

# Government of Madras.

EDUCATIONAL DEPARTMENT.

23

pp. 20

23

*Recd.*

*Enclosures*

*Regd.*

1907.

*Spare copies*

G.O., No. 448, 13th July 1907.

N.

## Furlough studies.

Recording letter from the Director of Public Instruction submitting the report from Miss Arnold, Inspectress of Girls' Schools, Central Circle, on the result of her inquiries during her special duty in England and forwarding thirty-two copies of the report to the Government of India.



[ 13. ]  
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Educational (1907) Department.

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G.O., No. 448-449

DATED 13-7-07

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[Despatch Abstract.]

N. P.

Furlough studies

Recording letter from the D. P. O.  
submitting the report from Miss Arnold, Inspector  
of Girls' schools, Central Circle on the result  
of her inquiries during her special duty in England  
and forwarding 32 copies of the report to  
the Government of India.



# BACK PAPERS.

| G.O. | No. | Department. | Date. | G.O. | No. | Department. | Date. |
|------|-----|-------------|-------|------|-----|-------------|-------|
|      |     |             |       |      |     |             |       |

# FURTHER PAPERS.

| G.O. | No. | Department. | Date. | G.O. | No. | Department. | Date. |
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## Government of Madras.

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Recording letter from the Director of Public Instruction submitting the report from Miss Arnold, Inspectress of Girls' Schools, Central Circle, on the result of her inquiries during her special duty in England and forwarding thirty-two copies of the report to the Government of India.



## GOVERNMENT OF MADRAS.

## EDUCATIONAL DEPARTMENT.

## READ—the following paper :—

Letter—from the Hon'ble Mr. T. T. LOGAN, B.A., Acting Director of Public Instruction, Madras.

To—the Secretary to Government, Educational Department.

Dated—the 5th June 1907.

No.—Ref. on Cur. No. 3689.

I have the honour to submit, for the information of Government, the enclosed report No. 2950, dated 15th May 1907, from Miss Arnold, Inspectress of Girls' Schools, Central Circle, on the result of the inquiries pursued by her during her special duty in England.

I request that this office may be furnished with 50 spare copies of the report when printed for distribution among the members of the female inspecting agency and the heads of training schools for mistresses.

## ENCLOSURE.

Letter—from Miss A. ARNOLD, Inspectress of Girls' Schools, Central Circle.

To—the Director of Public Instruction, Madras.

Dated—the 15th May 1907.

No.—2950.

I have the honour to submit the following report on the work done during the two months on which I was placed on special duty during my furlough 1906–1907.

My chief object in visiting schools was to make myself, acquainted with any new mode of procedure with respect to teaching methods and organization and I therefore made my selection of schools as varied as possible.

The following shows the towns visited and the kind of institutions inspected :—

| London.                |    |    |    |   |                               |    |    |    |   |
|------------------------|----|----|----|---|-------------------------------|----|----|----|---|
| Infant schools         | .. | .. | .. | 4 | High school                   | .. | .. | .. | 1 |
| Elementary schools     | .. | .. | .. | 4 | Training colleges             | .. | .. | .. | 3 |
| Secondary school       | .. | .. | .. | 1 | Play centres                  | .. | .. | .. | 1 |
| Oxford.                |    |    |    |   |                               |    |    |    |   |
| Elementary schools     | .. | .. | .. | 2 | Training colleges             | .. | .. | .. | 2 |
| Secondary school       | .. | .. | .. | 1 |                               |    |    |    |   |
| Cambridge.             |    |    |    |   |                               |    |    |    |   |
| Secondary school       | .. | .. | .. | 1 | Training colleges             | .. | .. | .. | 2 |
| Grammar school         | .. | .. | .. | 1 |                               |    |    |    |   |
| Bradford.              |    |    |    |   |                               |    |    |    |   |
| Infant school          | .. | .. | .. | 1 | Schools for the Deaf          | .. | .. | .. | 1 |
| Elementary schools     | .. | .. | .. | 2 | Schools for defectives        | .. | .. | .. | 1 |
| Secondary schools      | .. | .. | .. | 2 | Schools for domestic subjects | .. | .. | .. | 2 |
| Pupil teachers' centre | .. | .. | .. | 1 |                               |    |    |    |   |
| Manchester.            |    |    |    |   |                               |    |    |    |   |
| Elementary schools     | .. | .. | .. | 3 | Schools for the deaf          | .. | .. | .. | 1 |
| Secondary school       | .. | .. | .. | 1 | Schools for defectives        | .. | .. | .. | 1 |
| High school            | .. | .. | .. | 1 |                               |    |    |    |   |

*Infant schools.*—Of the five infant schools four were in London and one in Bradford. In three of the five schools reading is taught on the Dale system, on which I shall remark later. The use of slates has been abolished since they have been proved to be bad for the eye-sight and to tend to inaccuracy and carelessness owing to the easiness with which work can be rubbed out. Small boards are placed in a vertical position in slots in the desks in front of each child and on these objects are drawn in coloured chalks. Brushwork is a great feature in the time table. Through it a sense of form and colour are developed and the observation is trained. Each child has a flower or small branch given him to paint and of this an exact copy is not exacted but the general effect is noted. Form is not outlined but is filled up round a central blob of paint. Lessons largely take the form of conversation in which the children are encouraged to express themselves accurately and with ease and this habit of oral composition is of inestimable value in later education. Drill is taught to a large extent through games which are found to involve less strain on the attention, are more interesting, and give practically the same result. Kindergarten work is combined with ordinary work, the objection to the kindergarten proper being that the child is not so well prepared to enter the ordinary school.

