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~~Madras~~ Educational Exhibition
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EDUCATIONAL DEPARTMENT

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EDUCATIONAL DEPARTMENT.

Ed. No. 450



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Subject.

Submitting for the information of Government a copy of the
Report of the Madras Educational Exhibition held in 1907.

ENCLOSURES.
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Station MADRAS, Dated the 22nd FEBRUARY 1908.

From (Name) The Hon'ble Mr. A.G. BOURNE, B.Sc., F.R.S.,
(Designation) Director of Public Instruction,

To the Secretary to the Government of Madras,
Educational Department.

Sir,

At the request of the President, Madras Educational
Exhibition 1907, I have the honour to submit herewith, for the
information of Government, a copy of the Report of the Exhibition.

I have the honour to be,

Sir,

Your most obedient servant,

O. Krishnamoorti

For Director of Public Instruction.

K.P.D.

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REPORT

OF THE

MADRAS EDUCATIONAL EXHIBITION,

1907.

MADRAS.
HIGGINBOTHAM & CO.

1908.

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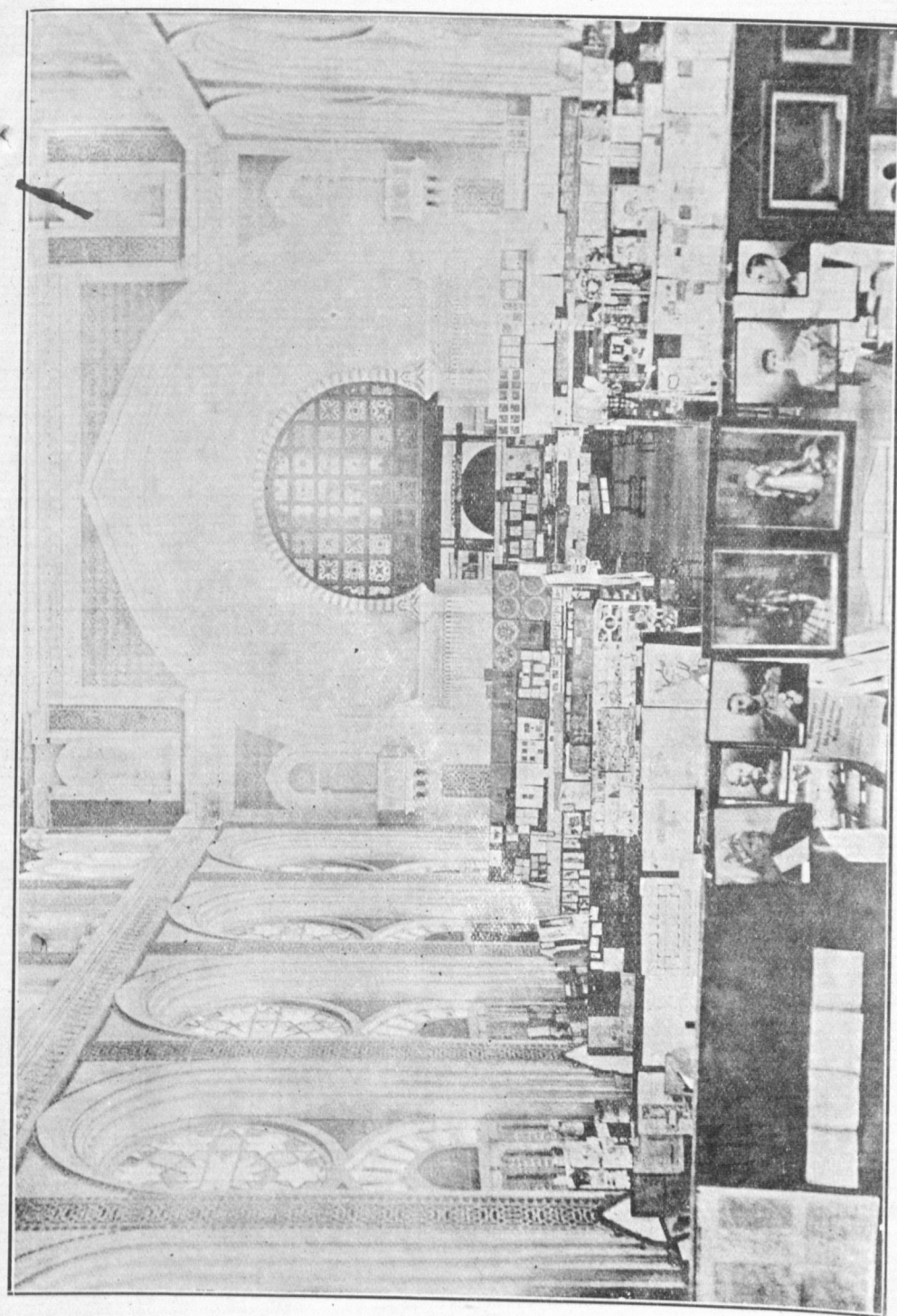
REPORT
OF THE
MADRAS EDUCATIONAL EXHIBITION,
1907.

MADRAS:
HIGGINBOTHAM & CO.
1908.

Nos. 2/2 & 3, Malayperumal Street, Madras, from whom copies may be procured. Price Rs. 1-8 per copy.

PRINTED BY HIGGINBOTHAM & CO., MADRAS AND BANGALORE.

THE MAIN EXHIBITION HALL.



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ERRATA.

Page 17, for "*Poppys*" read "*Poppies*."

„ "*Pansys*" read "*Pansies*."

„ 20, l. 30, omit "*and*" after "*information*."

„ 21, for "*Patern*" read "*Pattern*."

„ 46, „ "*The Indian Exhibits*" read "*other Indian Exhibits*."

„ 52, l. 20, for "*and they were put in*" read "*before they were put in*."

„ 64, for "*Institution*" read "*Institutions*."

PREFACE.

THE editing of the Report of the first Madras Educational Exhibition was entrusted by the Committee to its officers. For the form in which it finally appears the President of the Committee is responsible. He has received valuable assistance from one of the Honorary Secretaries M.R.Ry. M. Subramaniam, B.A., L.T., who in this, as in all other matters connected with the Exhibition, has shown unflagging energy, determination and discretion. The Judges of the various Departments of exhibits have also given much help. The Committee considered that a Report was necessary in order to draw public attention to the potential advantages of such Exhibitions and to give such help as might be possible to future organisers of this work. It was felt that an account of the steps taken to organise the Exhibition, and particularly of the obstacles encountered and mistakes made, would be a fitting conclusion to an undertaking that was essentially of a pioneer character.

The delay in the publication of the Report is regretted. It has been prepared in leisure hours that have not been very plentiful, and much difficulty has been experienced in getting accurate information about some of the exhibits. Even now it is feared that many mistakes and omissions will be found in the appended lists. For these, as for the report as a whole, indulgence is asked.

The President of the Committee takes this opportunity of expressing his thanks and, he believes, the thanks of the general public to the officers and members of the Committee whose unselfish work in the cause of education will assuredly bring its own reward.

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The Madras Educational Exhibition, 1907.

CHAPTER I.

ORGANISATION.

The idea of holding an Exhibition originated in the Elementary Teachers' Association, Georgetown, Madras—where for some time demonstrations in Kindergarten and Manual work had been held and much interest shown in this kind of work. This Association resolved at its Meeting of the 6th January, 1907, that an Education Exhibition open for the schools in Madras should be arranged for as early as practicable and that the working of the Exhibition should be left to a Committee which was then constituted with power to add to its numbers. The Committee had its first Meeting on the 12th January, 1907, and the office-bearers were elected. With a view to give sufficient time to teachers and pupils to prepare and send up their best work, the Committee resolved to hold the Exhibition at Madras about the close of August 1907. In order to encourage wide competition and to make the Exhibition as instructive as possible, the Committee resolved to open it to all the schools for general education—including the Training Schools in the Presidency—and to invite Exhibitions for loan as well as for competition. Notice of the Exhibition was circulated and a rough classification of desirable exhibits attempted. The Exhibition was subsequently opened to Mysore, Hyderabad and the Native States in the Presidency. The Acting Director of Public Instruction, Madras, who was approached with a request for a grant from the Provincial Funds was pleased to sanction a grant of Rs. 200. The Syndicate of the Madras University on the recommendation of Mr. C. A. Paterson, M.A., the Registrar, was pleased to sanction the use of the Senate House for the Exhibition. Much assistance was given to the Committee throughout by the Registrar, Manager and Establishment of his office. To facilitate work, two Sub-Committees were appointed—one to make the necessary arrangements and the other to look after the finances. The President of the Committee was authorized to correspond with the Board of Education, London, and request them to help the

Exhibition by forwarding specimens of work done in English Schools. By special request Inspectors and Inspectresses of Schools issued a circular to the effect that the cost of carriage of exhibits of the Government Schools might be met from the school allotments for contingencies. Promises of papers on the various departments of the Exhibition were obtained from ladies and gentlemen competent to deal with the subjects. Arrangements were made to have the papers printed in Tamil and English and the right of publication was transferred to Messrs. Dowden & Co. Rules framed for the guidance of the exhibitors were printed and circulated. Arrangements had then to be made for provision of space for the educational Publishers who had expressed their willingness to exhibit their wares and for the loan exhibits promised by various institutions. The South Indian and the Madras Railway Companies were pleased to grant concessions to *bonâ-fide* teachers travelling to and from Madras during the Exhibition period. Exhibits began to arrive in great numbers from the 15th July. A Committee was then formed to arrange the exhibits in the hall. It took more than a week for them to separate the wheat from the chaff, to classify them and arrange them to the best advantage. The arrangements were complete by the 21st August, and the selected judges of the different departments were then requested to scrutinise the exhibits and prepare lists of prize and certificate winners. The Committee had resolved to award 25 silver medals, 5 school prizes, 5 money prizes and a number of certificates of merit. Invitations to the opening of the Exhibition were sent to all the important Educational Officers, Managers, Principals of Colleges and Schools in the Presidency as well as to the leading residents of Madras.

OPENING CEREMONY.

The morning of the 24th August, 1907, was bright and sunny. The south-eastern and the south-western gates of the Senate House were thrown open and long before the appointed hour for the opening ceremony the southern upstairs hall was filled with a very representative gathering of educational and non-educational visitors. At 8 A.M.—the appointed hour—the Chairman, the Hon'ble Justice Sir Ralph Benson, Kt., M.A., LL.B., I.C.S., Vice-Chancellor of the University of Madras, arrived. The following were among those that were present on the occasion:—The Hon'ble Mr. T. T. Logan, The Rev. Canon A. H. B. Britain, Lady Benson, Mrs. I.

Brander, Mrs. Firth, Miss Arnold, Mr. John Adam, the Rev. & Mrs. J. Lazarus, Dewan Bahadur P. Rajarathna Mudaliar, Mr. A. S. Cowdell, Mr. B. Hanumantha Row, Rai Bahadur M. Audinarayanah, Mr. K. Naraina Rau, the Hon'ble Mr. R. V. Srinivasa Aiyar, Mr. J. H. Stone, Mr. H. S. Duncan, Mrs. S. Sathianadhan, Miss M. Krishnama, the Rev. Father E. J. Sewell, S.J., the Rev. Father Macnamara, the Hon'ble Mr. L. A. Govindaraghava Aiyar, Mr. J. P. Cotelingam, Mr. J. W. Coombes, Mr. E. Winckler, Mr. E. W. Middlemast and Mr. G. Narayanasawmy Chetti. The proceedings began with songs of welcome. First was sung a Tamil song by the little children of the Olcott Panchama Free Schools. This was followed by an English song charmingly rendered by the girls of the United Free Church of Scotland Mission Boarding and Training School, Rayapuram. Then came a Telugu song sung with instrumental accompaniment by the pupils of the Presidency Training School for Mistresses, Egmore. Then followed the address of the Hon'ble Mr. P. S. Sivaswami Aiyar, B.A., B.L., from which the following extracts are given:—

“MR. CHAIRMAN, LADIES AND GENTLEMEN,—The Exhibition which will be opened this morning is an event of great significance in the history of education in this Presidency, and its significance is enhanced by the circumstances that it owes its conception and organisation not to the Government but to a non-official body. Private effort is one of the important agencies for the extension of education in this country. In a few days the University will have completed its fifteenth year of existence, and it would be a matter for surprise if the University did not succeed in awakening the minds of teachers to the need for organising measures for improving the quality of the education that is now imparted in our schools. In this country as in others there has been a wholesome discontent with the methods of education pursued and an earnest desire to remove defects and adopt more rational and scientific methods. It is only in recent years that Educational Exhibitions have been held even in foreign countries and their value recognised as a means of reform in methods of teaching. That the idea should have been taken up in earnest by the teachers in this Presidency is further proof, if any were wanted, that unmerited as the reproach was of the Presidency being benighted it is still more unjustifiable at the present moment. An Exhibition like this, which is intended to collect specimens of educational appliances and specimens of practical work done by the teachers and pupils, could not have been thought of at the

time when our University was started. It is entirely the outcome of the changed conditions of life which bring home to us the importance of education in those branches of knowledge which are popularly called science and of the growing appreciation of the value of scientific methods in education.

"So long as preponderance was given to the literary element in education and the claims of science were not adequately recognised there was neither necessity nor scope for any Educational Exhibition. There would have been no need for any collection of educational appliances when few appliances were required or used for purposes of education....The fact that this Exhibition is due to the efforts of teachers themselves shows that there are elements of promise even in the existing conditions. It is to be hoped that advantage will be taken of exhibitions like the present by the Head-masters and Teachers of schools to observe improvements in the methods of instruction and introduce them in their own institutions. Let us hope that this Exhibition will be followed by others on a larger scale and better organised and that they will be the means of reforming the methods of instruction now in vogue in schools and placing them on a rational basis."

The Hon'ble Sir Ralph Benson, in declaring the Exhibition open, said that when he was asked to take the Chair on the present occasion the President and Honorary Secretaries of the Committee were good enough to grant him express exemption from the necessity of making anything in the shape of a speech, and he proposed to avail himself of that permission. He only desired to do one thing and that was to express his thanks to his friend, the Hon'ble Mr. P. S. Sivaswami Aiyar, for the very thoughtful and suggestive address which he had delivered and in which he had explained the objects of the Exhibition and the methods by which it was sought to attain those objects. The speaker added that he had gone through the hall a few days ago, and he confessed that he was amazed at the extent and variety of the exhibits which the energy and industry of the Committee assisted by their coadjutors, had brought together for their instruction. When those present went through the Senate Hall as they would do presently, they would find it filled from end to end with an immense collection of the appliances and expedients which educationists throughout India and England had been able to devise in order to aid and facilitate the great work in which they were engaged, and he trusted that everybody in the Presidency

who was interested in the subject of education—and who among them was not—would make a point of visiting the Exhibition and he thought he could promise that they would not be disappointed but would be delighted with the exhibits which had been brought together and the advantages which the rising generation enjoyed in the matter of teaching. Indeed he thought that many of them would even wish they were boys and girls again, in order that they might fully avail themselves of the advantages now offered. He would like to invite special attention to one admirable feature of the Exhibition; that was that a lady and gentleman would be in charge of all the exhibits from 2 to 5 p.m. each day and would be prepared to give information to visitors as regarded the purpose and significance of the exhibits in their charge. This, he thought, would add enormously to the benefit visitors would derive from the Exhibition. He then declared the Exhibition open.

Mr. A. Mayhew, on behalf of the Exhibition Committee, proposed a vote of thanks to the Chairman for having found time among his many duties to be present that morning, and to the Hon'ble Mr. Sivaswami Aiyar for his address. He thought it might be fairly said that an Exhibition which was honoured by the presence of the Vice-Chancellor of the University and the Hon'ble Mr. Sivaswami Aiyar, opened under the most auspicious circumstances. He wished also to express the thanks of the Committee to the Syndicate of the Madras University for allowing them to use their fine hall. He wished to emphasise the fact that this was the first Educational Exhibition on the present scale held in Madras, not to deprecate criticism, but that those who visited it might remember that they had had no one before them from whose mistakes they might profit. He earnestly hoped that the Exhibition would have a quickening effect on the teachers who visited it. If it led to improvement in any one school or group of schools it would not have failed entirely.

ARRANGEMENT OF EXHIBITION HALL.

THE LOAN EXHIBITS.

The visitors then left the upstairs hall by the south-western gate and led by the Chairman arrived at the main northern gate of the Senate House where the Honorary Secretaries were waiting to receive them and to conduct them through the hall.

The Exhibition arrangements were as follows:—With the help of the Fine Art Society's screens and wooden frames specially lent for the occasion by Mr. Thurston, the northern hall of the Senate House was divided into a number of breadth-wise compartments with a gangway in the middle. The exhibits were arranged on the Senate House Tables (placed three deep on either side of the screens) covered partly with red cloth and partly with very fine cloths lent by Mr. E. Thurston. Red cloth was nailed on both sides of the screens in the different compartments and drawings, pictures and maps were hung on them. A large number of Exhibition Stands from the Government Museum, also kindly lent by Mr. Thurston, were found most useful for display of the most valuable or fragile exhibits. At the northern entrance was the loan collection of the School of Arts exhibits. They included, from the Drawing and Painting Classes, outline drawing from copies, models and nature; shaded drawings in chalk and washes; paintings, in water colours and oils, of still life, foliage and the human figure; and a number of exercise books in daily use in the various classes. There were also shown a set of geometrical models specially made in the School of Arts for use in the various schools in the Presidency, and a number of freehand drawing copies which were designed and printed in the School.

From the Design class were a large number of designs of geometrical and floral patterns, many of which were the original work of students from 14 to 16 years of age.

The Wood Carving department was represented by a number of designs carved in rosewood, the patterns of which were derived from photographs of various South Indian Temples, some small tables which were designed and carved by apprentices, and some small carved trays.

A number of articles in hammered brass and copper, a group of bronze figures representing certain episodes in the *Mahabharata*, and some elaborate *repousse* copper and brass jars and trays were sent from the Metal Work department.

The Modelling exhibits included some life-size painted busts and figures modelled from life, and a large number of plaster casts of various subjects. Particular interest was taken in a number of clay models by very junior pupils, the subjects for which were taken from the illustrations in the School Primer.

An object-lesson on a large scale was furnished by the Carpet Weaving department—the exhibits including a glass case containing a number of bottles showing the dyes and mordants, all which were indigenous products used in dyeing wool, and skeins of wool showing the various shades obtained therefrom, as well as some rugs and carpets to show how the colours could be placed in harmonious combinations.

Opposite this collection was the stall of the Christian Literature Society who exhibited their useful educational books, pictures and mathematical instruments. The left hand side portion of the same compartment was taken up by the Basel Mission Society's stall and the exhibits sent by the Teachers' Guild, the Pachaiyappa's College and the Reformatory School, Chingleput. The Chingleput Reformatory School Loan exhibit included excellent drawings both of a practical and ornamental nature. It was the more interesting because none of it was done specially for the occasion and the boys' books were sent up straight from the class room. Their design work, practical scale drawing, object drawing and general sketch books deserve special praise. The object-lesson pictures and clay models of animals and fruits and anatomical models exhibited by the Basel German Mission Agent excited much interest. From this compartment the visitor moved southward under an archway adorned by pictures of the Emperor and Empress and pencil sketches of the Prince and Princess of Wales, Lord Curzon and the Maharaja of Mysore drawn by a drawing master in Tanjore. Here in the gangway was placed a glass case containing a representation by means of pith and plaster of paris models of scenes in the life of Sakuntala—effectively wrought by Mrs. P. K. Sarma—which excited great admiration especially among the lady visitors. On the right hand side of the next compartment were arranged the Biological exhibits of the Teachers' College, the exhibits from Coorg, writing exhibits, Mr. C. Ramasawmi Naidu's exhibition of locally-made science apparatus and Wiele & Klein's collection of magic lantern slides. Full justice was done to the biological exhibits by Mr. N. Swaminathan, B.A., L.T., who was always surrounded by a group of interested visitors. A large and interesting loan collection of Postage Stamps sent by Mr. Henry David, B.A., L.T., of the Wesleyan Mission High School, Triplicane, was on view in this compartment. Part of the screen space in this compartment and the whole of the left hand portion of the next compartment were taken up with the Exhibition of Apparatus and School Appliances. The right hand

portion of the same compartment contained exhibits of appliances, models, drawings, etc., useful for object-and story-lessons and other instruction in the lower classes of schools. Specimens of Kindergarten work, Primary classes' drawings and various kinds of manual work for training of Hand and Eye occupied the whole of the next compartment, and overflowed (despite wholesale rejection of damaged or worthless exhibits) into the right hand portion of the Apparatus and Appliances compartment immediately to the north. On the right hand side of the next compartment were Drawing Exhibits and on the left hand side exhibits in Needlework, Lacework and Embroidery. The last two compartments and the platform at the south end of the hall were devoted to the English Exhibits which included in addition to the large collection sent by the Board of Education in London a most interesting collection of drawings from schools in the north of England lent by Mr. J. H. Stone and an attractive and interesting collection of design and decorative work from Keighley lent by Mr. J. R. Coombes. On the platform were also to be seen the well designed single combined seat and desk sent by Mr. J. A. Yates, M.A., Inspector of Schools, the dual combined seats and desk and the excellent benches for Kindergarten children specially prepared in accordance with Departmental Instructions by Mr. M. Murugappa Maistri, a furniture contractor in Saidapet and a most interesting set of Books for the Blind prepared and sent by Mr. Eleazar, Head-master of the South Indian School for the Blind. The southern hall was given up to important educational Publishers in the Presidency—Messrs. Macmillan & Co., Messrs. Longman & Sons and Messrs. Blackie & Son. Their well arranged exhibition of educational books—maps, pictures, etc., was educationally most valuable and aroused much interest in teachers while, at the same time, it pricked the conscience of many managers.

