forced them to test their ground. It had been argued, for instance, that these children could not indeed attend ordinary schools, but could very well attend the special classes for the feeble-minded or remain beyond the infant age in the infant schools. Another point was that special classes for cripples, with nurses and ambulance were not necessary. Mrs. Ward then dealt with these criticisms in a very able manner. She pointed out that it had

been shewn by their medical officer that it was by no means safe for crippled children to be educated in ordinary schools, owing to the special requirements which they needed. The experience of their own school had shown that a large majority of the seriously crippled children were, as a rule, far too intelligent to be taught with the mentally deficient. The only future chance of these crippled children in life was in the development of their brains. An unusually large proportion of them seemed to be possessed of a degree of imagination, imitative power, and artistic sense which promised success in this direction if these qualities were adequately cultivated.

CO-OPERATION OF THE LONDON SCHOOL BOARD.

The London School Board was doing an admirable work in the classes for the mentally deficient. The children in these classes were not idiotic, but only deficient. Some of them who were only temporarily dulled improved greatly, and ultimately found their way back to the ordinary schools. The leading characteristic of these children was, of course, brain deficiency, otherwise they would not be in these schools. They learned with the greatest difficulty, and could not answer a visitor intelligently. Mentally and morally, one felt these children to be abnormal. Mrs. Ward then compared these mentally deficient ones with the crippled children at Tavistock Place. These poor children were often in hospital and unable to go on with their lessons, but in spite of this physical drawback by which they were handicapped, how quickly many of them learned as compared with those who were mentally deficient! She then read a list of statistics to prove this, and said that in moral respects most of the children at Tavistock Place were entered as affectionate, conscientious, and correct and clean in habits. The moral sense was often "exceptionally" or "strongly developed." In general, no one who watched them constantly could, she thought, mistake the general high level of intelligence among them and the existence in them of that sensitive quickness and responsiveness of brain in the possession of which they differed so widely from the mentally deficient. It would be a great mistake to place these children, for teaching purposes, in the same school with the mentally deficient. The hope of these crippled children lay in their intelligence. It was their own capital, and if it was placed under conditions which would hinder and retard its development, it would be doing them the worst possible injury. But were such a policy to be adopted, they would have to reckon with the opposition of the parents, not less than that of the children themselves. In conclusion, and referring once more to the possibilities opened up by this work, Mrs. Ward said that to surround these poor children with kindly looks and friendly faces was to do a worthy action while in all the world there was still a child to suffer and a woman to feel.

Brown birds all alike
That peck at one another,
Little harsh-voiced sparrow broods
That chirp and fly away,
God alone He knows you.
Each one from the other,
Trims a twig in Paradise
Where each shall sing one day.

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