*Elementary Schools.*—Of the eleven elementary schools, four were in London, two in Bradford, three in Manchester and two in Oxford. In these schools considerable latitude is given to the teachers with regard to the curriculum and the result is shown in the absence of rigid uniformity, the exercise of originality, greater keenness in work and the adaptation of the school arrangements to the needs of the children attending it. In the London County Council schools a "Combined Syllabus, Report and Progress Book" is kept by each head teacher. This necessitates the drawing up of a syllabus for a year in advance, reports on the work of every teacher and pupil are entered, results of examination are commented on and copies of the questions set in the written examinations are kept. This book is a great check on the work of a school and necessitates methodical arrangement on the part of each teacher. The introduction of a somewhat similar book in Government Girls' schools in this Presidency would be invaluable. In all the elementary schools I found great attention paid to Science, and as a rule the subject was taught extremely well. In one school in Manchester as many as six hours a week are devoted to Science and the necessity of cultivating the observation is considered of such importance that although the school is extremely poor, at least one specimen, in the case of Nature study, and a magnifying glass are provided for every three pupils. Chemistry and Physics are taught through experiments, the pupils making their own notes as they stand in the laboratory and no text books are used. In classes III and IV questions on solutions and the thermometer such as would be addressed to Form IV in this country were answered with quickness and intelligence. In the boys' departments of the higher elementary schools visited by me every boy has to learn either wood work or metal work. The correlation of studies is shown in the connection maintained in the teaching of geometry, drawing and practical subjects, e.g., the boys receive a lesson in geometry, do a geometrical drawing and then apply it to wood or metal work. I was much struck with the teaching of Algebra in some of these schools. Each step was thoroughly reasoned out, oral examples were frequent and the whole exercise was one calculated to develop the intelligence instead of being the purely mechanical drill only too common in this country. The two schools in Oxford were interesting from the point of view of the effect obtained from artistic and attractive surroundings. Large, airy rooms, beautiful colouring of walls and woodwork, lovely window gardens and small aquariums have changed the dirty, indifferent, elementary school girl into a clean, self-respecting, interested individual with a pride in her school and in herself as a member of it.

*Secondary schools.*—Of the six secondary schools two were in Bradford, one in Manchester, one in London, one in Oxford and one in Cambridge. These schools, which are attended by much the same class of pupils as the elementary schools, have only recently been started and are therefore still in the experimental stage. Some of them are staffed by teachers who usually find employment in high schools and much is hoped from the contact with cultured women of a higher social standing. The curriculum includes subjects which develop the intelligence of the pupils and also some mechanical arts. Boys learn carpentry, ironwork and design in addition to the subjects for the Matriculation examination, and girls learn dressmaking, design, botany, and physiology in addition to the ordinary subjects. No text books are used in the teaching of Science. The note-books of the pupils are as a rule models of neatness and contain excellent drawings; all the notes are written on the result of the pupils' own observation and experiments. Generally there is a year's course in Physics before beginning Chemistry. Drawing enters into the teaching of almost every subject, and History, Literature and Geography are closely connected. A most important part of the teachers' duty is the planning out of schemes of work so that a clear idea of the amount that can be dealt with in a definite time may be arrived at and also that no subject may be taught in isolation. This necessitates consultations between the different members of the staff, and it might well be followed in Madras where usually the teacher of Geography knows nothing of what the teacher of History is doing and the teacher of Drawing knows nothing of either.

*High schools.*—I visited three High schools, one in London, one in Cambridge and one in Manchester, and I devoted myself chiefly to the teaching of foreign languages. The "direct" method was employed with excellent effect. In the lower classes vocabulary is taught by means of pictures. No books are used until the second year; there are no written words and little or no formal grammar. The pupils recite, sing songs with action and repeat dialogues. French



is taken in the lowest classes and German is begun later. In the upper classes the teaching is wholly, and in the lower classes almost wholly, in the language taught. This method of teaching makes a great demand on the teacher; not only must she have complete command of the language taught but she must also be energetic and versatile and possess some dramatic power. In the hands of a skilful teacher the "direct" method produces excellent results—the pupils are interested, they make rapid progress and their pronunciation is as perfect as possible from the first. In the case of Convent Schools in this country where many of the nuns are French, or have been educated in France, this method might with advantage be adopted, but it would not be in accordance with the Code for European schools in which books are prescribed for classes III and IV. In a Convent School recently inspected by me the word "chat" was pronounced like the English word "chat", a mispronunciation which would be impossible if the "direct" method of teaching were employed. I am of the opinion that Tamil in European schools and English in Vernacular schools should be taught on this method.