There was one obvious defect in the Exhibition arrangements. The crowd of visitors* on each day was so great that it was difficult for the "*bonâ-fide* teacher" to study in detail the exhibits and almost impossible for those who had consented to act as guides and demonstrators to perform their task adequately. They did their best under the very difficult conditions and were useful specially in directing teachers interested in particular subjects to the most instructive exhibits. But it was impossible to avoid a

* The total number of visitors on the first five days was 9,226. The attendance on the following days was correspondingly great, but arrangements for registering numbers broke down.

good deal of aimless wandering and staring—and the general effect of the Exhibition was so striking and we venture to say pleasing, that many were content to treat it as a "*tamasha*" rather than as an opportunity for solid instruction. Even for such people the Exhibition was, we think, not entirely useless. If they learned nothing in particular they departed with a feeling that the scope of education was wider and its possibilities more varied than they had hitherto imagined. And it must not be forgotten that one of the aims of the Exhibition was to stimulate popular interest and curiosity, to point out new channels of activity and to encourage the holding of similar Exhibitions in other parts of the country. It is the work of future local Exhibitions to arrange for more detailed study of the minutiae of each subject. It was for these reasons that the Committee decided to charge no entrance fee. They preferred a risk of overcrowding the hall to the possibility of turning away any who might derive profit from it. Had it been foreseen that the number of *non-educational* visitors would be so great, a small entrance fee would have been charged for such visitors. It was found necessary to frame strict rules regarding the time and conditions for admission of students and pupils of Schools and Colleges in Madras—as otherwise the Exhibition Hall would have been so full as to make moving about impossible. This caused much dissatisfaction, but the Committee hold that they were justified in considering the Exhibition as intended primarily for Teachers and secondarily for parents and to a much smaller extent for students and pupils. Though the eagerness for admission caused some confusion and on one occasion grave disorder outside the hall, the behaviour of the large crowd inside the Hall (including students and pupils) was always quiet and orderly.

PROGRAMME.

24th August :—Opening day.

8 A.M. Opening address by the Hon'ble Mr. P. S. Sivaswamy Iyer, B.A., B.L.

CHAIRMAN :—Hon'ble Justice Sir Ralph Benson, Kt., M.A., LL.B., I.C.S., Vice-Chancellor of the University of Madras.

26th August :—

4 P.M. A class for the blind.

5 P.M. A paper on "**Drawing**," by J. H. Stone, Esq., M.A., F.R.H.S.

CHAIRMAN :—J. A. Yates, Esq., M.A.

27th August :—

3-30 P.M. A class for the blind.

4 P.M. A demonstration in lacework and embroidery.

5 P.M. A paper on "**Woolwork, Needlework and Lace-work**" by Miss A. E. Henderson.

CHAIRMAN :—Mrs. S Sattianadham, M.A.

28th August :—

5 P.M. A paper on "**Writing**" by Miss A. Arnold.

CHAIRMAN :—Arthur Mayhew, Esq., B.A.

29th August :—

5 P.M. A paper on "**School-Museums**" by M.R.Ry. P. T. Sreenivasa Iyengar Avgl, M.A., L.T.

CHAIRMAN :—Dr. J. R. Henderson, M.B., C.M.

30th August :—

5 P.M. A paper on "**School-Hygiene**" by M.R.Ry. P. S. Chendrasekhar, B.A., M.D.

CHAIRMAN :—Capt. S. A. Christophers, M.D., I.M.S.

31st August :—

3-30 P.M.

(1) A paper on "**Apparatus and Appliances for Elementary Schools**" by Mrs. E. D. Allan.

(2) A paper on "**Organisation of Elementary Schools**" by Arthur Mayhew, Esq., B.A.

(3) Valedictory address and the announcement of the names of the prize-winners.

CHAIRMAN :—Rev. J. H. Maclean, M.A., B.D.

The Exhibition was open from 8—10 A.M. and from 2—5-30 P.M. on the 24th August, and from 11 A.M. to 5-30 P.M. on all other days, except the 31st August when it closed at 4 P.M.

The papers read were full of interest and instructive and attracted in all cases a large and attentive audience. Copies of the papers printed in English and Tamil by Dowden & Co. were sold at a small price in the hall immediately after they had been read. The reader of each paper gave at the close of it some criticism of the exhibits in the subject of the paper. It was found impossible to have any discussion of the paper, but the Chairman summarised at the close its chief points and in some cases added to, or modified, them. The Committee of course were in no way responsible for the views expressed by any of the readers.

A few special classes were arranged to be held during the days of the Exhibition. Classes for the blind were held on each day and classes in lacework and embroidery work were held on the 26th and 27th August, 1907, between 3-30 and 5 P.M. The number of visitors was so great that batches of forty visitors only could be admitted at a time and only 4 minutes could be allowed for each batch. There were four blind pupils with two teachers whose services were kindly lent by the Christian Association for the Education of the Blind and for the sake of convenience these were formed into two classes. Reading, dictation and arithmetic were taught to the pupils, who appeared to be very brisk and intelligent at their work. Despite the short time allowed for observation, the visitors could obtain some idea of the method on which the blind are taught and observe their books and other apparatus. It may be mentioned here—though many visitors might not have been aware of it—that one of the teachers also was blind. The lace and embroidery work classes, from the Scottish Ladies' Association, Kilpauk, were under the supervision of Miss A. E. Henderson. More than a dozen girls of different ages were found busy with their apparatus and it was most interesting to watch their dexterity and intelligence. The classes held on 27th August, 1907, were much appreciated by the European and Indian lady visitors for whom the day was set apart. Some most interesting specimens (chicks and tatties) of the Industrial work of the classes for the blind were exhibited in the Exhibition Hall.

At the instance of Lady Benson, whose interest in female education is well known, arrangements were made to admit Gosha ladies on the 31st August, 1907, between 11 A.M. and 2 P.M. All possible arrangements were made for the proper observance of Gosha. All the departments were in charge of ladies. The thanks of the Committee are due to Lady Benson, Mrs. Andrew, Mrs. Firth, Mrs. M. K. Barrow, Miss P. F. Parsons and the other ladies who rendered most valuable assistance in this difficult matter. The number of Gosha visitors exceeded 200.

In addition to the Gosha hours special facilities were offered to lady visitors on the 27th August and on this as on all other days there was a very large attendance of lady visitors—including many parents. The number of Indian ladies who wrote their names in the visitors' book was 455—and many more lacked the time or the ability to enter their names. The appearance of

the hall on the ladies' day was pleasing alike to the educationalist and the artist.

On the day after the closing ceremony the Exhibition, though closed to the general public, was open by special request to some specially selected Teachers and Educational officers from this Presidency and Mysore in order to give them an opportunity of more detailed study. Prizes and certificates had to be sent off, as it had been found impossible to give them at the closing ceremony when the names of Prize and Certificate winners were read out. This was necessarily a slow and laborious process. It took more than a week to clear the hall and to pack and despatch those exhibits which the owners wished to be returned. The Committee had been unable at the start to guarantee payment of carriage of exhibits either way and regretted at the close that it was necessary for this to be done at Exhibitor's cost. Besides the clearing and packing, there was much other work of a miscellaneous nature, and it was not until the 27th September that the Committee were able to meet for the last time to pass the accounts and make arrangements for disposal of unclaimed exhibits sale of Exhibition materials and for the publication of the Report. It was also decided at this Meeting that the Die used for striking the medals should remain in the custody of the President, who was authorized to offer its use to the Committee of the next Educational Exhibition in Madras. The Die was made by Mr. C. Ramaswami Naidu, the Exhibitor of Science Apparatus. As the date and year are not entered in the Die, but were engraved on the medals when struck, it can suitably be used in subsequent Exhibitions.

CONCLUSION.

The names of those who gave valuable assistance in this Exhibition—whether by subscriptions, by service on the various Committees or by any other means, direct or indirect, are included in this Report and it only remains to reiterate the thanks already awarded to them in the valedictory address on the closing day and to express a hope that they will be equally prompt in service when the time comes for another Exhibition.

We should like to add specially a word of thanks to the local Press for the kindness shown in publishing circulars and other information relating to the Exhibition and for the very kindly notices of the Exhibition published in their columns. The *Madras Times* said "The objects of the promoters were

very ambitious and very laudable. It is not likely that any very definite results will be obtained from this one Exhibition, but if this is only the first of a series and if its shortcomings are corrected in the successors the results may well be far-reaching." The *Madras Mail* said "All the arrangements have been most satisfactory... Apart from teachers and others directly connected with education, many have learned something of the methods and appliances of scientific education, and interest in the whole subject has been stimulated." In conclusion, we may quote the following extract from the valedictory address—leaving it to speak for itself.

"In organising this Exhibition, the Committee have tried to keep before them the following aims:—

(a) The bringing together the work done by various schools in various subjects for purposes of comparison rather than competition, in order to give new ideas and fresh ideals and a wider horizon to those who are responsible for the efficiency of schools. This seemed especially necessary at a time when the tendency of the educational authorities is to give increased freedom to schools in matters of organization and methods of curriculum and to encourage variety and development on new lines adapted to local needs.

(b) The encouragement of more systematic organisation of all the details of school-work—more thought regarding aims, general principles of instruction and details of method, equipment, school furniture, etc. This is the particular function of the section devoted to teachers' record of work—syllabuses, etc.—but is by no means confined to that section.

(c) The concentration of attention on the training of the hand and eye, whether by the varied Kindergarten occupations or by drawing or by any other means.

(d) The encouragement of nature study, the diversion of the pupils' attention from exclusively literary subjects to the world of nature surrounding them.

(e) The encouragement of similar exhibitions—perhaps on a smaller scale and in special subjects—in all parts of the Presidency with a view to stimulating educational activity.

(f) The bringing together of teachers from different parts of the Presidency for the communication and discussion of new ideas.

To what extent the Exhibition has succeeded in its endeavours, both by the exhibits shown in the hall and the papers relating thereto read in this room, it is difficult to hazard a conjecture at present.

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The Committee trust that their venture will bear some fruit in the future. It is by the fruit that they wish to be judged and in the fruit that they hope to find their reward."

CHAPTER II.

THE ENGLISH EXHIBITS.

I. **Drawing and Painting.**—The specimens of this work were numerous, varied, thoroughly representative and excellent in quality. So finished and beautiful were the products of the pupils that there was some danger of a false impression being created in the minds of the visitors, namely that the main object of instruction in this subject in English Schools is the production of a series of highly finished drawings and paintings. That this is not the main object, but that the dominant aims are rather the training of hand and eye, the attainment by the pupils of skill in rapid and accurate observation and representation of what they see around them, but particularly of objects in the world of Nature, of objects that are of immediate interest to them in their School and Home life, the development of a sense of beauty and of a power to note and emphasise what is characteristically beautiful in their immediate surroundings, all this was sufficiently clear to those who had time to examine the work closely. As so many visitors had to content themselves with a rapid and superficial survey, we may be excused for laying special stress in this report on those features of the Exhibition which illustrate the aims enumerated above, rather than on the excellence of the drawings exhibited to us. It was brought home to us forcibly that instruction in Drawing, as represented in this Exhibition, is an essential part of a well formulated scheme of General Education and not an isolated "optional subject" taken up for the purpose of acquiring an agreeable art or for imparting a polish to an education substantially complete without it. Ability to handle pencil and brush is as important for the growing child as ability to manipulate the letters of the Alphabet. The latter is necessary to interpret the world of books, the former to interpret and enjoy the world of Nature.

(a) **Subjects.**—The multiplicity of subjects and their varied nature was in itself instructive. Most numerous were those connected with *Nature Study*. These were admirable records of work in the class room, school garden and the roads, woods, fields and rivers round the school. The life history of a particular plant,

tree, or animal, was often graphically represented by a series of detailed sketches. The history of the horse Chestnut by pupils of the Municipal Girls' Secondary School, Ipswich, and of the frog by a girl aged 13 of St. Mary's Roman Catholic School, Newport, were particularly good examples. The work shown by the Church of England School, Braunston and Chesterfield Central School in this branch, was also very good. There were albums of flower Drawings—illustrated monographs on particular plants or classes of plants—drawings of plants from a gravel pit (Newbury Girls' Secondary School) of collections from a wood and roadside bank, the School Park (Ipswich School). The last named school was perhaps pre-eminent in this section which was well represented in almost every school. There were wonderful pen and ink sketches of leaves and twigs from Derby, St. James' School. Observations of parts of plants under a magnifying glass were faithfully recorded and the claws and beaks of birds accurately portrayed. Shoots and seedlings in their various stages received much attention.

"Common Objects" were represented in great numbers. In many cases the objects had a special local interest. The Stimpson Avenue School, Northampton, sent careful drawings of boots in various stages of manufacture.

There were some, but not many, Landscape sketches. The Ipswich Girls' School sent some very striking pictures illustrating the various seasons and also a chart representing most vividly characteristic skylines in every day during a particular month. The New Waltham School was well represented in this, as in other sections. But the sketches seemed to be copies.

Architecture was represented in some schools—school buildings and buildings of interest in the locality being carefully sketched.

There was plenty of drawing to scale—particularly of school furniture and fittings. Some of the cupboard and desk sketches from the Stimpson Avenue School, Northampton, and the Surrey County Schools (both Secondary and Elementary) were particularly good.

Of Portraiture and Figure Drawing there were very few specimens, but the Newbury Girls' School sent charming sketches of this kind. This was the only school we believe that sent sketches of figures *in Action*. The art of denoting *action* and the exercise of physical force by bold and suggestive lines is just

beginning to receive attention in Madras Schools and the instructions contained in Augsburg's Drawing Book (an American publication) have been found most helpful.

There was a certain amount of Story illustration from junior classes and infant schools. More striking were the *imaginative* drawings—particularly those from the Sale Township Infants' School. Drawing as stimulus and record of the free play of imagination deserves far more attention in our schools.

A very interesting exhibit was that of *designs* for wall papers, friezes, panels, etc. In many cases the design was based on a flower and the natural flower is placed alongside the conventional design. There were also many designs of geometrical and other kinds. The designs for book covers and blouses from the Newbury Girls' School—the Poppys frieze from Chesterfield—the Pansys design from the Victoria Girls' School, Watford—the Snow-drop design from the Parkgate Branch School, Watford, and multifarious designs from the Caterham Hill Boys' School, East Street Council School, Farnham, Alexandra Mixed School, Watford, and Church of England School, Kettering, attracted particular attention. There was also an interesting example of ornamental lettering from the Sale Council School. The lace-work drawing from the Huntingdon Street School, Nottingham, was very striking.

(b) *Media*.—These were also very varied and inspired envy in those who are accustomed to nothing but pencil work in Madras Schools. Crayon work in all colours was prominent especially in the lower classes—and this work was rendered more effective by the careful selection of specially prepared and coloured papers for its reception. Brown paper was of course the most usual. In addition to pencil work there was much pen and ink work (specially useful for detailed work in higher classes), a good deal of Brush point work in Chinese white on brown cardboard and very much brush work.

The pen and ink work from the South Wigston Boys' Council School was specially good. Great skill was manifested in handling the brush and laying on of colour.

Those of our Teachers who have just introduced Brush work were able to learn much regarding the realistic expression of colour. Even in Crayon work some attempt was often made to express the natural colour of the object—and the colouring of

the Brush work, as a rule, was realistic and beautiful. There were some very instructive photos of instruction in Free-Arm Drawing on Blackwalls, wall Blackboards and Blackboards adjusted to desks.

(c) For our Teachers it was instructive to notice how little merely outline drawing there was (this work being largely confined to drawings of furniture, etc., for practical purposes) and in what various ways by use of chalks, colour, or shading, mass drawing was attempted. This was specially noted in the Infant class drawing—the idea obviously being that the young child naturally draws the object as seen and not the mere outlines which are a later abstraction. The expression of mass in the earliest stages by spirals was well illustrated, and light and shade were often brought out most effectively, *e.g.*, by use of white crayon in opposition to a general tone of black. Various shades of colour in flowers were also shown.

(d) A good lesson was also conveyed regarding the importance and practicability of an early start. There was some very remarkable work by children of 4 to 6 years of age, both in chalk and colour. That graphic illustration can and should precede the alphabet and writing exercises was demonstrated again and again. The Infant class work shown by the Rosebery Street Council School, Loughborough, the Sale Township Infants' School and the Alexandra Infant School, Watford, was specially good. At times one wondered whether some of the colour brush work by Infants was not too finished and minute involving too great a strain, and whether some of the efforts were not got by artifices almost degenerating into trickery rather than by a conscientious imitation of what was seen.

(e) We give below the scheme of instruction in Drawing followed in a school that sent one of the most complete and satisfactory sets of Drawing. One of the most valuable features of the Exhibits from *all* schools was that they afforded an insight into the work throughout the school. We have only one suggestion to make in the event of our being lucky enough to get Exhibits in future years—which is that the *time taken* in completing the Drawing exhibited should, where possible, be entered. This would emphasise the importance of rapid sketch work for practical purposes.

BOYS' C. E. SCHOOL, KETTERING.

DRAWING SCHEME.

Drawing in this school is of four kinds—each aiming at cultivating some special feature in the process of a child's education, and yet all more or less correlated with each other.

The Four parts are—

- (a) **Nature Drawing** for careful observation and correct expression.
- (b) **Object Drawing** for careful observation and correct expression.
- (c) **Brush Drawing** for precision and accuracy of touch, judgment and exercise of care.
- (d) **Pattern Making** for accuracy, neatness, precision and utility and correlation of other branches.

These are all taught according to a scheme in each of the standards as follows:—

Nature Drawing mostly in spring, summer and autumn.
not much can be done during the winter.

In the Lower Standards, I, II, III, three drawings are made of each specimen, with—

Chalk on brown paper—free arm—for chief features.

Pencil on white paper—copy tinted—for detail.

Brush on white paper—in mass—for precision of touch.

Standard I.—Simple leaves, as :—Laurel, olive, lilac, lime, hazel, beech, etc.

Radiant veins, as :—Laurel, olive, lilac, violet.

Standard II.—Simple leaves, Oval veins, as :—Plantain, lamb's tongue, bryony.

Simple pattern of the same.

Standard III.—Developed leaves, Trefoil :—Clover, laburnum, strawberry, arrow head.

Pentagonal :—Ivy, plane, maple, grape, creeper, etc.

Heptagonal :—Horse Chestnut.

Simple combination and pattern of same.

Wild rose, bramble, ash, elder, wistaria.

Standard IV.—Compound leaves, Acacia, jasmine, etc.

Turn over and foreshortening of leaves.

Joints in different positions (buds in season).

Standard V.—A simple spray, with joints and foreshortening,
as:—Laurel, olive, privet, apple,
cherry, etc.

Natural objects, as:—Eggs, feathers, shells.

Sprays, flowers and fruits in season.

Standards VI & VII.—Objects as:—Feathers, butterflies,
eggs, stones, shells, etc.

OBJECT DRAWING.

