800—12-3-04.

Educational (1905.) Department.

ORDINARY PRINTED.

G.O., No. 200 - 9.

DATED 31 — 3 — 05

INDEXED.

CHECKED.

[Despatch Abstract.]

Report on Elementary Education in England — Recording letter from the S.S.I. Submitting Mr. J. J. Lopez — Copy to the Govt. of India

—

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.

FURTHER PAPERS.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.

Government {1905} of Madras.

EDUCATIONAL.

Recd. } 1905. *Enclosures*

Regd. *Spare copies*

ORIGINAL

G.O., &c., Nos. 208, 209, 31st March 1905.

N. P.

MARCH.

Report on Elementary Education in England.

Recording letter from the Director of Public Instruction submitting Mr. T. T. Logan's —, and forwarding copy to the Government of India.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

Read—the following paper:—

From the Hon'ble Mr. A. G. BOURNE, D.Sc., F.R.S., Director of Public Instruction, to the Secretary to Government, Educational Department, dated Madras, 13th December 1904, Ref. on C. No. 10079.

I have the honour to submit a report on Elementary Education in England submitted by Mr. Logan, Inspector of Schools, Western Circle, who has just returned from leave, together with a copy of his letter giving cover to the report.

Enclosures.

From T. T. LOGAN, Esq., Inspector of Schools, Western Circle, to the Director of Public Instruction, dated 2nd December 1904, No. 1592-G1.

While at home on furlough I was placed on special duty for a period of two months for the purpose of accompanying an Inspector of Schools under the Board of Education on a tour of inspection. I was further informed by the Secretary of State for India that I should be required to make careful notes of my studies and observations and submit the same to you on my return to India.

2. In accordance with these instructions I now have the honour to submit my report on Elementary Education in England. My report consists of two chapters and an appendix—in the first chapter I have attempted to give a brief sketch of the growth of the Elementary Educational system in England; in the second I have endeavoured to show how the system is applied to the practical working of Elementary schools—my notes of inspection of the schools visited by me form the appendix.

3. I am greatly indebted to Mr. Cyril Jackson, the Chief Inspector of Elementary Schools, for his kindness and courtesy in drawing up a programme for me and in introducing me to the different Inspectors of Schools who in turn gave me most valuable assistance in making my investigations.

4. My thanks are also due to Dr. Heath, Director of Special Reports, who very kindly furnished me with a list of books, Acts, and reports which would help me in making a study of the Elementary Educational system of England.

REPORT ON ELEMENTARY EDUCATION IN ENGLAND.

CHAPTER I.

A Brief Sketch of the System of Elementary Education in England.

The State did not begin to take any marked interest in olementary education till 1833 when the House of Commons voted a sum of £20,000 for the purposes of education. It was given to the Treasury to be administered in the erection of school-houses in Great Britain. At this time two voluntary societies were striving to provide the poorer classes with instruction: the one was the National Society for promoting the education of the poor in the principles of the Established Church, and the other, which was supported by various denominations, was "the British and Foreign School Society". They had been endeavouring for nearly 30 years to bring education within reach of the masses, but were quite unable to meet the educational needs of the people without assistance from the State. The sum of £20,000 was therefore voted for the purposes of education and as at that time there was no Board of Education in existence by which the new grant could be administered, the Treasury Board gave grants of money on the recommendation of each of these societies to aid in building school-houses. At the same time it insisted on the condition that half the cost should be met by voluntary subscriptions. This was the first step

taken by the State towards the building up of a system of elementary education under its own control. As time went on an Educational Department was instituted, normal schools were established and grants in-aid were no longer limited to the building of school-houses, but were extended to teachers, pupil teachers and training colleges and to furniture and apparatus for schools.