The fact that a large number of pupils from elementary schools are now admitted into high schools with scholarships is affecting the constitution of these schools in many directions and the result is yet unproved.

*Training colleges.*—I visited three training colleges in London, two in Cambridge, one in Oxford and the Oxford University Delegacy. Of these, four are for the training of secondary teachers and three for the training of teachers in elementary schools. One great distinction between these two classes of colleges is that students in secondary training colleges are occupied solely in preparing for the teaching profession, but in the elementary training colleges school education is combined with training. The latter is a weak point, especially as only about six weeks in a year are spent in actual teaching, but it is found that students come up from elementary schools in a very uneducated condition and that it is necessary for them to learn before they can teach. The new arrangement by which Pupil Teacher Centres are abolished and pupil teachers attend high schools will probably affect the material entering the training schools and much is hoped from the fact that students will enter in a better educated condition. In the case of the Oxford University Delegacy students must be graduates or have passed the Oxford Higher Local Examination and they work for the Oxford diploma only. In the other secondary training colleges somewhat lower qualifications are accepted and students are prepared for the Oxford, Cambridge or London diploma. I attended criticism lessons in the different colleges and found that very few isolated lessons were given. Courses of lessons are given in the practising schools and the criticism lesson is usually the lesson next in order in the course. This arrangement has many advantages, both from the point of view of student and class. Students are better prepared for ordinary school work when they have been accustomed to draw up courses of lessons, to connect each lesson with those gone before and to think out the gradual development of a subject. Also the difficulty of what to omit when dealing with any particular class so that the lessons may be quite suitable is one with which they are accustomed to deal. For the class also the arrangement is beneficial. It is what the pupils are used to in the ordinary school routine, they come to the criticism lessons with the necessary preliminary knowledge, they are interested because they possess some knowledge of the subject and they are not confused by a succession of isolated lessons on various subjects having no connection or bearing upon each other. In some training colleges the criticism lesson is given on one day and is criticised one or two days afterwards in order that the critics may have time to think of the matter and to verify their facts if necessary. The giver of the lesson replies to the critics and also criticises her own method of giving the lesson. Considerable latitude is allowed as to the method of drawing up notes of lessons, the idea being that there should be no hard-and-fast method, and that there should be room for the exercise of originality. In the Cambridge Training College there are no public criticism lessons as it is thought that a student is placed at a disadvantage when she has to teach in public. Students give lessons in the presence of a member of the staff who afterwards hears their opinion of their own lessons and then criticises them herself. It is a question whether this extreme consideration for the feelings of the students is advisable in view of the fact of the waste of time involved since many points must be remarked on to each individual which if spoken of collectively might be said once for all. Also it was very noticeable, especially in the case of secondary training colleges, that great care is taken to avoid anything personal in criticising a lesson. The great point is that the lesson should be arranged in the best possible way, the right matter chosen and the right method used. This absence of the personal element is said to rob the criticism lesson of its terrors, but I thought its avoidance was carried to excess, especially as the personality of the teacher is such an important factor in determining the success of her work: The tendency is to staff the elementary training colleges to a great extent with the class of teacher hitherto employed in high schools and the effect of this is shown in the desire to remove much that is mechanical in the elementary training system, to inculcate wider ideals and to encourage culture.

*Pupil Teachers' centres.*—I visited a Pupil Teachers' centre in Bradford, but saw nothing that calls for special remark. The pupils are prepared for the Matriculation and Intermediate Examinations, they teach for six hours during the week and receive lectures on teaching methods. Pupil Teachers' centres have been abolished in some places and pupil teachers are allowed to finish their course in high schools. In the North London Collegiate School for girls there is a pupil teachers' class and the head mistress Mrs. Bryant, D.Sc., is strongly in favour of the arrangement.

*Schools for the deaf.*—The school for deaf children in Carlton Street, Bradford, is a small mixed school of 31 pupils staffed by four teachers. In the old Trafford School in Manchester there are 240 pupils and 25 resident teachers. In both schools the course begins at five years of age and ends at 16. Pupils are taught to speak from the first. The teaching of natural signs is not approved of because they are not understood in the outside world, the finer shades of language cannot be taught by signs, and also pupils who speak are more like ordinary people. In the Manchester schools signs are allowed only in the case of those pupils who are defective in intellect and these are drafted into the "silent school." I was much struck by the intelligence of the pupils, their general air of alertness and the amount of knowledge they had acquired. Kindergarten is begun in Class I, object lessons, composition and needlework in Class II, geography in Class III and history in Class IV. I know of only one school of this kind in this Presidency—the school for the deaf at Palamcottah, and this, though admirable in some particulars, is, I think, defective in so far as speech is made a secondary consideration, the Principal being of the opinion that it takes too long and that more knowledge can be acquired in a definite time through the use of natural signs. It is a question whether this increase of knowledge—even if it exists, which is a matter for doubt—is not acquired at too great a cost, the loss of the opportunity of becoming as much as possible like ordinary people.