In Standards I, II, III, IV, three drawings are made of each object as in the Nature drawing, with—

Chalk on brown paper—for boldness.

Pencil on white paper—for detail.

Brush on white paper—for precision.

Standard I.—*Front elevations of simple right lined objects chiefly as:*—T. square; try-square; set square; table knife; toy spade; hat-pin, walking stick; button hook, etc.

Standard II.—*Front elevations of right lined and simple curved objects as:*—Bat and wickets; mallet, chisel; garden spade; hand saw; pick and shovel; hammer and nails; whitewash brush, dustpan; etc.

Standard III.—*Front elevations of:*—Fan; mince chopper; meat chopper; garden trowel; garden fork; flower pot; cup and saucer; breakfast case; square bottle, etc.

Standard IV.—*Front elevations of more difficult objects as:*—Fish slice; axe; bill hook; halberd; salt box; bull's-eye lantern; pair of bellows, etc.
Principles of perspective of vertical and horizontal line.

The Cube and Square Prism.

Standard V.—*The rectilinear models and combinations of:*—
Objects built on these, as:—Book open and sheet; box with lid open; pie dish; stool, etc.

Standard VI.—*The curvilinear models and combinations of:*—

Objects built on these as:—Jug; tumbler; gas jar; basin; rolling pin; wine glass; egg cup; bucket; watering can; straw hat, etc.; toy drum, etc.

Standard VII.—*Subjects of still life, including the above as:*—Gardening; bricklaying; cricket; fishing; sewing; painting; cooking; photography; ironing, etc.

BRUSH DRAWING.

Standard I.—The simple stroke with line and dot.

Standard II.—The straight simple and spear stroke.
With straight and curved lines and dots.

Standard III.—Straight, simple, and spear strokes, lines and dot.

Curved, simple, and spear strokes, lines (curve) and dot.

Overlapping strokes.

Standard IV.—The previous and double-curved strokes.
Floral conventional patterns.
Line work forming pattern.

Standard V.—Large strokes making conventional patterns.

Standards VI & VII.—Similar merging with mass of Nature work.

PATTERN MAKING (Mostly Winter Sessions).

RIGHT LINED AND CURVED.

Standard I.—The right lines—right angles.
Simple vertical and horizontal curves.

Standard II.—Combinations of the right line—Mosaic work.
The semi-circular curves.

Standard III.—Development of square, triangle, hexagon.
Curved patterns in squares, triangles, hexagons.

Standard IV.—Geometry of lines, angles, triangles, quadrilaterals.
Problematic geometry.
Tracery work built on such.

Standard V.—Geometry of the circle, tangents and polygons.

Problematic geometry.

Tracery work built on such.

Standard VI & VII.—Circumscribed and inscribed figures, polygons.

Problematic geometry.

Tracery work built on same.

II. Nature Study.—Particularly good Exhibits in this section were sent from the Addison Gardens Schools, London—the Croft School, Betley—Merstham School and East Wickham School and Buckland School. The Photographs sent by the Liverpool Education Committee and Surrey County Council included many most interesting illustrations of pupils engaged in Nature Study both in and out of school. It was also obvious that an idea of its importance influenced the general work of most of the exhibiting schools.

The aims of Nature Study were described in an admirable paper by the Principal of the Croft School, "Systematic lessons on Scientific subjects are *not* Nature Study." Its aim is "to give pupils a source of interest and pleasure which will last them as long as life itself... It cannot be isolated. It is the basis of all educational work"... Its result should be the living of a "life simple and beautiful in harmony with its surroundings." "There should be in the Teacher's mind no utilitarian object—no mere sentiment—no dry-as-dust Scientific lessons—but instead there should be *enthusiasm, wide knowledge and love.*" If possible, "it should be combined with some definite Handicraft which can be made the expression of the cultured lore of beauty...taken in connection with drawing it may lead "to a new school of decorative art."

Methods.—(a) Nature Study as the employment of leisure hours. This was illustrated by many Nature Note Books and Sketch Books recording the results of rambles in the surrounding country. The Croft School and the Ipswich Girls' School were particularly good here. The use of these Nature Note Books and the best means for securing their maintenance can best be illustrated by another quotation from the paper cited above.

"Every child, or what is perhaps better, every family, if a school, each class, should keep a Nature Note Book, if you wish or really good work. You will find that the children will take

the most unflagging interest in it; they will carefully search in all directions, and discover many kinds of things that they will wish to enter. The books should be written up most carefully each evening; notes should be made on anything the children have specially remarked during the day. The elder children will like to do this for themselves, in note books of their own.

"In these days of universal Brush work it is possible for everyone, to learn the art of using brushes and colours. In order to make the note book a complete success, it should be illustrated by pictures drawn from Nature. I have already mentioned that this should be done, no matter how badly at first, in order to learn to observe what each creature is really like. But, at the same time, it should be done with the definite object of providing illustrations to accompany the notes in the note book. Twigs are capital things to start with, and are quite easy to do; pin them on to a piece of white paper, and stand them up in front of you, then carefully copy them in water colour, and you will soon make a fairly accurate drawing. For the encouragement of those who think that they cannot draw, and so could not possibly keep a "Nature Note Book," may I say that, after much experience, I have found that many who said, at first, that they "never could, and never should be able to draw," after trying for a comparatively short time to draw twigs began to copy them beautifully, and are now doing nice work for their books, though they utterly failed in ordinary freehand drawing from the first copy. The Note book should contain short accounts of the definite Natural History lessons that they have received from their teacher; also a dated Naturalist Calendar, and short notes on the weather. This will give plenty of work, but not too much if done in an orderly and systematic manner. A separate book should be kept for each year.

"It cannot be too strongly emphasized that the children's Nature Note Books should not be *lesson books* in any sense of the word. They must be the children's own personal property. The teacher should sit down to work with the children, ready to give hints and help where necessary, but engaged in keeping her own book and not necessarily present at all. Pride and delight in the book with wise criticism on the part of the authorities are all that is desirable in order to have most perfect results. Where this teaching is well carried out, spare time, a few minutes here, a half-an-hour between games of tennis or croquet are all utilised

by the children of their own accord to paint or write in their well beloved books and this habit of using odd moments is one which cannot be too much cultivated in the education of our children."

SPECIMEN PAGE OF A NATURE NOTE BOOK.

DAILY NOTES.

"October 16.—We noticed to-day that a very handsome spider had begun to make its nest on the bark of an oak tree. It had already covered its eggs with a quantity of web when we first found it, and on looking carefully we saw the way it did this. Keeping its head towards the centre, it worked round and round a perfect circle; as it alternatively raised and lowered its body, it pressed out a little silk, and with its last pair of legs took hold of it, and pressed the silk down in a number of tiny soft loops. It was working hard all the time we were there. We came back through the wood, and on the way back examined some viviparous grass, *i.e.*, grass with its seed sprouting while still on the plant. Also we saw that the wild cherry trees were beginning to lose their crimson leaves. They are the first leaves we have seen fall this year. The larches are turning yellow. We found a wild rose in flower."

These Note Books were in our opinion the most valuable Exhibits, certainly the most instructive to Indian teachers.

(b) *Organised School Walks and Excursions.*—The East Wickham School, Addison Gardens School and the Liverpool Education Committee's Exhibits contained accounts of and instructions regarding these walks. We were able to see how carefully all the details of such excursions must be arranged beforehand—the country previously studied—and hints given to the children as to what they can study or look for during the walk. Some sort of an aim must be impressed on each child and it is sometimes well to prepare them by previous lessons or talks. After the walk, the results of observation or collection are recorded. Often a map of the country surveyed is drawn or a plan of the road. In one case we saw a plan of half-a-mile of river bank drawn on a large scale with the names of flowers found at different spots in this area inserted.

(c) *School Societies—Natural History, etc.*—As might be expected there are to be found mostly in the Secondary Schools. The Tiffin Secondary School and other Boys Secondary Schools in Surrey sent interesting accounts of carefully organised Societies.

(d) *School Museums—Collection of Objects.*—Of these there were many Photos and written accounts. Practical examples were given in some excellent collections of pressed flowers from the Bexley School, East Wickham and Farnham Girls' School and other schools—in cases containing realistically and carefully arranged specimens of insect life (Addison Gardens) and in object lesson cases illustrating trees from the Buckland School, Berks. These last-named cases were excellent. Each case is devoted to one tree and contains carefully secured specimens of leaves, twigs and buds at various seasons—the seeds—fruit—bark—pollen—also sketches of the leaves and twigs, etc.—a photograph of the tree as a whole—and specimens of its wood in the rough and when ready for the carpenter. With a little trouble much of this work could be done in Indian Schools. What was specially noted in all Museums and collections was that they were not miscellaneous assortments of "curious" objects but rather carefully selected and classified collections of objects required for illustrating or adding interest to School work. The pressed flowers collections in this respect were models and were most favourably commented on by the Professor of Botany in the Presidency College. Here, too, should be noted the admirably classified and arranged collections of botanical drawings sent by the Newport Education Committee—art and science in complete harmony as they always could and should be. The following hints on "collections" given by the Principal of the Croft School will be of particular interest to Hindu teachers.

"It is most inadvisable to encourage the universal rage for indiscriminate collecting. It is not at all necessary to collect in order to learn Natural History. Children should be allowed to bring home objects to examine or to paint, under the supervision of their teachers, but in these days of cheap text-books, by our best scientists, subjects can be studied without the cruel habit of "killing" at every available opportunity.

The plan I strongly advise all teachers to adopt is, that, instead of killing the creature, it should be imprisoned for a short time, and as carefully as possible drawn or painted; this may be easily done without injuring it. In fact, children should be encouraged to bring things home, on the understanding that no creature should suffer in consequence. A short imprisonment is all that is necessary, in order to examine or draw any object found by children. They should not be allowed to carry things home in their hot little hands, it is perfect misery to the 'specimen'

to be so roughly treated, but children do not think of this; you must, therefore, make a very strict rule that everything is to be brought home in boxes. Small ventilated tin boxes, are the best to use for carrying purposes; the cool tin, and few small dock leaves or blades of grass, will make a good temporary home for most creatures. It will also be found necessary to limit the children as to the number of things they may bring home. Keep to one creature at a time as much as possible, and don't admit other "beasties" till this one is exhausted. If you are studying snails, you will find plenty of work for a good many days, and the same with other things, so do not hurry over them, nor allow the children to do so either."

(e) *Work in the School and Class.*—Photos sent by the Liverpool and Surrey Committees showed the children at work in the class room observing (often through magnifying glasses) shoots, seedlings, etc., placed before them on the desks or in clear thin tumblers of water. They were also seen studying newts and tadpoles in small neatly made Aquariums. Here, again, one saw how much of this should be possible in Indian Schools. It is not *expense*, but lack of enthusiasm that bars the way. There were also many examples of children's *composition* on the results of Nature Study—illustrated by careful drawings or by specimens of plants, etc. The Buckland School was pre-eminent.

(f) *School Gardens.*—We saw photos of pupils at work or play in the gardens of the Surrey County Schools—with and without the teacher. There were also plans of School gardens—showing space for trial plots—seed plots, etc., from the Merstham and Buckland Schools. Most valuable of all were the Garden Books kept by pupils—containing record of all sorts of garden information and from the prices and uses of various kinds of manure to a classification of the insects most injurious to plant life. Details about prices of seeds, etc., were also given. The following is a plan of one of the most instructive of these:—

GARDEN NOTE BOOK.
MERSTHAM SCHOOL.

Date.	Description of Work done.	Name of Seeds sown.	Period of Germination.	Observation of Germination.

Attacks by Insects or Fungus Diseases.	Produce gathered.	Temperature of Air and Soil.

(g) *Maintenance of Meteorological Records.*—This class of work might perhaps be included in the Nature Note Books Section but seems sufficiently distinct to justify separate treatment. It was admirably represented in the Exhibits of the Liverpool Education Committee and Surrey County Council and of the Newbury and Ipswich Girls' Schools. Particularly valuable were the graphic representations of Thermometer and Barometer readings and the Weather Charts of the Ipswich Girls' School. These charts contained as frontispieces paintings representing a landscape during the month to which they related, and within against each day of the month were entered the state of the sky—barometer—thermometer—rainfall—hours of sunshine—rate and direction of the wind.

III. *Manual Work.*—Some excellent Exhibits of leather and metal work were sent from the East Wickham Night School—specially instructive because they were for the most part the work of unskilled artisans attending these classes in the evening. Though the work cannot be compared with that of Technical Schools proper, the finish and taste were, on the whole, of a high quality. There was also a good exhibit of carpentry and wood work from the Surrey County Schools—both Elementary and Secondary—and photos of workshops and boys at work were plentiful. There was a most instructive set of photos illustrating a boy at work in the various processes of carpentry.

The Coulsden School, Surrey, sent an admirable scheme of work for geometrical paper and cardboard cutting—intended "to provide some suitable form of practical work between Kindergarten up to seven years of age and Manual Instruction after eleven years—to inculcate and secure accuracy of measurement and skill in manipulation of such simple instruments as ruler, set square, compass, cutting out knife, paste brush, etc., to give a simple experimental introduction to the measurement of plane surfaces and to introduce simple verification of the elementary principles of geometry." Otherwise there was not much manual work

from the lower classes. There was some paper mat plaiting and paper folding which we cannot regard with enthusiasm, and some very interesting specimens of plasticine modelling of leaves, plants and insects which were unfortunately rather damaged during transit.

IV. Class Note Books and Specimens of Pupils' work in various Subjects.—The Surrey County Council sent some very instructive Note Books on various subjects from its Secondary Schools and the exercises sent by the Newbury Girls' School attached to its syllabuses exemplified their aims and methods admirably. The leading characteristics of all the Note Books were neatness and practical utility. In the Science and Mathematical work the sketches of apparatus and experiments, the diagrams and graphic work were far superior to what we have seen in Indian Schools, where the science drawing work is too often confined to mere copying of illustrations in the Text-books and Mathematics Exercise Books are only a maze of figures. The History and Geography Note Books showed what the teachers had been able to contribute to the lesson—admirable classification, analysis of complex subjects, suggestive hints and references to useful books. The Geography Note Books were particularly instructive. The illustrative sketch maps included in them were very clear, bold and useful. In contour map drawing we have much to learn here. There was also an ingenious device for showing comparative levels by pasted strips of cardboard. Many teachers took stock of the Geography and History Albums sent by the Newbury Girls' School—maintained by various classes for the pasting in of photos, drawings, special maps and any kind of realistic illustration of the country or period studied. The neatness and legibility of the handwriting in all exercises was very noticeable and it was also observed that exercises in Composition were based largely on the subject-matter of other lessons—particularly Nature Study, Geography and History—and were illustrated profusely by the pupils' own sketches.

V. Infants' Work.—This has already been discussed under the heads of Drawing and Manual Work. Here we need only note that the general aim as manifested by all the work exhibited is evidently to make the work "as bright as possible"—as was stated in an admirable account of the aims and methods of the Infants' Department of the Dorking Westcott School. The Time Tables of this school are so valuable a model that we venture to reproduce them here.

**SCHEME OF WORK. AUTUMN TERM. INFANT SCHOOL.
CHILDREN'S AGE—5 YEARS.**

Nature Lesson.	Song-game.	Conversational Lesson.	Story.	Brush-wood.	Free-arm Drawing.	Clay-Modelling.
Harvest..	Harvest Song..	Corn	How Patty gave Thanks.	Pentagon ..	Sheaf of Corn ..	End of Stack.
Penny ..	Shopping ..	Money	King Midas.	Money-box..	Penny ..	Box.
Shilling..	Sing a Song of Sixpence.	Do.	Do.	Do. ..	Shilling ..	Do.
Fowls ..	Five Little Chickens.	Feathers	For Stealing Chickens.	Fowl-house	An Egg (hen's)..	Run for Chicken.
Ducks ..	The Lake in the Park.	Diving	The ugly Duckling.	A Duck ..	An Egg (duck's)	A Bridge.
Pigs ..	In the Farm-yard.	Acorns	The little Pigs or the new Law.	Pig Sty ..	Pig, Rough ..	Fence.
An Apple.	As Tommy was walking one fine Sunny Day.	An Orchard ..	The Apple Trees' Story.	A Ladder ..	An Apple ..	A Ladder.
An Orange.	Ball-game ..	Marmalade ..	Do.	Jam-pot ..	An Orange ..	Oblong Orange Box.
Winter ..	Welcome little Robin.	Esquimaux ..	Babes in the Wood.	Snow Shoe ..	Snow-ball ..	Sleigh.
Christmas.	I'm Father Christmas.	Plum Pudding.	Santa Claus.	A Wooden Spoon	A Bowl ..	A Tree.

SCHEME OF WORK. AUTUMN TERM. CHILDREN'S AGE—6 YEARS.

Nature Lesson.	Song-game.	Conversational Lesson.	Story.	Brush-work.	Free-arm Drawing.	Clay-Modelling.
The Plum	Taste Song	Autumn	Wait and See.	A Plum	A Plum	Plum with its stalk.
Sponges	The Fishes	Fishes	Under the Sea.	Do.	A Sponge Basket	A Sponge.
A Book	Wandering Workmen.	Paper	The Story of Printing.	A Book	The School Cup-board.	A Book.
A Slate and Pencil	The Quarry Men	A slated Roof.	At a Quarry.	A Slate and Pencil.	A Pickaxe	A Pencil Box.
Chalk	Do.	Shells with special reference to North Downs.	Hundreds and Thousands.	A Shell	Horse and Cart	An Easel Peg.
The School Bell.	The Bell Song	Other kinds of Bells.	The Story of the Curfew.	A Bell	A Bell	Chain and Clapper.
Boots and Shoes.	The Shoe-make	Leather	Seeing Shoes made.	Do.	A Cow	A Last.
Gloves	Sewing Song	Manufacture of Gloves.	The Story of King Richard.	Do.	Sheaves	A Baby's Glove.
An Umbrella	The Rain Coach	Sunshades	Some strange Umbrellas.	An Umbrella	An Umbrella	Handle of an Umbrella.
Holly	Green Holly Bough	Xmas and Santa Claus.	Picola.	Miseltote	Holly Leaf	A Holly Leaf.

The Time Tables sent by the Liverpool Education Committee shewed the same attention to details and desire for correlation. Most excellent sheets illustrating correlated Infants' work in all branches were sent by the Ink-pen Council School, Berks. We wish that the principle of allowing only short periods of 20 minutes or so for infants could be more firmly established in our schools.

VI. Furniture and Equipment of Class Rooms were illustrated by many Photographs. Fresh air and light—plenty of space—plenty of pictures and a cheerful home like appearance were the leading features, especially in the Elementary Schools. There were usually flowers or plants in the room—there was *always* writing accommodation for each child—dual or single desks invariably fitted with backs were more common than long rows of desks. For Infants and Nature Study work there were often broad tables. The photos of Laboratories fitted up for practical work sent from the Liverpool and Guildford Schools attracted many observers and teachers noted with surprise that “the boys were doing everything and the teachers nothing!” a most desirable state of affairs. A portable Laboratory taken on a barrow from one poor school or special class to another in Liverpool excited curiosity. The plan might be followed in our larger towns. Lastly, we have to note the device of class Mottoes—striking texts chosen by the pupils and written in large and ornamental lettering round the walls of the class room, e.g., “I am a citizen of no mean city.”

VII. Physical Exercises and Games were illustrated by sets of Photos from the Liverpool and Surrey Councils. We were able to see the School Sports and Rifle Corps—the infants at “free play” in the garden and boys and girls at drill in the yard. There were many photos of swimming baths and schools that possessed no bath or river were seen practising the motions of swimming on dry land.

VIII. Employment of leisure hours—School Societies. In addition to the Natural History Societies mentioned above, there was evidence of Societies for studying Architecture, Archæology, etc. The Note Books illustrating the work of such Societies sent from the Bootham School, York, were admirable.

IX. Though our space is limited, we must find room for a special word of praise for the Exhibits from the Secondary Girls' Schools at Newbury, Ipswich and Farnham. A great deal of trouble must have been taken in preparing the Exhibits

which were exquisitely "got up." They were still more valuable from the insight they afforded into the ordinary everyday working of the school. The remarkably complete set of Exhibits from the Newbury School, especially its carefully worked out syllabuses, demonstrated its aim "to develop character and the desire for knowledge and to give country girls with their limited opportunities for culture as many solid and lasting interests as possible." The scheme of education has also its frankly utilitarian side in Girls' Schools. Domestic science plays a large part, especially in the Elementary Schools.