2. Teachers received their grant direct from the State and on retirement were given pensions.

3. In 1861 a change took place; the grant was paid to managers, and the teachers ceased to be Government servants. Grants were paid on the "result system" but, as they were very seldom paid in full because of the failure of some of the children to pass the examination, the system of "payment by results" became very unpopular and Government grants became less and less year by year although the average attendance of children increased. On enquiry it was found that there were in 1863–64, 11,000 parishes in Great Britain which received no assistance from the State for their schools. It was very evident that the system was wanting in many respects. State aid was not sufficiently far-reaching and voluntary effort alone, since it depended entirely upon subscriptions which might at any time cease, was insufficient to meet the educational needs of a rapidly increasing population; some radical change was necessary, and this was brought about by the Elementary Education Act of 1870.

4. In accordance with this Act the country was divided into a number of school districts and each district had to provide school accommodation for every child resident in it; if it failed to do this by voluntary effort a School Board was to be formed. Each School Board was to consist of not less than 5 and not more than 15 members, elected by the rate-payers. These School Boards were bound to provide a sufficient number of schools for the children of their districts and to keep the schools in good working order. "The expenses of a School Board were to be paid out of the 'School fund' into which was paid all the money received in scholars' fees, Parliamentary grants, loans and otherwise, and any deficiency was supplemented by money raised by local rates, to the amount of which there was no limit fixed. The local rating authority, *i.e.*, the Council in Boroughs and the Overseers in parishes, were required at the request of the School Board to pay the money needed out of any money in their hands, or to levy it by a fresh rate."

5. These School Boards with the consent of the department *might* make by-laws requiring compulsory attendance of all children between the ages of 5 and 13. Thus, by this Act, local authorities were held responsible to the State for the education of the children resident in their districts and the levy of a compulsory local rate was sanctioned. The principle of compulsory attendance was also introduced by this Act, but it rested with the Boards to enforce this principle or not just as they thought fit.

6. The Elementary Education Act of 1876 declared that "it shall be the duty of the parent of every child to cause such child to receive efficient elementary instruction in reading, writing and arithmetic, and if such parent fail to perform such duty he shall be liable to such orders and penalties as are provided by the Act". If a parent failed to send his child to school he was liable to be fined a sum not exceeding 5*s*.

7. School-fees were still being levied in all Board schools, but, in case of poverty, the Poor Law Guardian could remit the whole or part-payment. By the Act of 1880 every child under 10 was obliged to make full-time attendance at school.

8. In 1890 payment on the results of the examination of each individual child was done away with and instead of it payment was made on the results of the examination of the school as a whole.

9. In 1900 the "result system" had entirely disappeared and grant was given for each scholar in average attendance; the number of scholars in average attendance is obtained by dividing the total number of attendances made during a given period by the number of times the school has met during that period.

10. In 1891 education was made free and every parent could claim free education for his children between the ages of 3 and 15. Schools were still allowed to levy fees but if they ceased to do so the State gave them as compensation for the loss of fee income, a grant of 10*s* a year for each child in average attendance; this grant is called the fee grant.

11. Two Acts were passed by Parliament in 1897 by which a special aid grant was given to poorer Voluntary and Board schools and Voluntary Elementary schools were exempted from rates.

12. By the Act of 1900 School Boards were permitted to make by-laws raising the age of compulsory attendance from 13 to 14 and parents could be fined 20*s* if they failed to send their children to school. In this year the Board of Education took the place of the Education Department.

13. Then came the famous Education Act of 1902 which brought about a considerable change in the educational system especially as regards its local organization. Under this Act school boards are no longer to be the "local educational authority", but their powers are to be taken over by the County Councils, County Borough Councils, Councils of Non-County Boroughs with a population of over 10,000 and the Councils of Urban Districts with a population of

over 20,000. Each of these Councils must raise the requisite rates and if necessary borrow money and must also "establish an Education Committee or Education Committees constituted in accordance with a scheme made by the Council and approved by the Board of Education". A Council may delegate its power, except that of raising money, to its Education Committee.

14. *Constitution of Education Committees.*—A majority of the Committee must be members of the Council—the rest must be persons of experience in education and acquainted with the local schools; they may be nominated by other bodies but all must be appointed by the Council.

15. *The local Educational Authority* is under the Act responsible for and has control of all secular education in the Public Elementary schools in its district and must maintain and keep efficient all Elementary schools in its area.