*Schools for defectives.*—I visited two schools of this kind—one in Bradford and one in Manchester. When children in ordinary schools are certified by the doctor as defective they are placed in special schools and the result of this is found to be most beneficial. Each child is carefully watched and his progress is reported on in a separate book which is kept for the purpose. At the end of every six months the pupils are reported on by both teacher and doctor. If a pupil develops he is sent back to the ordinary school, and the fact that this is not an unusual occurrence is sufficient proof of the benefits accruing from such schools. If pupils of defective intellect were to remain in ordinary schools they would probably never develop at all. The individual attention necessary to their particular case cannot be given to them, they probably become the butts of their companions and their presence in a class of children much younger than themselves is most inadvisable. The course in a defective school is from 7 to 16. Great attention is paid to manual work and the pupils learn cookery, woodwork and cardboard modelling in addition to the ordinary subjects. It is proved that the defective may be a good workman, but he requires supervision to keep him working. The good work done in the school is negated by the fact that there is no after-control and too often the defective deteriorates and drifts into the ranks of the criminal class.

*Schools for domestic subjects.*—These are generally maintained in connection with secondary schools and are attended by the girls from the highest classes of those schools. The course includes cookery, laundry work, housewifery and nursing. A well-furnished house is provided and this is kept in order by the girls, who wash and sweep, and dust it, and do everything that is required to make it a model house in every particular. Something of this kind in connection with Government girls' school would be most beneficial. A model native house might be erected in the school compound and here the elder girls might learn how to cook, to wash their clothes, and to tend the sick, all of which might be closely connected with the theory taught in the school. They might be taught practically the necessity of cleanliness both of the person and the house and also the value of attractive surroundings.

*Play centres.*—The Passmore Edwards Settlement was the first of the eight play centres now established in London to provide occupation for elementary school children out of school hours. The result of this has been all and more of what was expected. Children are kept away from the streets, they are provided with handwork occupations, such as basket work, carpentry, cobbling, clay modelling, doll dressing, knitting, painting, drawing and cooking. They dance and drill, play games of all kinds and have access to books suited to all ages. The development of these play centres so that thousands of poor children may be benefited by them will improve the morale of future generations to an extent that cannot now be calculated.

In addition to visiting the above-mentioned institutions I spent some time in the preparatory branch of the Wimbledon girls' high school with the object of enquiring into the system of teaching reading employed by Miss Dale and to ascertain whether it might be adapted to the teaching of Tamil reading. The result of my enquiry was to convince me of the excellence of the system in the case of English reading. In its appeal to many of the characteristics of children—their love of colour and movement, their readiness to take pains over anything that is interesting to them—it is superior to any other method known to me. It is also truly educative, as the children are put from the beginning in the position of discoverers, they exercise their observation and intelligence and they are to a great extent their own teachers. I would suggest that the system be introduced into the Presidency Training School for Mistresses and that the students be trained to teach it.

With regard to the adaptation of the system to the teaching of Tamil reading there is an initial difficulty which, however, I do not think, need prove insuperable. If the Tamil child could be delivered from the stultifying drill which is the usual method of teaching Tamil reading there would be fewer complaints of the lack of observation and of intelligent interest in the later work. The adaptation of this system to the teaching of Tamil reading would involve the production of a text-book, and the difficulty is to find time for this in consideration of the amount of my personal work and the under-staffed state of this office.



I did not accompany any Inspector or Inspectress on their visits of inspection as the Board of Education found themselves unable to arrange for this. The third object for which I was placed on special duty was therefore not fulfilled.

I am much indebted to the various Educational authorities and teachers through whose courtesy I was given every facility for pursuing my enquiries.

Order—No. 448, Educational, dated 13th July 1907.

Recorded:

2. Thirty-two copies of Miss Arnold's report on her furlough studies will be forwarded to the Government of India, Home Department, with reference to paragraph 3 (6) of their despatch to the Secretary of State, dated 2nd October 1902, No. 6.

[Here enter letter No. 449, Educational, dated 13th July 1907.]

(True Extract.)

H. D. TAYLOR,  
Ag. Secretary to Government.

To the Director of Public Instruction.

[ E. ]  
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EDUCATIONAL DEPARTMENT.

# CURRENT FILE.

## CONTENTS.

| From        | Number. | Date.  | Pages. |
|-------------|---------|--------|--------|
| [1363] 509. | 2689    | 5-6-07 |        |



# PAPERS PUT UP WITH CURRENT No.

Papers of the department to which the current belongs.

| Number. | Date.    | Original (=O)<br>or spare copy<br>(=S. C.). | Remarks.<br>(In this column such of the<br>papers as have been removed<br>for copying, printing,<br>etc., should be marked with<br>a cross.) | Initials of Referencer with date<br>in token of return to Reference<br>department. |
|---------|----------|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| 586-587 | 7-9-06   | SC                                          |                                                                                                                                              |                                                                                    |
| 432-433 | 19-6-06  | SC                                          |                                                                                                                                              |                                                                                    |
| 589R    | 19-12-05 | O                                           |                                                                                                                                              |                                                                                    |
| 669     | 13-10-05 | SC                                          |                                                                                                                                              |                                                                                    |
| 571     | 18-8-05  | SC                                          |                                                                                                                                              |                                                                                    |
| 565-66  | 18-8-05  | SC                                          |                                                                                                                                              |                                                                                    |
| 422     | 9-7-04   | SC                                          |                                                                                                                                              |                                                                                    |
| 143     | 2-3-04   | SC                                          |                                                                                                                                              |                                                                                    |
| 49      | 30-1-03  | SC                                          |                                                                                                                                              |                                                                                    |
| 461     | 7-8-02   | SC                                          |                                                                                                                                              |                                                                                    |

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## EDUCATIONAL DEPARTMENT.