The art of "making homes pleasant" was exemplified in the Exhibits by careful drawings of sanitation and ventilation arrangements—and by photos of cookery, laundry work, sewing and cutting out and Nursing Classes (Surbiton National Elementary Home Education Classes). We noticed also illustrations of "Thrift" lessons—playing at Savings Bank, etc., and practical hints on such subjects as lamp trimming and dusting.

Conclusion.—All who saw this Exhibition will agree with the writer in the *Madras Times* who left it "with the dominant thought that in the matter of Elementary and Secondary Education the schools of England have attained a very high standard . . . the Exhibits are almost entirely from the borough and county schools whose pupils are not of the wealthier classes. And therein lies the true value of the Exhibition as showing what can be done with children who have not inherited natural skill or taste from a long line of cultured ancestors." Despite the admirable "get up" of the Exhibits there were unmistakeable signs that they were genuine class work done by the pupils in the ordinary school course. Most valuable of all was the insight allowed into the aims and methods of school life in general and also of instruction in the various parts of the curriculum. Unlike so many of the Indian Exhibits all these Exhibits demonstrated an aim and object, while the methods of attaining that object were either clearly exposed or sufficiently obvious to make such exposure unnecessary. And it was also clear that purposeful and methodical procedure does not destroy the enthusiasm which gives birth to it. Joy in the work was manifest. Without that "general feeling of happiness" explicitly put forward by several schools as one of their aims and an essential condition of progress, much of the work exhibited to us would have been impossible.

* History Syllabus of the Westcott Elementary School, Dorking.

History and Geography are largely inter-dependent, and are taught as such. The first year's teaching is founded on the surroundings and locality of the school, and is almost confined to the County of Surrey. In the Summer, these subjects are taught in the playground, from whence a fine view is obtained. The children stand round a large historical County map, and as the places are pointed out, the following history scheme is proceeded with:—

Historical Scheme connected with the County and neighbourhood of Surrey, for Lower Class.

The County Stakes; Walton-on-Thames:—The Ancient Britons.

Westcott's Roman Rd.: Ermyn St. and Stane St. Wimbledon's Roman Camp.—The Coming of the Romans.

Surrey: The South Realm: Kingston's Coronation Chair:—The English.

Ockley: Merton, Farnham, London Bridge:—The Coming of the Danes.

Surrey in the Conqueror's Domesday Book:—William I.

Ranmore: The Pilgrim's Way:—Henry II.: Thomas à Becket.

Tiles at Chertsey Abbey:—Coeur de Lion. Crusades.

Runnymede, Magna Charta, London Bridge, Croydon.

Rennie buried at Holmwood: Caves at Reigate:—The first House of Commons.

The old Tabard Inn at Southwark:—Chaucer.

London Bridge:—Wallace's Head: The Scottish War of Independence: Wat Tyler and the Gates: Henry V's display after French War: Agincourt: Jack Cade's Head, 1450: Heads of Sir Thomas More and Bishop Fisher.

Sheen:—Edward III's Wars: He dies here.

Chertsey Abbey:—Henry VI buried here at first: Wars of the Roses: Bosworth Field.

Richmond Palace:—Henry VII. calls West Sheen after his previous title. Miserly king dies here; also grand-

* Given as one of the best examples of a carefully thought out Syllabus.

daughter. "Good Queen Bess." The old Gateway and Royal Arms.

Hampton Court: Molesey:—Cardinal Wolsey builds it. The Reformation. Conference.

The Mole:—Spencer. Milton. Pope.

Reigate:—Earl of Surrey. Flodden.

Nonsuch Palace:—Henry VIII.

Walton Place:—Anne of Cleves. Henry's wives; through these trace reign.

Reigate Church:—Lord Howard of Effingham: The Tombstone and brass. The Armada and Philip.

Guildford Grammar School:—The boy king. Archbishop Abbot and James I.

Ham House:—Built for Prince Henry.

Croydon Palace:—Archbishop Laud.

.....—Archbishop Juxon. Prayer book used at execution of Wotton. Civil War and Charles I. First Skirmish at Kingston. Last at Farnham.

Epsom:—The old Well:—Charles II. and his Court.

London Bridge:—The Monument: The Plague and Fire.

Wotton:—John Evelyn's Diary.

Guildford Castle:—Duke of Monmouth imprisoned at Castle after Sedgemoor. Judge Jeffries.

Reigate Estates:—Pass from James II. to William III. Revolution.

Epsom Waters:—Prince George of Denmark.

Juniper Hall, Westhumble:—Tallyrand and other French emigrants settle. The French Revolution.

Merton Church:—Brass to Captain Cook. Scarecrow. The Seven Years' War. Quebec. Australian discoveries.

Merton:—Nelson. Two years' fishing in the Wandle. Suckling. Trafalgar.

Waterloo Bridge:—After Wellington's victory.

Crystal Palace:—Great Exhibition, 1851. Prince Consort. Queen Victoria.

In the 2nd year this knowledge is extended by imaginary balloon trips, railway journeys and coasting voyages.

THE SENIOR DEPARTMENT.

The qualities of self-reliance, self-help and self-control are insisted upon, in order that the child may become independent of the teacher. This object is attained by giving each child a good text-book in history and geography, arithmetic, etc., together with an atlas, dictionary, etc., and by expecting him to prepare most of his work, although, at all times, he is encouraged to ask questions. Subjects for proposed essays are posted in the class room, and, during silent reading, notes are made and retained by the child.

History is now taken by the concentric method under the following headings:—

- | | | |
|----------------|----------------|-------------------------------|
| 1. The People. | 3. Law. | 5. Literature. |
| 2. Trade. | 4. Parliament. | 6. Growth of Greater Britain. |

The children are thus easily able to follow "cause and effect."

LIST OF ENGLISH EXHIBITS.

SURREY EDUCATION COMMITTEE.

ELEMENTARY SCHOOLS.

Dorking—Westcott Rural Elementary School

Examples of the work of children of various classes.

Nature Study collections.

Photographs (with typed explanatory notes) illustrating Physical Training—Domestic Science—Honours Board Syllabuses.

Godalming Council Elementary School

Specimens of work (on mounted cardboard) in Junior and Senior Section in Needlework and all subjects of School curriculum.

Photographs of Building and pupils at work and play.

Manual Training—One case of specimens of 1st and 2nd year courses.

Woking—Maybury Council School

Busbridge Elementary School

Wallington Elementary School

} Photographs illustrating Physical exercises.

Farnham—East Street Elementary School

Farnham—Hale Elementary School

Wrecclesham Elementary School

} Collection of Drawings.

Caterham Valley Council School

Caterham Hill Council School

} Collection of Drawings—Brush-work from Nature.

Farnham East Street Infants' School

Specimens of Kindergarten work and Plasticine Modelings.

Merstham Council Elementary School

Photographs illustrating Nature Study excursions.

School Garden Note book.

Plan showing system of manuring garden plots.

Woking Knaphill Council School

Photographs illustrating classes in Domestic Science.

Caterham Valley Elementary School

Charts showing readings of barometer and thermometer dates of appearance of wild flowers, etc.

Brush-work drawing from Nature.

Coulsdon Council Elementary School

Course of Paper cutting and design to illustrate Geometry and train children of 8 to 12 to manual dexterity.

SECONDARY SCHOOLS.**Farnham Girls' Grammar School**

Drawing Sheets

Collection of wild flowers.

Farnham Boys' Grammar School

Prospectus.

Collections of Drawings.

Farnham Pupil Teachers' Centre

Specimens of Drawing Course.

Guildford Grammar School

Photographs illustrating Buildings—Sports—Rifle Club, etc.

Sets of Question-Papers and Science Note books.

Specimens of work in Manual Training.

Collection of Fossils.

Richmond County School

Specimens of Woodwork and Cardboard Modelling.

Photographs illustrating School work—Games and Societies.

Sets of Homework and Exercise Books—Prospectus.

Drawing Portfolios.

Tiffin's Girls' School

Sets of Exercises.

Collections of Drawings.

Photographs illustrative of School work.

Tiffin's Boys' School

Sets of Exercises and Papers.

Photographs illustrating Societies—work and play.

A set of photographs illustrating manipulation of tools in Scheme of Manual Training in Surrey County Elementary Schools.

Specimens of Manual Training work in Surrey County Evening Continuation Classes.

Photographs of a class in Home Nursing (Surbiton) and of Day School Gardens in Surrey County Elementary Schools.

BERKSHIRE EDUCATION COMMITTEE.**Buckland School, Berkshire**

Photographs of School Buildings, Gardens and Pupils.

Plans of School Gardens—School Building—Locality.

Glazed Cases containing tree specimens for Nature Study.

Nature Study Essays.

Class work—Arithmetic—Composition—Drawing.

Garden Operations.

History of School—Careers of successful Scholars.

Newbury Girls' School, Berks.

Specimens of written work in subjects of School curriculum with Forewords on Aim and Methods.

Books of Maps.

Nature Study, History and Geography Albums.

Sheets of drawing and designs.

Photographs illustrating School life.

Inkpen Council School, Berks.

Sheets illustrating Nature Study scheme in use in the school.

" " History " "

" " Drawing " "

" " Writing " "

A day with the Infants—Sheets illustrating co-ordination of various subjects in an Infant School.

HERTFORDSHIRE EDUCATION COMMITTEE.**Victoria Girls' School, Watford**

Specimens of Brush-work.

" Pencil Drawing.

" Free-Arm Drawing.

Victoria Senior Boys' School, Watford. } Specimens of Brush-
 " Junior " " " } work.

Alexandra Mixed School, Watford.

Albums of Drawings, etc., from Infants' Department and Junior Section.

Alexandra Senior Mixed School, Watford.

Pencil Drawings from the flat from Nature. Common objects.

Pen Drawings.

Black and White and coloured Crayon Drawings.

Brush-work—Designs.

Flexible point—Mass Drawing.

Composite work—Firm point and brush.

Memory Drawing.

New Waltham School

Pen and Ink sketches (Landscapes).

Original Designs involving Geometrical construction with Brush-work elaboration.

Model Drawing.

Brush-work from Nature—Fruit and Flower Studies with Conventionalised Designs.

Drawing from Nature.

Brush-work—Landscape Drawing.

Mass Drawing of Fruits, etc., elaborated with Brush.

NORTHAMPTONSHIRE EDUCATION COMMITTEE.

Braunston School

Drawings from Nature.

Drawings of Common Objects.

Design Drawings.

Boys' National School, Kettering

Chalk—Bold Outline.

Object Drawing—Pencil—Detailed

Brush—Mass form.

Nature Drawing Do. do.

Brush Drawing.

Pattern Drawing.

(In all branches the work of each of the seven standards was exhibited. A scheme of work was also sent.)

DERBYSHIRE EDUCATION COMMITTEE.

Stonebroom Council School

Outline Drawing from Nature.

Direct Brush Drawing from Nature.

Object Drawing in Pencil.

Groups of Common Objects in Chalk.

Common Objects (shaded)

Derby Practising Elementary Girls' School	{ Crayon Drawings Drawings from Nature, Pencil, Pen and Ink and Brush-work.
" St. James' School	
" Girls' Estate School	

CHESHIRE EDUCATION COMMITTEE.

Sale Township Infants' School

Brush-work.

Crayon work—Memory and Imagination.

Object Drawing.

LEICESTERSHIRE EDUCATION COMMITTEE.

Ashby de la Zouch Council School

Object Drawing.

Nature Drawing.

Brush-work.

Freehand Drawing.

Memory Drawing.

Map Drawing.

South Wigston Council School

Model Drawing.

Pen and Ink Nature Drawing and Design.

Object Drawing.

Geometrical Design

Crayon work.

Printing in Pen and Ink.

LOUGHBOROUGH EDUCATION COMMITTEE.

Rendel Street Council School

Brush-work—Pencil and Pen and Ink work.

Drawings of Objects—from the Flat—from Nature.

Model Drawing.

Memory Drawing.

Map Drawing

Church Gate Council School }
Cobden Street Council School } Pencil Drawings.

Rosebery Street Council School (Infants)

Imagination and Memory Drawing—Crayon and Brush-work from Nature—Animal Studies in Crayons—
Drawing from the Flat—Crayon Designs on Millboard.

NORTHAMPTONBOROUGH EDUCATION COMMITTEE.

Stimpson Avenue Council Schools (Boys' Department)

Freehand Drawing of Objects—(including illustrations of Staple Trade of Northampton—Boots.)

Brush Drawing from Nature (Brush point and Mass).

„ from the Flat.

„ Map Drawing.

Freehand Drawing from the Flat.

„ „ from Nature.

Scale Drawing from actual Measurement.

Ornamental Lettering.

(Girls' Department)

Pen and Ink work.

Brush-work.

Scale Drawing.

CHESTERFIELD EDUCATION COMMITTEE.

Central School (Mixed Department)

Progressive Drawings of Growth of Trees.

Designs for Panels and Friezes.

Brush-work from Nature—Mass.

Brush point Drawings from Nature.

Brush and Pencil sketches from Nature.

Detailed Pencil work from Nature.

LIVERPOOL EDUCATION COMMITTEE.

A set of Photographs illustrating educational work in the Borough, School Buildings and Furniture—
Class rooms and Laboratories—Temporary Schools—
Defective Schools—Peripatetic Science Teaching—
Continuation classes—School Holiday Tours—Swimming Baths—School Operatic Company—Work and Play in an Infant School.

Examples of Sewing and Cutting out work.

Scheme of Needlework.

Examples of Drawing, Brush-work and Design.

Examples of Meteorological observations made by Children.

Scheme for course of Nature Study lessons in an Infant School.

Scheme of Cookery and Laundry Instruction.

Examples of Graphic work in Arithmetic.

Model used in teaching Hygiene—Section of Street with Drainage.

Hitchin Road School, Luton, Beds.

Collection of Drawings—Pencil, Pen and Ink.

NOTTINGHAM EDUCATION COMMITTEE.

Stanley Road Council School }
Huntingdon Street Council School } Collection of Drawings—
(Boys and Girls) } Pencil, Pen and Ink.

NEWPORT ELEMENTARY EDUCATION COMMITTEE.

Eveswell Boys' School

Botanical Collection—classified.

Alexandra Girls' School

Drawings illustrating "The story of the Plants."

Seed Dispersal.

Fertilization by Wind and Insects.

How Plants eat and drink.

Durham Road Girls' School

Botanical and Zoological Paintings—Pressed Flowers.

Yverdon Training College

Dandelion and Butterfly Paintings.

Eveswell Girls' School

Flower and Leaves Paintings.

St. Mary's Mixed School

Botanical and Zoological Paintings.

Maindee Girls' School

Botanical Drawings—Pressed Leaves.

East Wickham Elementary Night Class

Specimens of Metal work—Wood Carving—Leather work.

East Wickham Endowed Elementary School, Welling

Nature Study—Drawing	} Of objects under study.
Shading	
Painting	
Modelling	
Charts	
Composition	

Scholar's Nature Study Note Book

Collections of Insects and Flowers.

Gardens—Notes on Crops grown.

Management of Crops.

General Data.

Tools used.

Schemes for Nature Study

Nature observation walks.

Cottage Gardening.

Nature Health.

Teacher's Report on a Walk

Child's class Observation Card.

Drawing of specimens collected in

Shadings

Paintings

Plasticine Modelling

Composition on

Plans of

} Nature Walks.

The Croft School, Betley

Essays on Nature Study subjects.

Essay on teaching of Nature Lore, (by the Principal).

Nature Note Books.

Nature Rambles illustrated.

Addison's Gardens SchoolScheme for Nature Study with Illustrations, *e.g.*, Instructions for School Excursions—Nature Walks.

Synopsis of Lectures for Teachers.

Glazed Case—Insect life—Eggs and Larvæ.

Bootham Secondary School —, York.

Natural History and Archæological Diaries of Pupils.

Reports on the School.

Ipswich—Municipal Secondary School

Albums of Botanical Illustrations—Nature Study Note

Books—Trees—Plants—Birds—Flowers—Paintings

illustrating the growth of Trees.

Weather Charts—Pressed Flowers.

CHAPTER III.**COORG.**

The exhibits from Coorg were both interesting and instructive, and showed what advance has been made by the Elementary Schools in that small Province. Besides the usual copy and exercise books, clay-modelling, paper and cardboard work, bead work, plain and fancy needlework, etc., which were all quite up to the average, there was a large and good collection of specimens of the manual work done, such as ploughs, yokes and ropes and other agricultural implements, mats, screens, baskets, rattan trays and other articles of use in an Indian household. These were interesting examples of a new and very desirable departure in the manual training given in Elementary Schools for general education, and were studied with interest, and we hope with profit, by Teachers from all parts of the Presidency. A detailed list of these exhibits is appended as an example of the variety that is possible in manual work of Rural Schools.

Some useful apparatus for teaching Arithmetic and some interesting Natural History collections were also exhibited. The Maps sent from the Government Model Primary School, Virajpet, and the Charts from the Hindustani Primary School, Virajpet, deserve special mention.

The Sub-Assistant Inspector of Schools in Coorg sent an interesting loan collection of maps, charts, geological specimens, etc., illustrative of Coorg.

The whole collection of exhibits had been most carefully prepared and was admirably arranged. As a whole, it afforded an invaluable insight into the work now being done in Coorg.

1.—WRITING.

9 Specimens of Kanarese and English writing from four Schools.

2.—STRAW WORK.

77 Specimens—Ropes, Boxes, Hats, Fans, Bottles, Trays, Cups, Pot Slings, Shoes, Bags, Baskets, Brooms, Mats, Sandals, Purses, by pupils of Elementary Schools, aged 9 to 13.

3.—DRAWINGS.

15 Specimens—Map and Plan Drawing, Freehand Drawing in Chalk and Pencil, Illustrations of Stories from seven Schools, including the Government High School, Mercara.

4.—PAPER AND CARDBOARD WORK.

12 Specimens—Embroidery, Blotting Pads, Boxes, Flowers, Festoons, School Models, by pupils of Classes Infants to IV.

5 & 6.—FIBRES AND ROPES.

21 Specimens—Tiffin Carrier, Headstall for Bulls, Cradle Suspenders, Purse, Headstall, Brush, Ropes, Network Tiffin Carrier from twelve Schools, by pupils aged 12 to 16.

7.—BAMBOO, RATTAN AND SEED WORK, Etc.

33 Specimens—Bottles, Trays, Chair Frames, Footrules, Baskets, Winnows, Fans, Tatties, Flutes, Walking Sticks, Betel Box, Ladle, Screens, Curtains, Fish Traps, Rat Traps, by pupils aged 9 to 12.

8.—WOOD WORK.

19 Specimens—Ploughs, Rice Pounders, Levelling Plank, Coorg Knives, Adze, Coorg Swords, Chisels, Ladles, Penholders, by pupils aged 9 to 13.

9.—CLAY-MODELLING.

44 Specimens—Vegetables, Fruits, Animals, Common Objects, Country Lamps (Soapstone), by pupils aged 7 to 12.

10.—BEAD WORK.

48 Specimens—Trays, Chairs, Baskets, Bottles, Cradles, Purses, Doyleys, Necklaces, Cups, Watchguards, Fans, by girls aged 9 to 12.

11.—LACEWORK, Etc.

85 Specimens—Lacework, Needlework, Wool work, Canvas work, by girls aged 9 to 13.

12.—OBJECTS FOR OBJECT LESSONS, SCHOOL APPLIANCES, Etc.

29 Specimens—Balance, Weights, Measures, Ball Frame, Colour Chart, Geometrical Models, Sack of Bark, Life History of the Frog, Life History of the White Ant, Fish and its Eggs, Poisonous Snake, Underground Honeybee, Life History of the

Bee, Earthworm and Eggs, Eggs, Claws and Feet of Birds, Coverings of Animals, Animal Products, Metals, Marine Life, Creeper of Forgetfulness, Book of Objects, Writing Materials, Bambo Seed, Jack Seed Flour, Sticklaying Charts, Charts showing Fractional parts, by pupils aged 10 to 12, by Headmasters and Sub-Assistant Inspector.

13.—GEOGRAPHY.

3 Specimens—Planetary System, Seasons in Coorg, Geography teaching Charts, by Headmasters and Sub-Assistant Inspector.

14.—MISCELLANEOUS.