16. There are two classes of Elementary schools described in the Act as "schools provided by the local authority" and "schools not provided by the local authority". For schools provided by the local authority managers are appointed by the local authority (if a County Council), not usually exceeding four in number together with not more than two managers appointed by the minor local authority, *i.e.*, the Council of a Borough or Urban District or Parish as the case may be.

17. For schools not provided by the local authority there are usually four "foundation managers" together with not more than two managers representing the local authorities; in the case of counties one is chosen by the higher local authority and the other by the minor local authority; in the case of Boroughs or Urban Districts which are local independent authorities for elementary education, their Council appoints both of the non-foundation managers. For further particulars regarding the managers of non-provided schools and their duties see report on the *Endowed School*, Fairfield, Buxton.

18. *The Special Aid Grants* given under the Act of 1897 are now to cease, and all Elementary schools whether provided or non-provided are to receive grants from the Treasury on the following basis:—

"A grant of four shillings per child in average attendance, and of three half-pence additional per child for every two-pence by which the amount raised by a penny rate falls short of ten shillings per scholar. But every locality raising less than a three-penny rate is to lose out of its Parliamentary grant half the amount by which its actual rate falls below the product of a three-penny rate."

"Endowments are not to be affected."

"Fees in non-provided schools are to be divided between the local authority and the managers in a proportion agreed upon between them, or else determined by the Board of Education."

"Notice must be given of the intention to provide any new school (provided or non-provided); and the managers of any existing neighbouring school, or the local authority, or any ten local rate-payers may appeal to the Board of Education on the ground that it is not required or could be better met otherwise."

"In the event of any dispute as to the necessity of any school, the Board of Education shall decide without unnecessary delay, having regard to the interests of secular instruction, to the wishes of the parents as to the education of their children, and to the economy of the rates."

19. These are some of the principal provisions of the Act which is now in force. It was and still is subject to much criticism both favourable and hostile but most of the Educationists with whom I have had an opportunity of discussing the subject are of opinion that although there may be a few minor changes made, the main principles will remain as they are for some time to come. However that may be, the fact remains that the Act is now in operation and completes the system of Elementary education which obtains in England at the present time.

CHAPTER II.

The Working of Elementary Schools in England.

Elementary education is compulsory and therefore free and every parent may claim instruction for his children (between the ages of 3 and 15) free of charge. Local education authorities are bound to provide school accommodation for all the children in their districts and to maintain the schools in an efficient state. Schools provided by the local authorities are called *Provided* or *Council schools*; those not provided by the local authorities are called *Non-provided* or *Voluntary schools*.

2. Children may attend the infant department of an elementary school at three years of age, but *must* do so at *five*. Under ordinary conditions a child of average ability will be transferred to the senior department when bordering on seven years of age, but there is no fixed age limit, and if, in the opinion of the head teacher, the child, though seven years of age, would benefit by a longer stay, there is nothing to prevent its being retained in the infant department, provided its presence will not be prejudicial to the discipline and to the general moral welfare of the other

children. No child under fourteen years of age can leave school, unless (*a*) it passes the standard for exemption, which varies in different districts and is regulated by the by-laws, or (*b*) being thirteen years of age can produce a certificate that it has made 350 attendances during each of the previous five years. Under certain conditions half-time attendance at school is accepted, and in agricultural districts special arrangements can be made for partial attendance at certain seasons of the year.

3. *Teaching staff.*—Every school must have a Head Teacher who must be certificated. "In no case will a staff be considered sufficient if it is not at least equivalent for the average attendance measured by the following scale":—

Teacher.	Number of children in average attendance.
The head teacher (certificated)	50
Each assistant (certificated)	60
„ „ (uncertificated or provisionally certificated)	45
„ supplementary teacher	30
„ provisional assistant teacher	30
„ pupil teacher	30
„ probationer	20

4. *Duties of the head teacher.*—Since the system of testing the merits of a school by annual examinations conducted by an Inspector has been abolished and intermittent general inspection substituted for it, the responsibility of examining the children now devolves upon the head teacher, who, in addition to recording individual results in the three elementary subjects (reading, writing and arithmetic) and the class results in the other subjects, is also expected to note any special characteristics of his children. In large schools the head teacher's chief work is that of *organizing*, *directing* and *supervising*, and upon the manner in which these duties are performed depends the entire success of the present system of intermittent inspection.