Received 190 , Registered 190 .

### Subject.

Submitting for the information of Government a report from Miss Arnold, Inspectress of Girls' Schools, Central Circle on the result of the inquiries pursued by her during her special duty in England.

### ENCLOSURES.

No. ....

Ref on Cur No. 3 6 8 9/07

Spare copies .....

Station Madras, Dated the 5<sup>th</sup> Jun 1907.

From (Name) The Hon'ble Mr. T.T. Logan, B.A.,

(Designation) As: Director of Public Instruction,

Madras.

To the Secretary to the Government of Madras,  
Educational Department

Sir,

I have the honour to submit, for the information of Government, the enclosed report No. 2950, d/15th May 1907, from Miss Arnold, Inspectress of Girls' Schools, Central Circle on the result of the inquiries pursued by her during her special duty in England.

I request that this office may be furnished with 50 spare copies of the report when printed for distribution among the members of the female inspecting agency and the heads of training schools for mistresses.

I have the honour to be,

Sir,

Your most obedient servant,

*Handwritten signature*

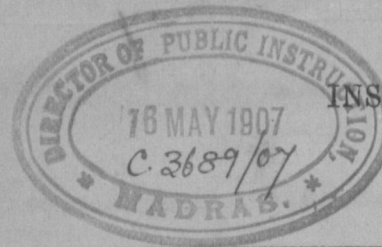
For Director of Public Instruction.

*Handwritten initials*

F.V.S.



Department of Public Instruction.



INSPECTRESS OF GIRLS' SCHOOLS,  
CENTRAL CIRCLE.

No. 2950, dated 15<sup>th</sup> May 1907.

Despatched 15<sup>th</sup> May 1907.  
Received

Enclosures. Nil

Spare copies—Nil.

SUBJECT.

Submitting a report on the work done by the Inspectress during the two months on which she was placed on special duty during her furlough 1906-07.



From

Mrs A. Arnold  
INSPECTRESS OF GIRLS' SCHOOLS,

CENTRAL CIRCLE,

To

THE DIRECTOR OF PUBLIC INSTRUCTION,

MADRAS.

SIR,

I have the honour to submit the following report on the work done during the two months on which I was placed on special duty during my furlough 1906-1907.

My chief object in visiting schools was to make myself acquainted with any new mode of procedure with respect to teaching methods and organization and I therefore made my selection of schools as varied as possible.

The following shows the towns visited and the kind of institutions inspected:—

Infant Schools. 4

High Schools 1

Elementary Schools 4

Training Colleges 3

Secondary Schools 1

Play Centres 1

Oxford.

Elementary Schools 2

Training Colleges 2.

Secondary Schools 1

Cambridge.

Secondary Schools 1

Training Colleges 2.

Grammar Schools 1

Bradford.

Infant Schools 1

Pupil Teachers' Centres 1

Schools for

Elementary Schools 2

Schools for the Deaf 1

Domestic Subjects 2

Secondary Schools 2

Schools for Defectives 1

Manchester.

Elementary Schools 3

Schools for the Deaf 1

Secondary Schools 1

Schools for Defectives 1

High Schools 1

Infant Schools:- Of the five Infant Schools four were in

Laudon and one in Bradford. In three of the five schools



Reading is taught on the Dale system, on which I shall remark later. The use of slates has been abolished since they have been proved to be bad for the eyesight and to tend to inaccuracy and carelessness owing to the easiness with which work can be rubbed out. Small boards are placed in a vertical position in slots in the desks in front of each child and on these objects are drawn in coloured chalks. Brushwork is a great feature in the timetable. Through it a sense of form and colour are developed and the observation is trained. Each child has a flower or small branch given him to paint and of this an exact copy is not exacted but the general effect is noted. Form is not outlined but is filled up round a central blob of paint. Lessons largely take the form of conversation in which the children are encouraged to express themselves accurately and with ease and this habit of oral composition is of inestimable value in later education. Drill is taught to a large extent through games which are found to involve less strain on the attention, are more interesting and give practically the same result. Kindergarten work is combined with ordinary work, the objection to the Kindergarten proper being that the child is not so well prepared to enter

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Oxford were interesting from the point of view of the effect obtained from artistic and attractive surroundings. Large, airy rooms, beautiful colouring of walls and woodwork, lovely window gardens and small aquariums have changed the dirty, indifferent, elementary schoolgirl into a clean, self-respecting, interested individual with a pride in her school and in herself as a member of it.