19 Specimens—Lace and Cloth Work, Preserved Fruit, Wax Models, by boys aged 9 to 14.

THE INDIAN EXHIBITS.

The following criticism of the exhibits in each section in some cases has been written by the Judges and in other cases is based on their notes. Brevity has been aimed at—especially in those Departments which were the subject of Papers read at the Exhibition. The exhibits, as a whole, were marred by two obvious defects. First—their purpose, the educational aim and value, were in few cases clearly stated and in many cases were not sufficiently obvious to render such explicit statement unnecessary. While, as a rule, they showed signs of patience, shrewdness, dexterity and care on the part of both Teachers and pupils, they did not afford much insight into the Teachers' aims or the principles on which they are working. Secondly—the exhibits were isolated specimens of individual cleverness. Except in the Records of Work Department we did not see much that bore witness to a carefully thought out and graduated scheme of work in any one subject for any one class or school. The first of these defects should have been avoided by those who studied the rules for exhibitors. With regard to the second, more warning should have been given by the Committee in its circulars.

It must also be noted that in many cases it was not clear whether the work was by pupil or by Teacher. The pupil's age was not always stated. The Secretaries often had hard work to ascertain the names and addresses of exhibitors and this carelessness on the part of exhibitors led to the awarding of one medal and two certificates to exhibitors who could not subsequently be traced!

Blunders were also made by the Committee. Loan exhibits were not carefully enough distinguished from competition exhibits. Exhibits from schools and classes for special classes were in some cases confused with those from schools for general education and were consequently awarded certificates in defiance of the rules. The initial classification of the exhibits was not all that could be desired. Map drawing should have been sub-divided, Teachers' work being placed under Apparatus and Appliances and Pupils' under Drawing. Possibly in another exhibition it may be found advisable to classify strictly according to subjects of the school

curriculum. In the Geography section would then be included both Apparatus for instruction and the results thereof. According to the arrangement adopted, exhibits relating to one subject were found in several Departments.

A good many visitors were disappointed that exhibits receiving prizes or certificates were not specially marked so that it could be seen clearly what points the Judges regarded as important. That this was not done, in spite of its obvious advantages, was due partly to delay in awarding the prizes, but still more to the fear that more time would be spent by Teacher visitors in criticising the award of the Judges than in scrutinising the exhibits from a purely educational standpoint.

Some attempt should be made in the next Exhibition to distinguish Elementary School work from that of Secondary Schools.

One of the most encouraging feature of the exhibits was the amount and quality of the work sent from Girls' Schools all over the Presidency.

We take this opportunity of thanking all those Teachers and Managers who responded so readily to the invitation of the Committee

DRAWING.

The Judges are happy to be able to record their opinion that the Exhibition showed that considerable progress has been made in Schools towards the adoption of more fruitful methods of drawing teaching than were formerly common.

Among exhibits of special merit, they would particularise the following:—

Brush-work drawings from the Madrasa-i-Azam which were bold and effective, although the medium employed, magenta dye, might well be replaced by something more agreeable in colour.

Illustrative blackboard drawings, which were very suitable for class teaching except that the range of stories, confined to fables of the monkey and jackal type, was too limited.

Pencil and coloured chalk drawings from some European Schools and from the Presidency Training School for Mistresses.

Coloured floral designs for extensive surfaces especially suited for chintzes and wall papers sent by the Muthialpet High School.

A portrait of a Native lady in black and white by a drawing master, which was very carefully studied.

A water colour landscape by Pushpanaden showing signs of feeling for colour and effect.

Oil sketches of still life subjects and portraits.

Freehand drawings from the flat and from the stereotyped models were not very good. The former showed signs of not having been executed really freehand and the latter too often contained mistakes in perspective. On the whole the Exhibition indicated a transition stage in drawing. It is evident that a good many teachers are inclined to revise their methods but have felt the want of an authoritative and systematic scheme of teaching to take the place of old "freehand" and "model" routine. This want has been or may be expected soon to be met by the publication by the Department of Public Instruction of courses of study and hints and suggestions, and if another Exhibition is held it would be well if schools would try and arrange exhibits illustrating progressively the methods they employ and the degree of success which has attended them. It should also, we think, be obligatory on exhibitors to state whether their drawings are from the flat or from the round. We were in some cases in considerable doubt on this point. We are of course of opinion that drawing from the round should be practised to a much greater extent than is the case at present and that common objects rather than formal models should be used.

COLLECTIONS OF OBJECTS.

The Judges are of opinion that the articles exhibited under the heading "Collections of Objects" have, in the majority of cases, been entered without proper arrangement. Objects are exhibited which are not properly named or not named at all. The collections of coins, eggs, stamps, etc., show little or no classification, and most of the exhibits are arranged without attention to neatness or method.

In the opinion of the Judges, collections intended for School Museums, or to illustrate collecting hobbies, if they are to be of any educational value, should be properly named and classified, and special attention should be paid to neatness of display.

WRITING.

With regard to the writing exhibits the chief point that strikes one is the extreme meagreness of the show. Very few

schools have sent specimens, and of these only one or two have sent specimens from every class in the school. Not one school shows that there is any definite plan of teaching writing, and the conclusion to be arrived at is that much reform is needed in the way in which this subject is dealt with in schools. Two or three exhibits from teachers were good as far as penmanship was concerned, but there was a want of cleanliness and neatness that detracted from their appearance. Also there was little or no attempt to exhibit the subject from the teacher's point of view.

We may therefore look upon the writing exhibits as showing how writing should *not* be taught and as displaying extremely well what should be avoided.

KINDERGARTEN.

The exhibits occupied three long stalls and it was interesting to notice that many schools, even village schools, had vied with each other in sending some of the results of their kindergarten methods. Though it was encouraging to think that the kindergarten methods were being introduced over such a large area in this Presidency, a close scrutiny of the exhibits made one doubt whether many of the schools really understood the true meaning of kindergarten. In adapting ourselves to such a system we are apt to think more of the results than of the method itself and the training it gives. The principle of exercising the children's self-activity is the key-note of the Froebellian system and the manual work of the children should therefore be the expression of their own ideas,—ideas obtained from stories, from observation and from all the circumstances of their home and school life. In the kindergarten correlation of subjects is essential. But much of the work sent to the Exhibition gave the impression that it had been done more for the sake of display than for any educative value. Attention was arrested by the dexterity of the teacher rather than by the activity of the child. In many cases the age of the exhibitor was not stated, and, when a series of exhibits was sent as showing the work of a class, they were not dated and so the progress of the pupils could not be judged.

Several of the exhibits consisted of beadwork, paper matting and pricking. There were stiff looking plans in beadwork, unnatural flowers in woolwork and specimens which indicated forced mechanical work by the children. These are but the expression of the old idea that the kindergarten method developed only the children's hand and eyes without giving them that

harmonious training of *all* the faculties which must be the groundwork of higher instruction. Many of the processes exhibited were dull and mechanical, harmful to the eyesight and involving strain on the muscles and nerves.

The occupations which help to develop the creative faculties, the reasoning powers and the imagination are drawing, brush-work, clay-modelling and moulding, leafwork and kindred occupations. Drawing is essential and should be used in every lesson but especially to illustrate stories, object and natural history lessons; it should be used to bring out the observational powers of the child. In this country we see but we do not observe. Children should be taught to draw boldly with firm rapid strokes and on a large scale. For this purpose drawings in chalk and charcoal should be encouraged. Some very good exhibits of children's work in drawing were sent by the Olcott Free Panchama Schools in Madras and the Kindergarten section of the Teachers' College, Saidapet—the chalk drawings on brown paper were very good and showed the children's great facility in the expression of definite ideas obtained from their stories and things seen by them. Memory drawing also was good in these schools. Significant details had been accurately observed and reproduced.

There were some promising illustrations of stories (by pupils and teachers) from the Sarah Tucker College, Palamcottah, as well as from the schools mentioned above. They showed a pleasing power of graphic description on the teachers' part.

Chalk drawing is also useful for expression of Mass. We should like to have seen more specimens of Mass drawing.

Brush-work is of educative value to children as it helps them to understand colour and to develop form in a few strokes. Brush-work also cultivates artistic taste and the use of a flexible point encourages freedom and boldness in the earliest stages. So far as is possible the colours used by the children should be natural and appropriate to the subject selected. In monochromes mass can be represented by skilful shading. The brush-work exhibits were mostly in monochrome and the shading left much to be desired. The importance of varied and realistic colouring has not been grasped in this Presidency. But it was interesting and gratifying to note the extent to which brush-work has been introduced in some of our schools.

Hand in hand with drawing should go the occupation of clay-modelling. On the whole, this was well represented in the

Exhibition but much of the work was obviously mechanical in nature. Care should be taken to avoid mere repetition and imitation and to encourage the expression of original ideas. Some were too finished. Some were badly done and coloured so as to hide defects. Some were coloured in an unnatural manner. Good examples of illustrations of stories in clay were sent from the Olcott Panchama Schools. Other schools should take up this work as it will prove a source of perennial interest to the children, who will see, as it were, an embodiment of the story they have just heard narrated rising up gradually before them out of a lump of shapeless clay. There were some very interesting examples of leafwork, basket weaving and ropework. These occupations should be encouraged, because they are natural to the country and the materials for them can be so easily obtained everywhere. The fact that the products of such work are often useful and ornamental also gives it a value. But here again it must be remembered that mere facility in execution and hand and eye training are not the sole aims of the Kindergarten occupations. Good specimens of work in cardboard, wood and sticklaying were also sent. Among the miscellaneous exhibits there was much that was curious and interesting that appealed to the eye. The Presidency Training School for Mistresses, Egmore, sent very good flower baskets with paper flowers.

In this section as in other sections of the Exhibition it was evidently the mistaken idea of the majority of the exhibitors that the Exhibition was intended to demonstrate the results of school work rather than its aims and methods. It is therefore difficult to draw from it conclusions of a general nature regarding the value of Kindergarten as followed in our schools to-day. But if dexterity, ingenuity and infinite patience are of value in such work the outlook is most certainly encouraging.

NEEDLEWORK.

I have been asked to add a few remarks on the value or otherwise of the Needlework department and I must say that the results did not come up to my expectations. There are several causes which may have contributed to this. To begin with the time was too short. Since the alteration of the Needlework Syllabus some years ago, Managers of school have not kept the garments finished by the girls, as they used to do, when they were required to present them at Inspection time, and so they had no work to fall back upon. Then the notice was given just

before schools closed for the hot weather holidays, when some schools had already undertaken to prepare an exhibit for the Exhibition of women's work which is being got up by the Melbourne Branch of the National Council of Women and these exhibits were required to be sent in just at the same time as the exhibits for this Exhibition. So they were unable to have specimens prepared. The time chosen for the Exhibition too has no doubt had something to do with it. There is usually a great deal of sickness from July on and this prevents many from undertaking anything that requires close attention. So that on the whole, I think there is every reason to be satisfied with the results of this first attempt and to hope that another time better work and more of it will be forthcoming.

In almost every section the work was either very good or the very reverse. There was no middle quality. In "Plain Needlework" Running is practically untaught—only two specimens were shown of run and fell. Stroking and stocking of gathers, which is quite an art in itself, is not taught. None of the garments showing gathers bore any signs of having been stroked and they were put in. In scarcely any specimen of work did we find threads joined properly. Nearly all had a knot and the knot on the outside in every way but the right way.

Button holes, except in the case of one school, were very defective. Buttons in many cases were sewn flat on to the garment instead of being sewn with a neck. This mistake occurs no doubt as a result of the way in which buttons are sewn on by most Durzies. The children have a perpetual object lesson before their eyes of the wrong way to do it. The best work was the work of children and by far and away the worst work of teachers.

The knitting and crochet shown on the whole was very indifferent stuff. It is not surprising that this should be so in the case of knitting, for the need is so small for knitted goods that girls have little occasion to exercise their knowledge and in knitting practice is everything. But with crochet it should not be so; it is an exceedingly cheap way of making a most effective and lasting trimming and brings a good price when sold, so that girls should be encouraged to make pretty useful patterns in it.

The exhibition of Drawn thread was very poor, only the very simplest patterns being shown. This branch of needlework does not and cannot receive much attention in schools and a good show

could only have been obtained by going outside of schools and school teachers which was not desirable. Madras produces some beautiful work in this branch.

In the embroidery section the cotton embroidery was very poor indeed and almost entirely of one description. Silk embroidery though not well contested brought out some beautiful specimens, the most beautiful ones, I am sorry to say, being disqualified because the exhibitors had not complied with any of the rules.

Some very nice specimens of ribbon work were shown by the Home Education Classes of the National India Association and some beautiful specimens of silk embroidery from the Lutheran Mission School, Trichinopoly, and St. Ann's School, Mangalore. In gold and silver embroidery there were a few nice specimens but generally speaking the work was not of a high order.

There was no competition in lace making except in Limerick run lace, and only a few exhibits in that. As the work was mostly done by adults it cannot be compared with the work exhibited by children which was shown in one of the flat cases. Carrickmacross lace was represented by one or two good specimens, the work of teachers. No children competed in that class. The cases of loan exhibits were worth inspection and contained a great variety of well-worked specimens of both lace and embroidery.

In conclusion it may be pointed out, to Zenana teachers especially, that it is a pity to permit pupils to spend their time upon badly-drawn and worse coloured pictures. There were two pictures and two only worth looking at. One was the work of a little Hindu girl and represented a hunter and his dog. The other the work of a European girl representing a house after a snowstorm. The same remark applies to woolwork cushions. There were only two really nice ones. One was a wreath of roses and the other a piece of raised cut woolwork, both the work of Hindu girls. What it is possible for one to do it is possible for another to do and we hope that by the time another Exhibition comes round there will be a marked improvement in this department of work. Let the girls copy nature. They never heard of, much less saw a scarlet tiger with black spots. Then why sew one? It is just as easy to make him orange and black and much more like nature.

Very little attempt was made by exhibitors to classify their exhibits—in numbers of cases it was not possible to discover

whether the exhibit was the work of a teacher or a child, nor in the case of children was age or class given. In the case of lace exhibits the Judges were left to guess what particular kind of lace each exhibit was and much time was wasted in endeavouring to classify them before judging them. This being the first Exhibition of the kind, great latitude was allowed and many shortcomings overlooked but it is hoped that all these defects will be remedied in the future and only the very best specimens of work sent up, each properly labelled and described so that the Committee of arrangement will have no difficulty in knowing where to place them and how to judge them.

RECORDS OF WORK, SYLLABUSES.

The best work in this section was sent by or through Mr. Yates, Inspector of the First Circle. His own circulars and specimen syllabuses were full of interest, vigour and originality. The syllabuses sent by the A. V. N. College, Vizagapatam; Maharajah's College, Vizianagaram; Municipal High School, Chicacole; R. C. High School, Pittapur; Board Lower Secondary School, Parvatipur, and others from this circle were very promising and instructive and were carefully studied and noted by many teachers during the Exhibition. Those syllabuses that illustrated the direct method of teaching English especially in the lower classes received special attention. The A. V. N. College, Vizagapatam, also sent complete sets of pupils' Note Books, Map Drawing, etc., to demonstrate the aims and methods of instruction as well as the general standard of attainment, and we hope to see more exhibits of this kind in future Exhibitions. Schools in other circles were not well represented, though interesting work was sent from the Sarah Tucker College, Palamcottah; Board High School, Chittoor (schemes of work in English), and the Olcott Panchama Free Schools and S. P. G. High School, Vepery (Kindergarten schemes). In general, the exhibits were too *fragmentary* and afforded no clear insight into *aim* or *method*. This section should be one of the most instructive if well represented. It is easier to send exhibits here than in any other section. We hope specially to see *Teachers' Note Books* (containing schemes of work, notes of individual lessons, etc.) and scientifically framed Time Tables in future Exhibitions.

APPARATUS AND APPLIANCES.

This section of the Exhibition was very encouraging and full of promise. The Geographical exhibits which occupied the major portion of the compartment showed that Geographical teaching is slowly being revolutionised in our schools. Most of what was shown aimed at realism and interest. The "special" Maps drawn by Teachers were numerous and, on the whole, good (despite a common tendency to insert too much). Distribution of rainfall, products, vegetation, languages, railways, etc., were neatly and graphically illustrated. Isobars and Isotherms were much in evidence. Colours were used lavishly but, on the whole, with discretion. Sections of countries—river basins—comparative elevations were clearly and boldly delineated. Special praise is due to the map drawing exhibits from Pachaiyappa's High School, Madras. The statistical diagrams from this school deserve imitation. It was gratifying to notice how many special maps had been sent from remote elementary schools—which also contributed many most useful and carefully-drawn plans of school buildings and villages.

Another most encouraging feature of the section was the large number of locally-made Relief Maps. The importance of this work cannot be overrated when the expense of the Relief Maps on sale by Educational firms is considered. A few modes of constructing these Relief Maps are given below;* the first is that adopted by Mr. Yates whose large Relief Maps of India and the Godavari District were much admired. It was interesting to find that some teachers had constructed Relief Maps of the

* MATERIALS FOR RELIEF MAPS.

- (i) Namam Chunam pounded and sifted and mixed with linseed oil.
- (ii) Chunam and ground cotton.
- (iii) Chunam and glue. (This is liable to harden too quickly.)
- (iv) Plaster of Paris and glue. (Nice to work with, but very brittle.)
- (v) Take pounded tamarind seeds and soak in water for 24 hours. Grind well on a stone and mix paste thus formed with water and then boil to produce a thick substance. Take $\frac{3}{4}$ of this thick paste and mix with powdered chalk work on the relief map with the above mixture, making occasional use of the remaining $\frac{1}{4}$ of thick paste unmixed with chalk. (Government Training School, Chittoor.)
- (vi) Prepare a paste from tamarind seeds as in (v). Mix with it powder formed from a dried cowdung cake. Raise the elevation by pith. Use the above paste for the relief map. When the map is finished and completely dried, paste a thin cloth over it and paint.
- (vii) Paper paste. Soak paper in water—grind it well, adding a little black gram and *பெய்த் தயம்* and, if necessary, a little glue to give consistency. Prepare the relief with the above. When dry, paste a thin cloth and paint. Vi and vii are supplied by Teachers' College, Saidapet.

school locality. The Godaveri Delta and the system of Canals and Locks were successfully represented in this way. The chief and obvious defect in many of these maps was an entire absence of any sense of proportion. In some cases also plateaux were not distinguished from plains and the Western Ghâts rose like a wall with precipitous descents on either side.

There was a fair display of home-made Globes and Tellurians. Two Tellurians of a very ingenious nature from elementary schools in Tanjore District had particular value and interest. There were also diagrams illustrating eclipses, phases of the moon, seasons, etc. Some paintings illustrating Geographical lessons by the pupils of the Madras Collegiate Girls' School were a novelty and this line of work might be developed further.

In the Historical section there were Genealogical tables and charts and some valuable maps illustrating campaigns and battles—the growth of Kingdoms and of the British Empire in India. The administration of India was admirably illustrated by a chart from Pachaiyappa's High School.

The teaching of English was represented by some Phonetic charts and an interesting display of books and pictures used at Pachaiyappa's High School in connection with the "Direct Method." The A. V. N. College, Vizagapatam, sent down a stimulating set of Reference Books used by Teachers of English and other subjects, which were shown along with other books and pamphlets of particular educational value in a separate glass case.

There were some Physiological charts and diagrams which had been cleverly executed, but in the case of these, as of many other exhibits, the aim was not stated. It was not clear whether they were merely copies from books or whether they were done by teachers or pupils.

A good deal of useful locally-made Science Apparatus was shown from the A. V. N. College, Vizagapatam, and the Municipal High School, Chicacole. Mr. Kamaswami Naidu's exhibit has been separately mentioned. There were also some interesting specimens of apparatus illustrating various physical forces. We hope in the next Exhibition there will be many plans and diagrams of arrangements made for practical work in science by pupils in accordance with the requirements of the present Syllabus.

In the Mathematical section there was a good display of home-made apparatus for space and number work in rural

schools of the First Circle. There was also a fair display of devices in paper, cardboard, etc., for imparting an understanding of number, fractions and elementary experimental geometry.

We were glad to see a rain gauge used for taking regular observations in Teachers' College, Saidapet, a few specimens of seeds used in rural school gardens, some plans of school gardens, and a set of tools and appliances supplied to Rural Schools for gardens in the First Circle. Some of the most interesting English exhibits were those relating to the management and use of school gardens and perhaps the next Exhibition will contain more signs of work in this direction in this Presidency.