5. *Curriculum.*—Present conditions are very elastic. The Code no longer lays down one rigid scheme to be followed by all schools, large and small, urban and rural; it contains several suggested plans of work which teachers may follow if they wish, but there is nothing to prevent a head teacher from devising a scheme of his own and working according to it, provided it has the approval of the Inspector in charge of his school.

One of the chief aims of the Board of Education is to bring about a co-ordination of the work of elementary with that of secondary schools; the curriculum is therefore being gradually extended and the schemes of work are, generally speaking, much more comprehensive than they have been hitherto. In drawing up their schemes of work head teachers take into consideration the surroundings of the children and the industrial occupations of the people of the locality in which their schools are situated; for example, in Nottingham, which is a large lace manufacturing centre, *designing* finds a *prominent* position in the schemes for drawing; in Birmingham, *drawing to scale the different parts of machinery* forms part of the drawing scheme.

This principle of having due regard to local industries is particularly noticeable in the *manual training* schemes of schools situated in large industrial centres.

Drawing forms the basis of all manual instruction; *drawing from the flat* is being gradually superseded by *drawing from natural objects* and *from memory*.

Modelling, *Brushwork and Nature Study* are taught in most of the elementary schools.

Great importance is attached to the inclusion of these subjects in the curriculum of an elementary school as they are considered to be of great value in cultivating habits of accurate observation in the children.

In the upper classes of some of the larger schools where the equipment is adequate and where efficient teachers are available, boys are taught *handicraft* and *gardening* and girls *cookery*, *laundry work*, *dairy work and household management*, special grants being given for each of these subjects.

6. *Scholarships.*—There are three classes of scholarships, *minor*, *intermediate* and *major*, provided by the different County Councils to enable boys to carry on their education up to the University standard.

The award of these scholarships is of course decided by examinations; their number and value vary with the County Councils.

7. *School buildings, etc.*—Most of the new schools are built on what is known as the Central-hall plan, *i.e.*, a large central hall with class-rooms all round. Coming from India where school buildings are, too often, even when judged by the Indian standard, found to be wanting in many respects, one cannot help being struck with the magnificent school buildings in which elementary education is being carried on in many of the large towns in England. In Liverpool I saw three schools—one of these cost £33,000, one £35,000 and the third £40,000; these sums of course covered the cost of equipment also.

I went to an elementary school in Birmingham the upkeep of which, last year, amounted to £4,147–11–6 and of this sum £2,193 was met from local rates; this is an instance of the liberal manner in which money is being spent in England on elementary education.

The equipment of schools is, in most cases, as perfect as money can make it.

8. *Higher elementary schools.*—These schools as their name implies provide a more advanced instruction than is given in elementary schools. Children are admitted at 10 years of age and must leave at 15; before they are admitted they must obtain a certificate from an Inspector to the effect that they are likely to profit by the advanced instruction.

One would imagine that these schools would form a sort of connecting link between elementary and secondary schools, but from what I can gather this is not the case; they seem to belong to a class of their own, they are neither *elementary* nor *secondary*; what they specially aim at is to give their pupils such an education as will fit them for employment in engineering, industrial and commercial businesses; the course of instruction is therefore mainly scientific, but, in addition to science, the pupils are taught a *foreign language, elementary mathematics and drawing.*

9. *Evening continuation classes.*—The instruction given in these classes is often a substitute for that which ought to have been received in the day school, instead of being a true continuation of it. Many pupils leave the day schools as soon as they possibly can and go to work; some of these find that they do not possess the knowledge requisite for the proper performance of their duties; they therefore attend evening schools.