Secondary Schools:- Of the six secondary schools two were in Bradford, one in Manchester, one in London, one in Oxford and one in Cambridge. These schools, which are attended by much the same class of pupils as the elementary schools, have only recently been started and are therefore still in the experimental stage. Some of them are staffed by teachers who usually find employment in high schools and much is hoped from the contact with cultured women of a higher social standing. The curriculum includes subjects which develop the intelligence of the pupils and also some mechanical arts. Boys learn carpentry, ironwork and design in addition to the subjects for the Matriculation Examination, and girls learn dressmaking, design, botany, and physiology in addition to the ordinary subjects.



No text books are used in the teaching of Science. The note books of the pupils are as a rule models of neatness and contain excellent drawings; all the notes are written on the result of the pupils' own observation and experiments. Generally there is a year's course in Physics before beginning Chemistry. Drawing enters into the teaching of almost every subject, and History, Literature and Geography are closely connected. A most important part of the teachers' duty is the planning out of schemes of work so that a clear idea of the amount that can be dealt with in a definite time may be arrived at and also that no subject may be taught in isolation. This necessitates consultations between the different members of the staff and it might well be followed in Madras where usually the teacher of Geography knows nothing of what the teacher of History is doing and the teacher of Drawing knows nothing of either.

High Schools:- I visited three High Schools, one in London, one in Cambridge and one in Manchester and I devoted myself chiefly to the teaching of foreign languages. The "direct" method was employed with excellent effect. In the lower classes vocabulary is taught by means of pictures. No books are used until the second year; there are no written words and

little or no formal grammar. The pupils recite, sing songs with action and repeat dialogues. French is taken in the lowest classes and German is begun later. In the upper classes the teaching is wholly, and in the lower classes almost wholly, in the language taught. This method of teaching makes a great demand on the teacher; not only must she have complete command of the language taught but she must also be energetic and versatile and possess some dramatic power. In the hands of a skilful teacher the "direct" method produces excellent results - the pupils are interested, they make rapid progress and their pronunciation is as perfect as possible from the first. In the case of Convent Schools in this country where many of the nuns are French, or have been educated in France, this method might with advantage be adopted, but it would not be in accordance with the Code for European Schools in which books are prescribed for classes III and IV. In a Convent School recently inspected by me the word 'chat' ~~cat~~ was pronounced like the English word 'chat', a mispronunciation which would be impossible if the "direct" method of teaching were employed. I am of the opinion that Tamil in European Schools and English in Vernacular Schools should be taught on this method.



The fact that a large number of pupils from elementary schools are now admitted into high schools with scholarships is affecting the constitution of these schools in many directions and the result is yet unproved.

Training Colleges:- I visited three training colleges in London, two in Cambridge, one in Oxford and the Oxford University Delegacy.

Of these, four are for the training of secondary teachers and three for the training of teachers in elementary schools. One great distinction between these two classes of <sup>colleges</sup> ~~schools~~ is that students in secondary training colleges are occupied solely in preparing for the teaching profession, but in the elementary training colleges school education is combined with training. The latter is a weak point, especially as only about six weeks in a year are spent in actual teaching, but it is found that students come up from elementary schools in a very uneducated condition and that it is necessary for them to learn before they can teach. The new arrangement by which Pupil Teacher Centres are abolished and pupil teachers attend high schools will probably affect the material entering the training schools and much is hoped from the fact that students will enter in a better educated condition.

In the case of the Oxford University Delegacy students must be graduates or have passed the Oxford Higher Local Examination

and they work for the Oxford diploma only. In the other secondary training colleges somewhat lower qualifications are accepted and students are prepared for the Oxford, Cambridge or London diploma. I attended criticism lessons in the different colleges and found <sup>that</sup> very few isolated lessons were given. Courses of lessons are given in the practising schools and the criticism lesson is usually the lesson next in order in the course. This arrangement has many advantages, both from the point of view of student and class. Students are better prepared for ordinary school work when they have been accustomed to draw up courses of lessons, to connect each lesson with those gone before and to think out the gradual development of a subject.

Also the difficulty of what to omit when dealing with any particular class so that the lessons may be quite suitable is one with which they are accustomed to deal. For the class also the arrangement is beneficial. It is what the pupils are used to in the ordinary school routine, they come to the criticism lessons with the necessary preliminary knowledge, they are interested because they possess some knowledge of the subject and they are not confused by a succession of isolated lessons on various subjects having no connection or bearing upon each other. In some training colleges the criticism lesson is given



on one day and is criticised one or two days afterwards in order that the critics may have time to think of the matter and to verify their facts if necessary. The giver of the lesson replies to the critics and also criticises her own method of giving the lesson. Considerable latitude is allowed as to the method of drawing up notes of lessons, the idea being that there should be no hard-and-fast method and that there should be room for the exercise of originality. In the Cambridge Training College there are no public criticism lessons as it is thought that a student is placed at a disadvantage when she has to teach in public. Students give lessons in the presence of a member of the staff who afterwards hears their opinion of their own lessons and then criticises them herself. It is a question whether this extreme consideration for the feelings of the students is advisable in view of the fact of the waste of time involved, since many points must be remarked on to each individual which if spoken of collectively might be said once for all. Also it was very noticeable, especially in the case of secondary training colleges, that great care is taken to avoid anything personal in criticising a lesson. The great point is that the lesson should be arranged in the best possible way,

the right matter chosen and the right method used. This absence of the personal element is said to rob the criticism lesson of its terrors, but I thought its avoidance was carried to excess, especially as the personality of the Teacher is such an important factor in determining the success of her work. The tendency is to staff the elementary training colleges to a great extent with the class of teacher hitherto employed in high schools and the effect of this is shown in the desire to remove much that is mechanical in the elementary training system, to inculcate wider ideals, and to encourage culture.