It was particularly gratifying to find such plentiful and good work sent up by Elementary Schools and Girls' Schools of all grades in this section.

APPENDICES.
**I.—THE MADRAS EDUCATIONAL EXHIBITION
COMMITTEE, 1907.**

President :

Arthur Mayhew, Esq., B.A.(a)

Vice-President :

Miss P. F. Parsons, B.A., L.T.(a)

Secretaries :

M.R.Ry. M. Subrahmanyam, B.A., L.T.(a)

,, G. Manicka Chetty, B.A., L.T.(a), (b)

Treasurer :

M.R.Ry. A. S. Vythyanatha Iyer, M.A., L.T.(b)

Other Members of the Exhibition Committee :

Miss Agnes Smart.(a)

,, M. L. Scott.

Mrs. Margaret K. Barrow.

Cecil M. Barrow, Esq., M.A.

Rev. J. Stewart, M.A.

,, W. L. Fergusson, D.D.

,, A. O. Brown, M.A.

,, W. D. Clarke, B.A.

M.R.Ry. K. B. Ramanathan, M.A., B.L., L.T.

,, T. Annamalai Mudaliar.(b)

,, S. Singaravelu Nayakar, B.A.

,, C. Balabhadra Nayakar.

,, S. Lakshmana Iyer, B.A., L.T.

,, N. Swaminathan, B.A., L.T.

,, K. C. S. Ananthanarayana Iyer, B.A., L.T.(b)

,, V. Govindan, B.A.(a)

,, C. S. Ramaswamy Iyer.

,, W. R. Parthasarathy Aiyengar, B.A.(b)

,, Gopathy Narayanaswami Chetty.

T. S. Muhammad Hussain Sahib, B.A.(a)

M.R.Ry. C. Sambandam.

Mr. C. M. Barrow died in March 1907.

The Rev. J. Stewart went on furlough and his place was filled by the Rev. J. H. Maclean, M.A., B.D.

(a) Members of the Organising Sub-Committee.

(b) Members of the Financial Sub-Committee.

**II.—List of the ladies and gentlemen who served on the Committee
for the arrangement of Exhibits :**

Mr. A. Mayhew, B.A.

Miss C. Kofel.

,, P. F. Parsons, B.A., L.T.

,, A. E. Henderson.

Mrs. M. K. Barrow.

Mr. H. M. Clay, B.A., L.T.

M.R.Ry. C. Ramaswamy Naidu.

,, W. Ramayya, B.A.

Miss M. Sampson.

,, M. Karney.

M.R.Ry. C. Rangavadielu Mudaliar, B.A.

,, U. Mangesha Row, B.A., L.T.

,, K. C. S. Ananthanarayana Iyer, B.A., L.T.

,, M. Subrahmanyam, B.A., L.T.

**III.—List of the ladies and gentlemen who were in charge of the
different departments during the Exhibition days :**

British exhibits ... M.R.Ry. K. C. S. Ananthanarayana Iyer,
B.A., L.T.

,, N. Subrahmanyam.

,, P. Sarangapani Naidu.

Mr. A. Mayhew, B.A.

Needlework, etc. ... Miss B. Forbes and an assistant teacher
from the S.L.A. Schools by turns.

Drawing ... M.R.Ry. T. A. Ramachandra Iyer.
T.S. Muhammad Hussain Sahib,
B.A.

Kindergarten exhibits... M.R.Ry. M. C. Rajah.

,, C. Sambandam.

Miss C. Kofel.

,, P. F. Parsons, B.A., L.T.

**Apparatus and Appli-
ances.** M.R.Ry. V. N. Venkatesa Iyer.

,, S. K. Viswevara Sastry.

Mr. J. A. Yates, M.A., and one of the
Christian College High School
Department teachers by turns.

Coorg exhibits ... M.R.Ry. U. Mangesha Row, B.A., L.T.
Syed Abdul Razac.

Teachers' records of Work and Loan exhibits.	M.R.Ry. M. Israel.
	„ A. Kuppam Iyengar and one of the Pachaiyappah's College High School Department teachers by turns.
Biological exhibits	... M.R.Ry. N. Swaminathan, B.A., L.T.
	„ L. Narasimhayya, K. Rajagopalachari, M. K. Subrahmanya Iyer, S. Ramaswamy, M. Raju Mudaliar and K. Ramanjulu Pillai.
Entrance	... M.R.Ry. S. Dhun Singh and A. Venugopal Naidu.

The stalls belonging to Messrs. Longman & Sons, Messrs. Macmillan & Co., Messrs. Blackie & Son, the Basel Mission, the Christian Literature Society and the School of Arts were in charge of their respective establishments.

IV.—Translators of Papers from English into Tamil.

M.R.Ry. K. C. S. Ananthanarayana Iyer, B.A., L.T., Organisation.
„ N. Swaminathan, B.A., L.T., School Museums.
„ G. Manicka Chetty, B.A., L.T., Apparatus and Appliances.
„ M. S. Dandaydapani Aiyar, B.A., L.T., Writing.
„ S. Anavartavinayakam Pillai, M.A., L.T., Drawing.
„ T. R. Ramanatha Aiyar, B.A., L.T., Hygiene and Lacework.

V.—The Judges

Drawing and Writing ...	Mr. J. H. Stone, M.A.
	M.R.Ry. M. Velayudasari.
	Miss A. Arnold.
Woolwork, Needlework and Embroidery.	Miss A. E. Henderson.
	Mrs. M. K. Barrow.
	„ K. Sathianadhan, M.A.
Kindergarten work ...	Miss H. Krishnamma, M.A.
	„ C. Kofel.
	M.R.Ry. S. Lakshmana Iyer, B.A., L.T.
Apparatus and Appliances.	Mr. A. Mayhew, B.A.
	„ R. G. Grieve, B.A.
	Miss P. F. Parsons, B.A., L.T.

Collections of Objects ..	Mr. J. R. Henderson, M.B., C.M.
	Mr. E. Drew, M.A.
	M.R.Ry. P. T. Srinivasa Iyengar, M.A., L.T.
Teachers' records of Work.	Mr. J. A. Yates, M.A.
	Rev. W. Meston, M.A.
	M.R.Ry. A. C. Pranathartihara Iyer, B.A.

VI.—CIRCULAR SENT TO TEACHERS AND MANAGERS.

OFFICE OF THE SECRETARIES OF THE MADRAS
EDUCATIONAL EXHIBITION COMMITTEE,
MINT BUILDINGS POST OFFICE,
Georgetown,
25th February, 1907.

SIR,

It is proposed to hold an Educational Exhibition in Madras about the close of August 1907. A Representative Committee has been formed to make the necessary arrangements for the Exhibition. The exhibits received are expected to be the *bona fide* work of teachers and pupils in schools for *general education*. Without the active co-operation of managers and teachers the Exhibition cannot be a success and, therefore, we request you will be pleased to instruct the teachers under you to do their utmost for the Exhibition and send to us, through you, the best exhibits of their own and their pupils' work. The following may be taken as a rough classification of the exhibits expected but should by no means be taken to be an exhaustive one:—

- A. **Drawing** : (a) *Free-hand*—(1) by *pupils* with pencil, crayon or brush on paper, boards, etc., from natural objects, memory, etc., (2) by *teachers* with pencil or crayon on boards or brown paper to illustrate stories and object lessons.
- (b) *To scale with rulers*—plans of buildings, measurement of plots of ground, etc.
- (c) *Map-drawing*—outline maps—special maps, illustrating physical features, railways, rainfall, population, etc.
- B. **Writing** : (a) *charts* ; (b) *copybooks*—English and Vernaculars.

C. **Kindergarten work :**

- (1) Wood work—fruit, animals, etc.
- (2) Clay work—fruit, animals, etc.
- (3) Pith work—temples, buildings, etc.
- (4) Rubber work—stamps, animals, etc.
- (5) Pricking and sewing.
- (6) Paper and cardboard work.
- (7) Bead and seed work.
- (8) Mat weaving—paper, leaf, grass, etc.
- (9) Basket weaving—palmyrah leaf, date leaf, etc.
- (10) Pricking and colouring.
- (11) Garlands of paper flowers.
- (12) Colour work.

D. **Wool work :** (1) Knitting ; (2) Crotchet ; (3) Map-sewing ;
(4) Cross-stich ; (5) Outline ; (6) Ornamental.

E. **Needle work :** (1) Plain (2) Fancy.

F. **Laces.**

G. **Apparatus and appliances** for teaching elementary science, geography, etc.

H. **Collections of objects** which serve to illustrate lessons and adorn school museums :—coins, stamps, eggs, seeds, nests, minerals, etc.

I. **Teachers' records of work**—*Time-tables, school curricula* in detail for one or several subjects, etc.

J. **Schemes for correlation of work** in the lower standards.

It is hoped that some exhibits of similar work from England will be shown.

Exhibits from any body interested in education will be welcomed but are not open to competition.

It is requested that the exhibits should be sent so as to reach the Secretaries by the 1st August, 1907.

The Committee hope to award to the best exhibitors *medals, prizes and certificates.*

We remain,

Sir,

Yours faithfully,

M. SUBRAHMANYAM,

G. MANICKA CHETTY,

Honorary Secretaries.

VII.—RULES FOR THE GUIDANCE OF EXHIBITORS.

(1) The exhibits sent for competition should be the *bonâ fide* work of teachers or pupils. (2) Mofussil exhibits should be sent so as to reach the Secretaries between the 25th July, 1907, and the 5th August, 1907. Exhibits sent by post should be addressed to the Secretaries, The Madras Educational Exhibition Committee, Mint Post Office, Madras, and all railway parcels booked to No. 23, Palayappan Street, near Seven Wells, Georgetown (Washermanpet Railway Station). Exhibits from the City of Madras should be sent to the Senate House on any day between the first and the 10th August, 1907, between 10 A.M. and 5 P.M. (3) All exhibits must be sent prepaid. (4) Except in the case of loan exhibits, approved by the Committee, the payment of the cost of carriage will not be guaranteed. (5) On the back of each exhibit should be noted the name of the exhibitor and his full address. If the exhibit is for sale the price may be noted but the owners will have to make their own private arrangements for the sale. (6) The Exhibition Committee is not responsible for any damage to exhibits. (7) The Committee reserve to themselves the right to show only those exhibits which they consider worthy of exhibition. (8) Each exhibitor should send in a statement in the accompanying form duly filled in.

(a) Number of exhibits. (b) Name and description of each exhibit. The aim will have to be clearly stated. (c) Name of exhibitor. (d) Whether the exhibits are for competition or are sent as a loan. (e) Signature of the exhibitor. (f) Certificate to be signed in the case of the exhibits sent for competition.

This is to certify that the ^{exhibit is} _{exhibits are} the *bonâ-fide* work of
 teacher of class in the School.
 pupil of form
 Signature of the Manager or the Head-master of the Institution.

M. SUBRAHMANYAM,

G. MANICKA CHETTY,

Honorary Secretaries.

**VIIa.—LIST OF INSTITUTION IN INDIA WHICH
SENT EXHIBITS.**

The Presidency College	...	Madras.
The Government College	...	Kumbakonam.
Sarah Tucker College	...	Palamcottah.
Mrs. A. V. N. College	...	Vizagapatam.
Raja's College	...	Parlakimidi.
Victoria College	...	Palghat.
C. S. M. College	...	Madras.
The Madras Christian College	...	Madras.
Wesley College	...	Royapettah.
Wardlaw College	...	Bellary.
Teachers' College	...	Saidapet.
National High School	...	Negapatam.
Board High School	...	Lalgudi.
Town High School	...	Cuddalore.
Board High School	...	Chittoor.
St. Joseph's High School	...	Trivandram.
Native High School	...	Kumbakonam.
High School	...	Madanapalli.
Stanes' High School	...	Coimbatore.
Municipal High School	...	Mayavaram.
St. Mary's Poor European Girls' High School	...	Cochin.
Municipal High School	...	Cuddapah.
Board High School	...	Amalapuram.
Pachaiyappa's High School	...	Conjeeveram.
Municipal High School	...	Chicacole.
Kalyanasundaram High School	...	Tanjore.
Hindu High School	...	Triplicane.
St. Mary's European High School	...	Georgetown.
Doyeton Girls' High School	...	Vepery.
S. P. G. High School	...	Vepery.
Bishop Corrie's High School	...	Madras.
Harris High School	...	Royapettah.
Muthialpet High School	...	Georgetown.
High School Department, Pachai- yappa's College	...	Madras.
The Madrasa-i-Azam	...	Madras.
R. C. High School	...	Pittapore.
London Mission High School	...	Pursawalkum.
W. M. Hindu Girls' High School	...	Royapettah.

The Presentation Convent	...	Georgetown.
U. F. C. M. Boarding and Training School	...	Rayapuram.
Madras Collegiate Girls' School	...	Vepery.
R. C. Secondary School	...	Dindigul.
Board Lower Secondary School	...	Ariyalur.
Do.	do.	Proddattur.
Board Secondary School	...	Gurzaala.
Vedavalliammal Secondary School	...	Tanjore.
Lower Secondary School	...	Kollegal.
Municipal Lower Secondary School	...	Gudiyattam.
Sri Mahalakshmi Lower Secon- dary School	...	Urlam.
Govinda Naick's Middle School	...	Georgetown.
W. M. Lower Secondary School	...	St. Thomas' Mount.
Government Training School	...	Calicut.
Do.	...	Dindigul.
Do.	...	Nellore.
Do.	...	Badagara.
Do.	...	Tinnevelly.
Do.	...	Tanjore.
Do.	...	Chittoor.
Do.	...	Trichinopoly.
Do.	...	Mangalore.
Do.	...	Vizagapatam.
Do.	...	Ongole.
Government Training School for Mistresses	...	Coimbatore.
Government Moyan Training School for Mistresses	...	Calicut.
Government Training School for Mistresses	...	Tanjore.
Presidency Training School for Mistresses	...	Egmore.
Government Normal School	...	Mysore.
Government Muhammadan Training School	...	Madras.
Government Hobart School	...	Madras.
E. L. M. Training School	...	Tranquebar.
St. Anne's School	...	Mangalore.
A. M. Training School for Mistresses	...	Chittoor.
Government Hindu Girls' School	...	Cuddapah.

Government Hindu Girls' School...	Hindupur.
Do. ...	Berhampur.
Do. ...	Salem.
Do. ...	Ranganaickspet.
Do. ...	Mulappet.
Do. ...	Bellary.
Do. ...	Nellore.
Do. ...	Rayadrug.
Do. ...	Uravakonda.
Do. ...	Madagasira.
Do. ...	Madanapalli.
Do. ...	Pattikonda.
Do. ...	Nandyal.
Do. ...	Anantapur.
Do. ...	Pennukonda.
Do. ...	Tadpatri.
Do. ...	Erode.
Do. ...	Hospet.
Do. ...	Karur.
Do. ...	Jayangonda Sholapuram
Do. ...	Kudligi.
Do. ...	Palakonda.
Do. ...	Harpanahalli.
Do. ...	Kallianpur.
Do. ...	Brucepel.
Do. ...	Kondapalli.
Do. ...	Chirala.
Do. ...	Kalahasti.
Do. ...	Thekkali.
Do. ...	Tellicherry.
Do. ...	Vellore.
Do. ...	Cannanore.
Do. ...	Malapuram.
Do. ...	Rajahmundry.
Do. ...	Tiruvangad.
Do. ...	Ongole.
Do. ...	Tirukkaval.
Do. ...	Gudur.
Do. ...	Madura.
Do. ...	Hadaganapalli.
Do. ...	Stonehousepet.
Do. ...	Conjeeveram.

Government Hindu Girls' School...	Virajapet.
Do. ...	Ammatti
Do. ...	Nalkeri.
Do. ...	Kunda.
Do. ...	Puttur.
Government Muhammadan Girls' School	Hindupur.
Do. ...	Cuddapah.
Do. ...	Adoni.
Do. ...	Kurnool.
Do. ...	Berhampur.
Do. ...	Shevapet.
Do. ...	Chittoor.
Do. ...	Vellore.
Government Mopilla Girls' School.	Cannanore.
Do. ...	Talakkad.
Do. ...	Kekkapalli.
Christian Association for the Education of the South Indian Blind.	
K. Subbanna Rao Boloor B.	
G. M. School ...	Mangalore.
Basel Mission Girls' School	Udipi.
Do. do.	Basrur.
St. Joseph's Convent	Calicut.
W. M. Girls' School ...	Ikkadu.
Cowl Bazaar Girls' School	Bellary.
St. Joseph's Poor European School	Trichinopoly.
St. Joseph's Convent	Palamcottah.
B. G. M. Girls' School	Kasaragod.
Hindu School ...	Munipalli.
Deaf and Dumb School	Palamcottah.
Sharky Memorial School	Masulipatam.
Holy Cross School ...	Tuticorin.
A. Venkatasawmy Mudaly's School	Washermanpet.
St. Joseph's Girls' School	Coimbatore.
Board Muhammadan School	Amalapuram.
Board Primary School	Penukonda.
Hindu Girls' School ...	Narasapur.
Elliot Tuxford Girls' School	Meeygnanapuram.
B. G. M. Girls' School	Calicut.
The Sacred Heart School	Tellicherry.
St. Teresa's Poor European School.	Cannanore.

Board Panchama School	...	Anantavaram.
St. John's Girls' School	...	Nazareth.
Board Primary School	...	Satulur.
Advent Mission Elementary Poor School	...	Vellicherry.
Hindu Upper Primary School	...	Tanjore.
U. F. C. M. School	...	Chingleput.
Hindu Religious Girls' School	...	Alandur.
K. S. V. School	...	Porayur.
Girls' School	...	Gudiyattam.
E. U. P. R. H. Girls' School	...	Akidu.
Panchama School	...	Shernadevi.
Board School	...	Viravanallur.
Elementary School	...	Bastipalli.
Siva Prakasika Vidyasala	...	Kumbakonam.
Elementary School	...	Pallitikarra.
Salla Purushottam Barrack's School	...	Purushottapatnam.
Board Panchama School	...	Anandakuttam.
Rural School	...	Eranthangal.
Board School	...	Katpadi.
Aided School	...	Kalnigur.
Do.	...	Arangenellur.
Do.	...	Pudur.
Board School	...	Vallappugadi.
Do.	...	Vallam.
Do.	...	Thirukkattupalli.
Do.	...	Avarampatti.
Do.	...	Uttukalatti.
Do.	...	Silattur.
Do.	...	Kadumur.
Do.	...	Iartur.
Do.	...	Vaddaman.
Do.	...	Brahmadevam.
R. C. School	...	Tanjore.
R. C. Fort Girls' School	...	Trichinopoly.
R. C. Training School for Mistresses	...	Trichinopoly.
R. C. Girls' School	...	Meykalattur.
Do.	...	Trivadi.
Rural School	...	Sathanur.
Do.	...	Maharajapuram.
Do.	...	Singippatti.

Rural School	...	Pulavangadu.
Board Rural School	...	Pattam.
Do. Panchama Rural School	...	Meyyurcheri.
Do. Rural School	...	Meyyurcheri.
Do. do.	...	Periapalayam.
Do. Panchama School	...	Pennalurpatcheri.
Do. School	...	Pulicat.
Do. Feeder Pimary School	...	Dharapuram.
Rural School	...	Ambolapett.
Kristnayya's Hindu School	...	Guntur.
J. Pullayya's School	...	Kalugotla.
Rural School	...	Bastipad.
M. Sivanagayya's R. School	...	Kurnool.
Mowlati Sahib's Rural School	...	Kadumur.
Board Elementary School	...	Brahmadaram.
Do. do.	...	Kampli.
Nagalingayya Result School	...	Kurnool.
H. R. School	...	Royavaram.
Do.	...	Atmakur.
R. C. M. Boys' School	...	Rentachintale.
Board Primary School	...	Nadigudi.
Satiyavadi A. E. L. M. School	...	Vippula.
Hindu School	...	New Gummidipundi.
Do.	...	Kilanur.
U. F. C. M. Central Girls' School	...	Conjeeveram.
D. Ramaswami Iyya's Primary School	...	Conjeeveram.
Thirukatchinambi School	...	Conjeeveram.
Shaikpet School	...	Conjeeveram.
Kotrapalayam School	...	Conjeeveram.
Hindu Balika Vaidyasala	...	Conjeeveram.
Appusami Mudaly's Elementary School	...	Eliyambadu.
Anga Mudaly's Elementary School	...	Ummipedu.
Board Elementary School	...	Santavelur.
E. L. M. School	...	Pattariparambuthur-cheri.
Do.	...	Periakuppam.
H. R. School	...	Allagamallipad.
South School	...	Muthangal.
Rural School	...	Kottayam.
K. Chagum School	...	Kavum.