Pupil Teachers' Centres:— I visited a Pupil Teachers' Centre in Bradford but saw nothing that calls for special remark. The pupils are prepared for the Matriculation and Intermediate Examinations they teach for six hours during the week and receive lectures on teaching methods. Pupil Teachers' Centres have been abolished in some places and pupil Teachers are allowed to finish their course in high schools. In the North London Collegiate School for Girls there is a pupil Teachers' class and the Headmistress Mrs Bryant D.Sc. is strongly in favour of the arrangement.

Schools for the Deaf:— The school for deaf children in Carlton St. Bradford is a small mixed school of 31 pupils staffed by four teachers. In the old Trappard School in Manchester



there are 240 pupils and 25 resident teachers. In both schools the course begins at 5 years of age and ends at 16. Pupils are taught to speak from the first. The teaching of natural signs is not approved of because they are not understood in the outside world, the finer shades of language cannot be taught by signs, and also pupils who speak are more like ordinary people. In the Manchester schools signs are allowed only in the case of those pupils who are defective in intellect and these are drafted into the 'silent school'.

I was much struck by the intelligence of the pupils, their general air of alertness and the amount of knowledge they had acquired. Kindergarten is begun in Class I, Object Lessons, Composition and Needlework in Class II, Geography in Class III and History in Class IV. I know of only one school of this kind in this Presidency - the school for the deaf at Palamcottah. and this, though admirable in some particulars, is I think defective in so far as speech is made a secondary consideration, the Principal being of the opinion that it takes too long and that more knowledge can be acquired in a definite time through the use of natural signs. It is a question whether this increase of knowledge - even if it exists, which is a matter for doubt - is not acquired at

too great a cost - the loss of the opportunity of becoming as far as possible like ordinary people.

Schools for Defectives:- I visited two schools of this kind in Bradford and one in Manchester. When children in ordinary schools are certified by the doctor as defective they are placed in special schools and the result of this is found to be most beneficial. Each child is carefully watched and his progress is reported on in a separate book which is kept for the purpose. At the end of every six months the pupils are reported on by both teacher and doctor. If a pupil develops he is sent back to the ordinary school, and the fact that this is not an unusual occurrence is sufficient proof of the benefits accruing from such schools. If pupils of defective intellect were to remain in ordinary schools they would probably never develop at all. The individual attention necessary to their particular case ~~could not~~ <sup>cannot</sup> be given to them. They probably become the butt of their companions and their presence in a class of children much younger than themselves is most inadvisable. The course in a defective school is from 7 to 16. Great attention is paid to manual work and the pupils learn Cookery, Woodwork and Cardboard Modelling in addition to the ordinary subjects. It is proved that the defective may be a good workman, but



requires supervision to keep him working. The good work done in the school is negated by the fact that there is no after control and too often the defective deteriorates and drifts into the ranks of the criminal class.

Schools for Domestic Subjects:- These are generally maintained in connection with secondary schools and are attended by the girls from the highest classes of those schools. The course includes cookery, Laundry work, Housewifery and Nursing. A well furnished house is provided and this is kept in order by the girls, who wash and sweep, and dust it, and do everything that is required to make it a model house in every particular. Something of this kind in connection with Government girls' school would be most beneficial. A model <sup>native</sup> school house might be erected in the school compound and here the elder girls might learn how to cook, to wash their clothes, and to tend the sick, all of which might be closely connected with the theory taught in the school. They might be taught practically the necessity of cleanliness both of the person and the house and also the value of attractive surroundings.

Play Centres:- The Passmore Edwards Settlement was the first of the eight Play Centres now established in London to provide occupation for elementary school children out of school

hours. The result of this has been all and more of what is expected. Children are kept away from the streets, they are provided with handwork occupations, such as basket-work, carpentry, cobbling, clay modelling, doll dressing, knitting, painting, drawing and cooking. They dance and drill, play games of all kinds and have access to books suited to all ages. The development of these Play Centres so that thousands of poor children may be benefitted by them will improve the morale of future generations to an extent that cannot now be calculated.

In addition to visiting the above mentioned institutions I spent some time in the Preparatory Branch of the Wimbledon Girls' High School with the object of enquiring into the system of teaching Reading employed by Miss Dale and to ascertain whether it might be adapted to the teaching of Tamil Reading. The result of my enquiry was to convince me of the excellence of the system in the case of English Reading. In its appeal to many of the characteristics of children - their love of colour and movement, their readiness to take pains over anything that is interesting to <sup>them</sup> it is superior to any other method known to me. It is also truly educative, as the children are put from the beginning in the position of discoverers, they exercise their



(17) 19

ervation and intelligence and they are to a great extent  
their own teachers. I would suggest that the system be introduced  
into the Presidency Training School for mistresses and that the  
students be trained to teach it.