Board School	...	Kanhilleri.
Do.	...	Elankadu.
Board Elementary School	...	Nilambur.
Do. Chenna School	...	Malapuram.
Do. Primary School	...	Trivadi.
Do. Mapilla School	...	Kottakal.
Melathur School	...	Ernad.
Board Elementary School	...	Kodaseri.
Do.	do.	Payambra.
Do.	do.	Beypore.
Mokkam Mapilla Board School	...	Malapuram.
Board Elementary School	...	Chethamangalam.
Elementary School	...	Karappanangudi.
Board Mapilla School	...	Parambakadena.
Do.	do.	Pattambi.
Do.	do.	Nambad.
Do.	do.	Manjeri.
Chelliam School	...	Nambad.
Board Mapilla School	...	Manjeri.
Mapilla School	...	Shebhidamarmokam.
Board Mapilla School	...	Ottapalam.
Do.	do.	Nadynod.
Do.	do.	Angadipuram.
South Panchama School	...	Angadipuram.
Victoria Primary School	...	Angadipuram.
Poor School	...	Vallacheri.
Caste School	...	Pallikaranai.
Do.	...	Nukumbalayam.
Board Mapilla School	...	Pandikar.
Imarthi Kottam Street School	...	Tanjore.
Attumandai Street School	...	Tanjore.
Vamburi School	...	Tanjore.
Raneevaikal Lane School	...	Tanjore.
Vanniyasangam Elementary School	...	Tanjore.
Tumbavanam Municipal School	...	Conjeevarem.
U. F. C. M. School	...	Conjeevaram.
Elementary School	...	Timmarajampet.
U. F. C. M. School	...	Rajampet.
Elementary School	...	Wallajabad.
Municipal School	...	Zaminkottur.
Board Mapilla School	...	Reddipatti.
	...	Veliyagode.

Board Mapilla School	...	Ponnani.
Do.	do.	Kottathara.
Do.	do.	Tanoor.
Do.	do.	Pommandam.
Do.	do.	Srikandiyur.
Do.	do.	Paravama.
Elementary School	...	Kavambhagam.
Do.	...	Parol.
Board Elementary School	...	Dharapuram.
Do.	do.	Puliyur.
Hindu Caste Girls' School	...	Chittoor.
American Mission Elementary School for Boys	...	Chittoor.
Advent Mission School	...	Palmanair.
A. E. L. M. School	...	Jandrapet.
Board Mapilla School	...	Kebikutt.
Do.	do.	Kundotti.
Do.	do.	Koyappa.
Result Mapilla School	...	Kayakad.
Board School	...	Kotta.
Do.	...	Dugarajapatnam.
Do.	...	Krishnapatnam.
Do.	...	Chennur.
Aided School	...	Baddevole.
Do.	...	Venkannapoliem.
Roman Catholic School	...	Virajapet.
Do.	...	Kedamullur.
Hindustani School	...	Virajapet.
Do.	...	Ammatti.
Do.	...	Mercara.
Basel Mission School...	...	Anandapur.
Do.	do.	Fraserpet.
Elementary School	...	Kantumarnad.
Chepudira School	...	Thakotuperambu.
Kuttandra School	...	Ammatti.
Elementary School	...	Bilugunda.
Do.	...	Kaltod.
Do.	...	Devanagerimukkattira.
Do.	...	Besagur.
Do.	...	Tuchanakeri.
Do.	...	Kunda.
Do.	...	Rudraguppa.

Elementary School ..	...	Besodlur.
Do.	...	Srimangala.
Do.	...	Kudikeri.
Shettigiri School ..	...	Takulgeri.
Elementary School ...	...	Harihara.
Do.	...	Kirgur.
Do.	...	Badakarkeri.
Shettigiri School ...	...	Bettinad.
Elementary School ...	...	Belali.
Do.	...	Berunani.
Do.	...	Teralu.
American Advent Mission School		Egmore.
Girls' School ...	...	Mylapore.
W. M. Hindu Girls' School	...	Georgetown.
Brahmo Ragged School	...	Georgetown.
Guindy Park Poor School	...	Govt. House, Guindy.
National Indian Association, Madras Branch, Home Education Class.		
S. P. G. School ...	...	Nungumbakum.
S. P. G. U. Primary School	...	San Thomé.
Corporation Panchama School	...	Chetput.
Vanniyasangam School	...	Mylapore.
U. P. Poor Boys' School	...	Kosapet.
Railway School ...	...	Perambur.
E. L. M. Bethany School	...	Washermanpet.
St. Peter's Boys' English School...	...	Rayapuram.
U. F. C. M. Balika Pattasala	...	Georgetown.
Do. Rajagopal Mint Girls' School ...	...	Georgetown.
Do. Girls' School	...	Georgetown.
K. Kachapesvara Iyer Hindu Primary School	...	Triplicane.
A. C. Siva Lal's School	...	Thiruvattisvarampet.
A. Ramanjulu Chetty's School	...	Georgetown.
A. Srinivasa Mudaliar's School	...	Sanjeevarayanpet.
Kanda Pillai Chavady School	...	Kodambakum.
St. John's School ...	...	Egmore.
Aryan Boys' School ...	...	Chepauk.
St. Francis Xavier's Tamil Girls' School ...	...	N. Georgetown.
The Arya Patasala ...	...	Georgetown.

The Sacred Heart of Jesus Primary School ...	...	Egmore.
Elementary School ...	...	Pulikota.
Primary School ...	...	Cheyyandani.
Do.	...	Bettakeri.
Elementary School ...	...	Kirugundur.
Do.	...	Saninorsanate.
Do.	...	Kodlipet.
Primary School	...	Habbele.
Do.	...	Forenure.
Do.	...	Sirangala.
Paraya School	...	Kodlipet.
Primary School	...	Kumbaragudige.
Christian Girls' Boarding School	...	Birangipuram.
Board Panchama School	...	Madagasira.
Rural School	...	Tirunirumalai.
E. L. M. Boarding Girls' School {		Kempstown.
		Trichinopoly.
Board Rural School	...	Kandiyur.
Do. Primary School	...	Orthanod.
Girls' School	...	Mekkalpatti.
Native Primary School	...	Trivadi.
L. M. Hindu Girls' School	...	Purasawalkam.
E. L. M. Mixed Elementary School ...	...	Purasawalkam.
L. M. Mixed Primary School	...	Kilpauk.
Vijianagaram Maharajah's Girls' School ...	...	Triplicane.
N. Alangaram Pillai's School	...	Georgetown.
N. Muthurama Pillai's School	...	Purasawalkam.
N. Narasinga Pillai's School	...	Georgetown.
A. B. M. School	...	Peravellore.
Kesavalu Naidu's School	...	Georgetown.
Calavala Thiruvengadathan Chettygaru's Girls' School	...	Georgetown.
E. L. M. School	...	Kilpauk.
Anjuman Industrial School	...	Madras.
Venkatasubbiah's Primary School	...	Chintadripet.
W. M. Primary School	...	Triplicane.
St. Anne's Girls' School	...	Rayapuram.
Panchama School	...	Kasimode.
J. Moses Nadar's School	...	Georgetown

The Olcott Panchama Free Schools	Madras.
Wesleyan Mission School	Georgetown.
A. B. M. Girls' School	Tondiarpet.
Advent Mission School	Guindy.
Church of Scotland Mission School	Kilpauk.
Rural School	Pallavaram.
Hindu Religious Boys' School	Alandur.
A. Venkatasamy Mudaliar's School	Washermanpet.
S. I. S. B. M. Caste School	St. Thomas' Mount.
W. M. Caste Girls' School	St. Thomas' Mount.
R. C. Poor School	St. Thomas' Mount.
W. M. Boys' Home	St. Thomas' Mount.
R. C. School	Pallavaram.
Pichavur Municipal School	Gudiyattam.
Dharmampet Municipal Hindu School	Gudiyattam.
Kasba Municipal Panchama School	Gudiyattam.
Nellorepet Municipal School	Gudiyattam.
Jayamatam A. M. School	Gudiyattam.
Kamatchiammanpet School	Gudiyattam.
Kalayathan Municipal Hindu School	Gudiyattam.

VIII.—LARGE MEDALS.

NAMES OF WINNERS.

(a) Drawing.

1. Ethel Tims, Study of Roots.
Presidency Training School for
Mistresses.
2. Sita Bai, Presentation Oil-painting.
Convent, Georgetown.
3. M.R.Ry. B. Raju Mudali, Shading.
Muthialpet High School.

(b) Kindergarten Work.

4. Olcott Panchama Chalk drawing, brush-
Free Schools, Adyar. work and leaf-work.
5. Teachers' College, Chalk drawing, clay
Practising Section, Saidapet. modelling and brush-
work.
6. S. P. G. High School, Do. do.
Vepery.

(c) Needlework, etc.

7. Sharkey Memorial School, Plain needlework.
Masulipatam.
8. C. M. S. Girls' School, Limerick Run Lace.
Dummagudem.

(d) Writing.

9. Sister Columba, Teresa Writing Chart.
Convent, Cannanore.

(e) Collections of Objects.

No Medal awarded.

(f) Apparatus and Appliances.

10. M.R.Ry. K. A. Virara- Statistical Maps.
ghavachari, B.A.,
Asst., Pachaiyappah's College.
11. St. Joseph's High School, Historical Maps.
Trivandrum.

12. M.R.Ry. G. Ramadas Special Maps.
Pantulu, Municipal High
School, Chicacole.
13. M.R.Ry. U. Mangesha A Set of Govt. School
Row, B.A., L.T., Govt. Model Exhibits.
Primary School, Virjapet.

(g) **Teachers' Records of Work.**

14. Mrs. A. V. N. College, Syllabuses and Class
Vizagapatam. work.
15. Rajah's College, Parlakimedi. Do. do.

SMALL MEDALS.

NAMES OF WINNERS.

(a) **Drawing.**

1. S. Govindarajulu, Pen and Ink work.
Presidency Training School
for Mistresses.
2. P. Ananthanadhan, Christian Do. do.
College.

(b) **Kindergarten Work.**

3. Presidency Training School Brush and Flower work.
for Mistresses (English
Normal students).
4. St. Anne's High School, Drawing and Cardboard
Mangalore. work.

(c) **Nedlework, etc.**

5. National Indian Home Ribbon work.
Education Classes.

(d) **Writing.**

6. M.R.Ry. M Sudarsanam Naidu, Copies.
Native High School,
Kumbaconum.

(e) **Collections of Objects.**

No Medal awarded.

(f) **Apparatus and Appliances.**

7. Sister Racide, St. Anne's Special Maps of India.
High School, Mangalore.
8. M.R.Ry. K. Satyanarayana, Relief Maps and Special
Teacher, Rajah's College, Maps.
Parlakimedi.
9. M.R.Ry. Aiyaguri Sundara Rao A Set of Special Maps.
and Garimella Kamasastri,
Sri Mahalakshamma's
Lower Secondary School,
Urlam.

(g) **Records of Work.**

No Medal awarded.

CERTIFICATES.

NAMES OF WINNERS.

(a) **Drawing.**

- M. Lemerle,
Presidency Training School
for Mistresses.
- C. S. Steers,
Bishop Corrie's High School,
Madras.
- Amy Chase,
Doveton Girls' High School.
- Valerine Texeiro,
Govt. Model Primary School,
Virajpet, Coorg.
- A Kumarasamy Pillai,
Govt. Training School,
Tinnevely.
- M.R.Ry. T. V. Srinivasa Iyer, B.A.,
Head-master, Board High
School, Amalapuram.

Sister-in-Charge,
Presentation Convent,
Georgetown.

U. F. C. M. Girls' Secondary
School, Georgetown.

M. Venkatasami Nayudu,
Hindu High School,
Triplicane.

Muhammad Abdul Razak,
Harris High School.

Muhammad Tahir Ali,
Anjuman, Madras.

Ahmed Ali,
Anjuman, Madras.

S. P. G. High School,
Vepery.

Rajah's College,
Parlakimedi.

Govindarajulu,
A. Srinivasa Mudaliar's
School, Sanjeevarayanpet,
Madras.

C. S. Ramachandran,
Native High School,
Negapatam.

T. Murugesan,
D. F. School, Teynampet.

C. Gopalakrishna Aiyar,
Normal School, Mysore.

P. S. Narasimhachari,
Normal School, Mysore.

Teachers' College, Saidapet.

D. V. Jesudhass,
Government Training School,
Tinnevelly.

Panda Poluraju,
London Mission High School,
Vizagapatam.

C. Rangachar,
Normal School, Mysore.

Veronna Peter,
English Government Girls'
High School, Cochin.

Samhara Viraraghavan,
Municipal High School,
Mayavaram.

S. Srinivasa Raghavan,
Presidency College.

Arts' Class, Kumbakonam.

S. Seshadri,
Arts' Class, Kumbakonam.

P. Ramalingam,
Arts' class, Kumbakonam.

Kamalammal,
Home Education Classes.

Chenchammal,
Home Education Classes.

Thomas Davies,
Municipal High School,
Cannanore.

Grita Fernandez,
St. Anne's School, Mangalore.

Anna Jacob,
B. G. M. Girls' High School,
Calicut.

C. Bhushananandam,
Muthialpet High School,
Madras.

Miss A. F. Lazarus,
Presidency Training School for
Mistresses, Egmore.

P. Viswanathan,
Arts' Class, Kumbakonam.

Elementary School, Velacheri.

C. R. Madan Gopal,
Christian College, Madras.

Rajamma,
Arts' Class, Kumbakonam.

(b) Kindergarten Work.

1. T. Murugesan, Clay Models.
D. F. School, Teynampet.
2. C. Venkatesa Nayagar, Do.
D. P. F. School, Adyar.
3. Sister U. Eulabi, Paper work.
St. Mary's L. S. School,
Melagiri, Mangalore.
4. C. Narayanasamy Nayudu, Cardboard Model.
Govt. Trg. School, Tanjore.
5. London Mission School, Clay Models.
Kosapet.
6. Perambur Railway School. Cardboard work.
7. Madras Collegiate School. Paper work.
8. U. F. C. M. Training School, Clay Models.
Royapuram.
9. Kavanambal, National Indian Brush-work.
Home Education Classes.
10. Govt. Moyan Training Paper work.
School for Mistresses,
Calicut.
11. M. A. S. Aiyar, Crayon work.
P. H. School,
Conjeeveram.
12. Miss Purnam, Clay Models.
Sarah Tuckers College,
Palamecottah.
13. B. Authikesavulu Nayudu, Do.
Muthialpet High School,
Madras.
14. J. J. Williams, Govt. Trg. School, Trichinopoly.
15. St. Mary's Lower Secondary School, Mangalore.
16. Sivashunmugam, Story illustration.
Olcott Panchama
Free School.

17. Government Trg. School
for Mistresses, Coimbatore.
18. Doveton Girls' High School. Object lesson sheet.
19. K. Ramayya, Koraya Board
High School, Kasargod.
20. U. F. C. M. Girls' Secondary
School,
Georgetown.
21. A. Loordeswamy Mudaliar,
K. F. School, Krishnampet.
22. S. L. A. Girls' Boarding Paper work.
School, Kilpauk.
23. Board High School, Chittoor. Manual occupation.
24. Govt. Training School, Clay Modelling.
Tinnevely Bridge.
25. Kamalavati, Cane work.
Auduthorai School,
Kumbakonam Taluq.

(c) Needlework, etc.

1. Selvam Yesudesan Gold & Silver Embroidery.
2. Ghouse Bibi, Do. do.
Muhammadan Girls' School,
Adoni.
3. Mariam Bibi, Do. do.
Muhammadan Elementary
Girls' School, Berhampore.
4. Marathaneemammal, Ribbon work.
National Indian Home
Education Classes.
5. Mary Anne Rose. Cotton Embroidery.
St. Joseph's Poor European
School, Trichinopoly.
6. R. Dorasaniammal, Woolwork.
Church of Scotland Mission
Home Education Classes.
7. Janakiammal, Do.
Church of Scotland Mission
Home Education Classes.

8. Papathiammal,
Church of Scotland Mission
Home Education Classes. Woolwork.
9. St. Joseph's Convent School,
Palamcotta. Do.
10. Rathnamammal,
Wesleyan Mission School,
Royapetta. Knitting Crotchet.
11. Holly Antomos,
Doveton Girls' High School. Do.
12. Violet Thayar,
Poor European School,
Cochin. Do.
13. St. Mary's Orphanage. Do.
14. St. Mary's School,
European and Native. Do.
15. Wesleyan Mission
Hindu Girls' School,
Madras. Needlework.
16. St. Mary's Orphanage,
Georgetown. Do.
17. Ruby Macdonald,
Perambur Railway School. Do.
18. Gladys Macferlane,
Perambur Railway School. Do.
19. Amy Ross,
St. Joseph's Poor School,
Trichinopoly. Do.
20. Bella Stuart,
St. Joseph's Poor School,
Trichinopoly. Do.
21. Mercy Minactchi,
W. M. Boarding School,
Royapetta. Do.
22. U. F. C. M. Mission
Industrial Classes,
Chingleput. Lacework.
23. Minnie Fernandez,
Convent of Our Lady
of Mt. Carmel, Tangachery. Do.

24. Anne Peter,
St. Anne's, Mangalore. Lacework.
25. Presentation Convent,
Georgetown. Do.
26. Mary Theophilus, Mikkalpatty. Do.
27. Lutheran Mission School,
Kemptown, Trichinopoly. Do.
28. Sumamma, Lutheran Mission,
Trichinopoly. Do.

(d) **Writing.**

1. C. Doraswamy Nayakar,
San Thomé
Upper Primary School,
Madras. Alphabet Chart.
2. Hobart Muhammadan School. Copy books.
3. Mulappet Government Girls'
School, Nellore. Do.
4. Town Girls' School, Nellore. Do.
5. Reformatory School, Chingleput. Do.
6. Mr. M. Daniel,
E. L. M. Bethany School,
Washermanpet. Do.
7. Stonehousepet Girls' School,
Nellore. Do.

(e) **Collections of Objects.**

1. Drawing Master, Native
High School, Kumbakonam. Pressed Leaves.
2. Henry Davis, IV Form,
Municipal High School,
Cannanore. Match Box Labels.
3. Mr. A. Jacob, Teacher,
Arcot Mission U. Primary
School, Palmanair. Collection of Objects.
4. Chokalingam, VI Form,
Christian College, Madras. Crystals of Alum, etc.

(f) **Apparatus and Appliances.**

1. A. Kumaraswami Pillai,
Normal Student, Tinnevelly
Govt. Training School. Map of Tinnevelly Dt.

2. Mrs. A. V. N. College, Vizagapatam. Exhibit of Science apparatus.
3. M.R.Ry. Vepa Kamesan, Sri Mahalakshimi Lower Secondary School, Urlam. Illustrative Charts of Phonetics
4. M.R.Ry. L. S. Subbarayadu, Teacher, Victoria College, Palghat. Model illustrating principles in Physics.
5. M.R.Ry. T. Aravamuthu Aiyangar, Board Elementary School, Papanasam. Set of Maps.
6. M.R.Ry. C.V. SubramaniaIyer, Asstt., Board High School, Chittoor. Statistical Chart of Products of India.
7. M.R.Ry. M. Sundara Rao, Teacher, Muthurama Pillai's School, Purasawakam. Plan of School Building.
8. M.R.Ry. D. Venkatasubbaiya and V. Narasimham, Maharaja's College, Vizianagaram. Set of Historical Maps.
9. M.R.Ry. K. Rama Rao, Agricultural Instructor, Govt. Training School, Mangalore. Two Relief Maps.
10. M.R.Ry. J. Visvanathayya, Agricultural Instructor, Govt. Training School, Ongole. Apparatus for illustrating Astronomy.
11. M.R.Ry. K. Duraiswamy Iyengar, Teacher, Govinda Nayakar's Middle School, Madras. Two Relief Maps.
12. M.R.Ry. M. Venkatakrishniah, Kottapet School, Guntur. Three Globes.