With regard to the adaptation of the system to the  
teaching of Tamil Reading there is an initial difficulty which,  
however, I do not think need prove insuperable. If the Tamil  
child could be delivered from the stultifying drill which is  
the usual method of teaching Tamil Reading there would be  
fewer complaints of the lack of observation and of intelligent  
interest in the later work. The adaptation of this system to the  
teaching of Tamil Reading would involve the production of  
a text-book and the difficulty is to find time for this in  
consideration of the amount of my personal work and the  
under staffed state of this office.

I did not accompany any Inspector or Inspectoress  
on their visits of inspection as the Board of Education found  
themselves unable to arrange for this. The third object  
for which I was placed on special duty was therefore  
not fulfilled.

I am much indebted to the various educational

(18) 20

17

authorities and teachers through whose courtesy I was  
given every facility for pursuing my enquiries.

I have the honour to be,

Sir,

Your most obedient servant

A. Annam.

Inspector of Girls' Schools,  
S. Central Circle.



[ 2. ]  
1,000-10-11-05.

Notice connected with G.O. 505 - 2d. previous papers from blue check Education DEPARTMENT.  
June - 1907

C. No. 1363 From the 909 No. 3689, dated 5-6-1907.

SUBJECT. Report on Miss Arnold's furlough studies.

Print please.  
H. S. J.  
7.6.07.

The report has been printed. Six copies of the report with the usual number of spare copies may now be sent to the Government of India, as was done in the case of the report of Mr. Stone - please see G.O. 586-587 of 7-9-06.

2. The draft order and the letter to the Govt. of India placed below are submitted for approval.

It is for orders whether the order may be placed on E. T; perhaps separate orders may be issued placing the order on the E. T. as it should not be made public herebefore it reaches India.

For Miss Arnold's deputation during furlough, please see G.O. 80669 of 13<sup>th</sup> October 1905.

Dec  
21.6.07

(Send me a copy)

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Handwritten notes at the top of the left page, including "The report has been printed" and "The number of copies of the report".

Printed text block on the left page, possibly a title or header.

Main body of handwritten text on the left page, discussing the report and its distribution.

Handwritten notes at the bottom of the left page.

Handwritten mark or signature at the top of the right page.

22 19 28

Page 161 of the report on page 34664

At 30/1/00 note is mention of every specific number of copies. Not being in the usual number of copies required in the case of ordinary communication should be sent. - Issue according

By 22. 6. 07

[9.0.0. - 0 - June 1907]



23

5P

190

449 Coll

C. No. 1363, From the 809., No. 3689, dated 5. 6- 1907

22 22 ..... 22 22 ..... 22 ..... 22 ..... 190

No. 448, dated 13-7-1907.

P.S.

Recorded

2. <sup>Two</sup> Six Copies of Miss Arnold's report on her furlough Studies will be forwarded to the Government of India, Home Department, with reference to paragraph 3 (b) of their despatch to the Secretary of State d. 2<sup>nd</sup> October 1902, n.o. 6.

19/6/07  
 Letter  
 To

The Secretary to the Government of  
India,  
Home Department (Education)

Sir

P. J. O.

Shd this be 3d(?)  
the usual no. sent  
to India of Suclowes?

7.

The S.D.I. with 50-  
Page 37 No. 49. B  
30-1-03

30-1  
 Submitted that the usual  
 number of spare copies of the letter to  
 India, namely, 32, will be sent as  
 usual to the Govt of India. Six copies  
 of the report alone will accompany  
 this letter - of precedent in G.O. no  
 586, 587 Educational dated 7<sup>th</sup>  
 September 1905 - A -



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S. copy of the letter  
despatch  
29/7/17

Printed on page 3 of G.O. 49  
30-1-03 B.

Printed on page 2 of G.O.  
669 of 13-10-05 C.

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Copies of the  
despatch  
sent from  
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15/7/17

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449  
13-7-07  
6 P

With reference to paragraph  
3(6) of the despatch of the Government of  
India, Home Department, to the Secretary  
of State, dated 2<sup>nd</sup> October 1902, No. 6  
and letter of the Government of India <sup>(H. D. Education)</sup> of 26<sup>th</sup>  
September 1905, No. 632, I am directed  
to forward <sup>32</sup> Copies of Miss Arnold's report  
on her furlough studies while on  
deputation in 1906-1907 in connection with  
any <sup>the</sup> ~~new~~ mode of procedure, ~~with~~ <sup>the</sup> ~~aspect~~  
methods of <sup>to</sup> teaching, ~~methods~~ and organization.  
in force in England - I have etc.

19/6/07  
19-6-07

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*13*

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*13*

Minute  
*42*

Official Instructions.

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From  
(Person)

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*Send india direct 32  
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32 Word For

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*5-7-07*

Telegraph Master.

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# NOTES.

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