13. U. F. C. M. Boarding and Training School, Royapuram. Map of Australia.
14. T. Nagaiya, Pupil, V Form, School Department, Pachaiyappa's College, Madras. Maps of India and Asia.
15. T. Sundara Raja, Pupil, VI Form, Pachaiyappa's College, Madras. Maps illustrating river basins and rainfall of India.
16. St. Joseph's Convent European Girls' High School, Calicut. Physical Map of British Isles.
17. M.R.Ry. C. Varadaraja Iyengar, Teacher, Themangalam, Tanjore Dt. Tellurian.
18. Pupils of Madras Collegiate School (Girls'), Madras. Set of Paintings illustrative of Geography.
19. Miss G. Purnam, Sarah Tucker College, Palamcotta. Set of special Maps.
20. M. Madavi, IV Form, S. H. School Convent, Tellicherry. Map.
21. Mrs. C. M. Faure, Poor European Convent Girls' School, Tangacherry. Physical Map of England.
22. W. M. Primary School, Triplicane. Products Map of the Madras Presidency.
23. M.R.Ry. W. Subramania Iyer, Government Training School, Chittoor. Relief Map.
24. M.R.Ry. T. V. Sreenivasa Iyer, D. Rama Rao, Teachers, Board High School, Amalapuram. } 3 Relief Maps.
25. M.R.Ry. C. Ramasubbaiya, Normal Student, Pasumalai Training School. Special Map of India.

- 26 U. F. C. M. Training and Rainfall Maps.
Boarding School,
Royapuram.
27. Head-master, Vanniasangam Maps.
Upper Primary School,
Mylapore.

(g) Teachers' Records of Work.

1. Municipal High School, Geography Class work
Chicacole. and Syllabus.
2. R. C. High School, Complete Syllabuses of
Pittapur. School work.
3. M.R.Ry M. C. Rajah, Time-table and Scheme
Damodar Free School. of correlated work.
Teynampet.
4. Parvatipur Board Lower Syllabuses in English
Secondary School. and Geography.
5. Maharajah's College, Syllabuses in English
Vizianagaram. Grammar and Composition.
6. Government Training School, Scheme of correlated
Trichinopoly. work.
7. Board High School, Syllabuses and Records
Chittoor. of work.
8. Mr. Moses Israel, Scheme of correlated and
S. P. G. High School, Kindergarten work.
Vepery.
9. Sarah Tucker School, Do.
Palamecotta.

School Prizes of Rs. 6 Each.

NAMES OF WINNERS.

1. Victoria Caste Girls' Kindergarten work.
School, Mangalore
2. St. Joseph's Poor Lacework.
European Girls' School.
Trichinopoly.
3. Madrasa-i-Azam. Drawing.
4. Damodar Free School, Do.
Madras.
5. Deaf and Dumb School, Do.
Palamecotta.

Money Prizes of Rs. 5 Each.

NAMES OF WINNERS.

1. Muniswamy, Teacher, Kindergarten work.
O. P. F. School,
Madras.
2. Miss Gnanamoney, Do.
Sarah Tucker College
Palamecottah.
3. Needlework Teacher, Needlework.
W.M. Hindu Girls' School,
Madras.
4. M.R.Ry T. Aravamuthu Tellurian.
Aiyangar, Teacher,
Board Elementary School,
Papanasam.
5. M.R.Ry. Achuta Pisharato, Map drawing.
Head-master, Melatur School,
Ernad Taluq, Malabar.

IX.

NAMES OF SUBSCRIBERS.	Amount.		
	Rs.	A.	P.
Government of Mysore	50	0	0
Arthur Mayhew, Esq., B.A.	50	0	0
Mr. P. S. Sivaswamy Iyer, B.A., B.L.	25	0	0
J. H. Stone, Esq., M.A., F.R.H.S.	20	0	0
Miss A. Arnold	20	0	0
Messrs. Macmillan & Co.	20	0	0
.. Longmans, Green & Co.	20	0	0
.. Blackie & Sons	20	0	0
The Basel Mission, Mangalore	20	0	0
Mr. A. Ramanjulu Chetty's Collections	18	0	0
.. J. Vittal Pant	15	0	0
Miss A. Smart	15	0	0
The Rev. W. Meston, M.A.	15	0	0
.. J. H. Maclean, M.A., B.D.	15	0	0
Teachers' Association, Pattukottai ..	12	3	0
The Rev. A. O. Brown, M.A.	10	0	0
.. W. L. Ferguson, D.D.	10	0	0
Mr. P. Singaravelu Naicker	10	0	0
The Rev. J. Cooling, M.A.	10	0	0
.. J. Neil, M.A.	10	0	0
Miss P. F. Parsons, B.A., L.T.	10	0	0
Mr. T. Annamalai Mudaliar	10	0	0
Miss I. Brewer, Guntur	10	0	0
The Rev. I. Cain	10	0	0
Mr. P. Theagaraja Chettiar, B.A. ..	10	0	0
.. V. Venugopal Chettiar, I.C.S. ..	10	0	0
G. W. Dance, Esq., I.C.S.	10	0	0
C. F. Brackenbury, Esq.	10	0	0
Mr. J. Leigendo	10	0	0
E. S. Lloyd, Esq., I.C.S.	10	0	0
Mr. P. Venkatachallam	10	0	0
The Christian Literature Society, Madras	10	0	0
Tanjore Collections	10	0	0
U. F. C. M. Boarding School Collections, Rayapuram	9	14	0
Poonamallee Collections	8	4	0
Mr. C. V. Subramayya Garu, B.A., B.L.	7	8	0
Dewan Bahadur P. Audinarayanayya Garu, B.A.	7	0	0
The Rev. J. Stewart, M.A.	7	0	0
Mr. M. Subramanyam, B.A., L.T. ..	5	0	0
R. G. Grieve, Esq., M.A.	5	0	0
Mrs. E. D. Allen	5	0	0
Mr. C. Balabhadra Naicker	5	0	0
Mr. H. Loansley	5	0	0
The Rev. Father T. Macnamara	5	0	0
Mrs. M. Engler, M.A., L.T.	5	0	0
Dewan Bahadur N. Subramanyam, B.A.	5	0	0
Mr. M. Rangaswamy Iyengar	5	0	0
.. K. C. S. Anantanarayana Iyer, B.A., L.T.	5	0	0
Dewan Bahadur K. Krishnaswami Rao, B.A.	5	0	0

NAMES OF SUBSCRIBERS.	Amount.		
	Rs.	A.	P.
The Rev. R. U. Potts, M.A.	5	0	0
Mr. T. Krishna Rau	5	0	0
The Rev. Father Buer	5	0	0
.. A. R. John	5	0	0
S. P. G. Primary Schools	5	0	0
The Rev. Father Morris	5	0	0
Mr. U. Rama Rao	5	0	0
.. V. Govindan, B.A.	5	0	0
.. G. Manicka Chetty, B.A., L.T. ..	5	0	0
Miss M. Sampson	5	0	0
.. A. E. Henderson	5	0	0
.. B. Forbes	5	0	0
.. E. Hunter	5	0	0
Mr. Balasundaram Chetty	5	0	0
The Rev. Mother Murphy	5	0	0
Mr. S. Mangesha Rao, B.A.	5	0	0
.. T. Venkatasubbier, B.A., B.L. ..	5	0	0
The Rev. J. A. Mackintosh, M.A.	5	0	0
C. Gahan, Esq., B.A.	5	0	0
Mr. S. M. V. Oosman Saib, B.A., B.L.	5	0	0
.. P. Ramanujachariar, B.A., B.L. ..	5	0	0
.. T. S. Muhammed Hussain Saib, B.A.	5	0	0
Miss M. Karney	5	0	0
Mr. T. Rajagopalachary	5	0	0
J. W. Coombes, Esq.	5	0	0
The Rev. Father Franco	5	0	0
Mr. A. S. Vythianada Iyer, M.A., L.T.	5	0	0
.. J. P. Cotilingam, M.A.	5	0	0
The Rev. Father A. S. Nunes	5	0	0
Mr. M. A. Thirunarayana Chariar, B.A., B.L.	5	0	0
.. Ramakrishna Lal, B.A., B.L. ..	5	0	0
.. K. B. Ramanatha Iyer, M.A., B.L., L.T.	5	0	0
Dewan Bahadur Rajaratna Mudaliar, B.A.	5	0	0
Mr. Narayana Rao	5	0	0
.. C. Ratnavelu Mudaliar	5	0	0
.. A. Nilakanta Iyer, B.E.	5	0	0
The Rev. James Russel, M.A.	5	0	0
.. G. Pittendrigh, M.A.	5	0	0
Mr. T. V. Seshagiri Aiyer, B.A., B.L.	5	0	0
.. M. Rangachariar, M.A.	5	0	0
W. H. Harrison, Esq., M.S.C.	5	0	0
Mr. T. Parlendary	5	0	0
.. M. Hiriyanna, M.A.	5	0	0
.. M. Kamesvara Rao Garu, B.A. ..	5	0	0
.. T. Janakirama Iyer, B.A.	5	0	0
The Rev. J. P. Shrimpton	5	0	0
Mr. N. Swaminathan, B.A., L.T.	5	0	0
.. W. R. Parthasarathy Iyengar, B.A. ..	5	0	0
Secretary, Teachers' Association, Tiruvallur	5	0	0
.. Board School Masters' Association, Mayavaram, Kuttalam	5	0	0
and Tanjore	5	0	0
Subscriptions from the School Masters in Gannavaram Range..	5	0	0
Teachers' Association, Triplicane	5	0	0
.. Georgetown	5	0	0
Mr. G. J. Israel, B.A.	5	0	0
Dewan Bahadur V. Ragavacharlu, B.A. ..	4	0	0
Mr. T. N. Krishnamachari	4	0	0
Secretary, Teachers' Association, Kumbakonam	4	0	0

NAMES OF SUBSCRIBERS.	Amount.		
	Rs.	A.	P.
Mr. S. Vasudevachari, B.A., L.T.	3	0	0
" V. Sambandam Mudaliar, B.A.	3	0	0
" C. Subbaraya Mudaliar	3	0	0
" A. Ramamurthi	3	0	0
" G. Narayanaswami Chettiar	3	0	0
" P. S. Annachari, B.A.	3	0	0
" M. Alasingaperumal, B.A., L.T.	3	0	0
" M. Parthasarathy Iyengar, B.A.	3	0	0
" V. Ragunathasastry, B.A., B.L.	3	0	0
Miss H. Krishnamma, M.A.	3	0	0
Mr. P. K. Sundaram Iyer, B.A. (Vellore Collections)	3	0	0
" S. N. Venkatarama Iyer, B.A., L.T.	3	0	0
" S. Doraswamayya	3	0	0
North Madras Hindu High School Collections	2	8	0
The Rev. J. Bittman	2	0	0
Mr. V. Swaminatha Mudaliar	2	0	0
" V. Radhakrishnayya, B.A., B.L.	2	0	0
The Rev. S. Vedanayagam	2	0	0
" T. Rajoo Nadar	2	0	0
The Rev. Father W. G. Hood	2	0	0
Mr. S. Venkatasubbier, B.A.	2	0	0
" K. C. Desikachariar, B.A., B.L.	2	0	0
" C. Marriappa Mudaliar	2	0	0
" A. Ramanuja Iyengar, B.A., L.T.	2	0	0
" S. Appusundaram Pillai	2	0	0
" T. Narayanaswamy Pillai	2	0	0
" M. Thangavelu Chetty, B.A., B.L.	2	0	0
The Rev. C. Sundaram	2	0	0
Mr. V. Samuel, B.A., L.T.	2	0	0
" T. V. Chellappa Sastry, B.A.	2	0	0
" P. Ekambara Mudaliar	2	0	0
" M. Krishnaswami Mudaliar	2	0	0
" M. Bashyakacharlu	2	0	0
" M. Kalayanasundaram Mudaliar	2	0	0
" S. V. Kallabiram Pillai	2	0	0
" Nicholas	2	0	0
" A. Rama Sesha Iyer, B.A.	2	0	0
" M. Ramalinga Chettiar	2	0	0
" T. Lazarus	2	0	0
" K. A. Veeraraghavachary, B.A.	2	0	0
" S. Lakshmana Iyer, B.A., L.T.	2	0	0
" B. Krishna Rao	2	0	0
" A. Kumaraswami Aiyar	2	0	0
" Siva Rao, Shiyali	2	0	0
Manager, D. K. N. L. S. School, Chintadripet	2	0	0
Mr. C. S. Ramaswami, Iyer	2	0	0
" T. A. Swaminatha Iyer	2	0	0
" T. V. Sreenivasa Iyer, B.A., L.T.	2	0	0
" P. Ramanujachariar	2	0	0
" A. S. Nagesvara Sastry	2	0	0
S. L. DeSilva, Esq.	2	0	0
Mr. M. J. S. Ramaswamy Iyengar	2	0	0
" G. Rama Iyengar, B.A., L.T.	2	0	0
" V. P. Subramanya Iyer, B.A.	2	0	0
" G. Appuswami Chetty	2	0	0
" Muthuswami Chetty	2	0	0
" H. Perayya Sastry, B.A.	2	0	0
" K. Adisesha Naidu, B.A.	2	0	0
	1	9	0

NAMES OF SUBSCRIBERS.	Amount.		
	Rs.	A.	P.
Mysore Friends	1	8	0
S. Gantayet, Esq., B.A.	1	0	0
Mr. T. Hanumanta Rao, B.A.	1	0	0
" C. H. Prakasa Rao, B.A., L.T.	1	0	0
" M. S. Dandayadapani Iyer, B.A., L.T.	1	0	0
" P. V. Narasimha Rao Naidu	1	0	0
" P. Arunachalla Naicker	1	0	0
The Rev. W. D. Clarke, B.A.	1	0	0
Mr. A. Theagaraja Iyer, B.A., L.T.	1	0	0
" V. Seethapathi Naidu	1	0	0
" C. V. Devarajulu Naidu, B.A.	1	0	0
" S. Krishnaier	1	0	0
" K. S. Appasamier, B.A.	1	0	0
" V. R. Doraswami Sastry, B.A., L.T.	1	0	0
" V. Venkatasubbiah, B.A., L.T.	1	0	0
" S. Narayana Iyengar, B.A.	1	0	0
" S. Rajagopalachary, B.A.	1	0	0
" N. Krishnaswamy Chetty, B.A.	1	0	0
" B. Rajoo	1	0	0
" P. Chengalvaraya Naicker	1	0	0
" M. Ramaswamy Iyengar, B.A., L.T.	1	0	0
" C. K. Veeraragavachari	1	0	0
" B. Pattabiramaya, B.A.	1	0	0
Head-mistress, European Convent, San Thomé	1	0	0
Mr. K. Panchapagesa Iyer, B.A., L.T.	1	0	0
" Kasturi Ranga Iyer, B.A.	1	0	0
" Mangesa Rao, B.A., L.T.	1	0	0
" T. V. Swaminada Iyer	1	0	0
" Narasinga Rao	1	0	0
" M. R. Sesha Aiyer, B.A., L.T.	1	0	0
" Subramania Iyer, Tiruvalur	1	0	0
" P. Mangesha Rao, B.A., L.T.	1	0	0
" P. N. Ramaswamy Sastry	1	0	0
" P. A. Subramania Iyer	1	0	0
" D. Gangadhara Sastry	1	0	0
" Henry Devadoss, B.A., L.T.	1	0	0
The Rev. V. Gnanamuthu, S. P. G. Mission	1	0	0
Mr. M. Venkiah Pantulu	1	0	0
Supervisor of Schools, Ambasamudram	1	0	0
Mr. S. Gnanamuthu, B.A.	1	0	0
" Balakrishna Pillai, B.A.	1	0	0
" G. Govindarajulu Chetty, B.A.	1	0	0
" K. Seetharamiah, B.A., L.T.	1	0	0
" P. Venkatachalla Mudali, B.A.	1	0	0
" T. Krishnamachari, B.A.	1	0	0
" M. Sreenivasan, B.A., L.T.	1	0	0
" N. Sama Rao, Triplicane	0	8	0
" T. T. Bavaniswami Rao, B.A., L.T.	0	8	0
" C. K. Krishna Iyengar	0	8	0
GRAND TOTAL	1,063	13	0

M. SUBRAHMANYAM,
Secretary.

X.—FINANCIAL STATEMENT.

RECEIPTS.	RS.		A.		P.		CHARGES.	RS.		A.		P.	
	..	..	13	0	0	..		180	10	4	10	4	4
Subscriptions ..	..	1,003	..	..	..	..	Conveyance Charges	115	4	11	3	3	3
OTHER RECEIPTS—	..	..	..	..	..	..	Printing and Advertisements	39	4	4	3	3	3
Sale of Materials used for Exhibition	..	42	11	0	0	..	Postage	264	4	4	3	3	3
Stands, etc...	..	..	..	..	..	..	Exhibition Arrangements	34	4	4	3	3	3
Government Grant	..	188	13	8	8	..	Stationery	56	8	8	0	0	0
	..	..	..	..	..	..	Servants' Wages	10	0	0	0	0	0
	..	..	..	..	..	..	Clerical Allowance	200	0	0	0	0	0
	..	..	..	..	..	..	Medals and Prizes	55	2	2	9	9	9
	..	..	..	..	..	..	Miscellaneous	..	..	..	..	..	..
	..	..	..	..	..	..	Total (Indian Charges)	1,015	13	8	8	8	8
	..	..	..	..	..	..	Charges in connection with the British Exhibits	579	8	0	0	0	0
	..	..	..	..	..	..	Grand Total..	1,595	5	8	8	8	8

M. SUBRAHMANYAM,
G. MANICKA CHETTY,
Honorary Secretaries.

ARTHUR MAYHEW,
President,
Madras Educational Exhibition.

Note.—It will be seen that receipts from subscriptions would have been more than enough to cover the expenses had it not been for the charges incurred in connection with the English Exhibits. These charges were large since, owing to the short time at his disposal, a costly route for transit had to be selected by Mr. French, Assistant Director of Special Reports and Enquiries who kindly undertook to collect and despatch the Exhibits. It is satisfactory to note that a large section of these Exhibits shown at the Exhibition is being retained (permanently) in this country in addition to a fine collection of Exhibits sent by the London County Council, which arrived too late for the Madras Exhibition but was sent to Mysore for the Educational Exhibition in that place. It is hoped that these Exhibits will be available for future Exhibitions in Madras or other parts of the Presidency.

NOTES.

C. No. 450 From the D.P.J.

No. 1468, dated 22-2-1908

SUBJECT

Report of the Madras Educational Exhibition held in 1907.

The report may it is submitted be recorded.

2. A draft is submitted for approval.

TH
27-2-08

The receipts & charges of the Exhibition are shown in the statement on p. 92 of the report. A grant of Rs 488-13-8 was sanctioned from Provincial funds towards the cost of the Exhibition vide Gov. No. 36 Sol. dated 15th January 1908 and 112 Sol. dated 13th February 1908. The vouchers & the financial statement were submitted to the D.P.J.

M.

see para 24 of D.P.J. letter
on p. 1 of go. 36 Sol. - M.
15-1-08

27-2-08

See

27-2-08

28-2-08

CIRCULATED IN FDL
- ALI LEG. DEPT.

Box ordinary No 22
28/2/08

H. H. J. J. J.

28208

28-2-08

190

C. No. 450, From the D.P.I., No. 1468, dated 22-2-1908.

" " " " "

190 .

" " " " " " 190 .

No. 154, dated 3/3 190 P.

his

Recorded.

7.74.
27-208

Chd
27.2.8

$$\frac{100}{27.2-28}$$

1000

To The D.D.S. 940

SP 7/3/08
1. 940
S/P
4/3/8

When given for copying _____
 When copied _____ } 190 .
 When examined _____
 When signed _____

READ AGAIN G.O., No. _____, DATED
 190 ,

CURRENT No.

ENCLOSURES TO C. No.

ORDER OF GOVERNMENT. A A A A A A A

LETTER OF GOVERNMENT.

STATEMENT WITH DITTO.

PAPERS NOT FILED UP, BEING MEANT FOR DESPATCH
 IN ORIGINAL.

N.B.—

- A = Copy in full
- B = Not to be copied.
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59