The syllabus is a very elastic one: the subjects being grouped under 5 heads—

(i) Literary and commercial.
(ii) Art.
(iii) Manual instruction.
(iv) Science.
(v) Home occupation and industries.

At least two subjects must be taught in every school.

Grants are paid on the attendance principle, viz.: "for each complete 20 hours of instruction received by registered students."

The Local Education authority receives the grants and pays the teachers.

The usual salary for a head teacher is from 7*s* to 10*s* per evening and for an assistant 2/6*d* per hour.

As a result of the "Cockerton judgment" evening schools have become secondary schools and are therefore inspected by Secondary School Inspectors.

10. *Grants.*—These are now paid directly to the Local Education Committee and are as follows:—

(1) The special aid grant payable under section 10 of the Education Act, 1902.
(2) The fee grant payable under the Act of 1891.
(3) Annual grants.

In Infant departments, an annual grant of 17*s* or 16*s* is given for each unit of average attendance.

In schools for older scholars, an annual grant of 22*s* or 21*s* is given for each unit of average attendance. The Board decides, which, if either, of these grants shall be given after considering the report and recommendation of the Inspector upon each of the following four points:—

(1) The suitability of the instruction to the circumstances of the children and the neighbourhood.
(2) The thoroughness and intelligence with which the instruction is given.
(3) The sufficiency and suitability of the staff.
(4) The discipline and organization.

For school years ending on or after 31st August 1905, grants will be payable at the following rates:—

15*s*	for each unit of average attendance of children	between	3 and 5	years of age.
20*s*	do.	do.	5 and 12	do.
25*s*	do.	do.	12 and 15	do.

Special grants are made to schools in areas with small populations and additional grants are given for instruction in *Cookery, Laundry-work, Dairy-work, Gardening and Handicraft.*

11. *Pupil Teacher system.*—For details of this system see report on the Pupil Teachers' centre, Pleasant Street, Liverpool.

12. *Teachers' Superannuation scheme.*—From the grants due to a body of managers, the Board of Education deduct £3 for each certificated master, and £2–4–0 for each certificated mistress. The contributions thus received are placed to a deferred annuity fund and at the age of 65 the teacher

is entitled to an annuity payable quarterly according to the official annuity table. In addition to this the teacher receives out of funds provided by Parliament 10*s* for each recorded year of service.

13. *Disablement allowance*—Is made to incapacitated teachers subject to certain prescribed conditions contained in the Act of 1898.

14. *Inspection.*—Any day after the commencement of the school year the Inspector may, without giving previous notice, pay a visit to a school. If he arrives before opening time he watches the children fall into line and march into school, notes the number of late scholars, inspects the premises and sees if the caretaker has performed his duties satisfactorily.

Then, as the first period is generally set apart for religious instruction, he inspects the books of the school and the composition of the children; after religious instruction is over and the ordinary school work begun he goes from class to class and sees how the work is being carried on by the teachers. Before leaving the school he has a talk with the head teacher and points out to him what defects, if any, he has noticed and makes suggestions for remedying them. He fills in his report form (a copy of which is attached to this report) and sends it up to the Board of Education for remarks and communication to the managers of the school who cause it to be copied *verbatim* into the Log-book.

15. *Conclusion.*—Elementary education in England is in a very flourishing condition and the reason for this is not far to seek. Teachers are well paid, school-houses are good and well equipped, children are provided with education, books, paper, pens, etc., free of charge, and there is a scheme now on foot for giving poor children a good mid-day meal. All this means money, not doled out in small sums, but given with both hands ungrudgingly.

APPENDIX I.

FORM OF INSPECTOR'S REPORT.

_____ School. No. _____

Local Education Authority _____

Year ending August 31st, 1904.

Certificated teachers who have not received Parchment certificates.

A report is needed in each case.

Full name.	Address.	Recommendation as to issue.

Teachers whose recognition or continued recognition under Article 68 is desired.

Full name.	Whether approved.

Candidates for recognition as Provisional Assistant Teachers.

Full name.	Is recognition specially recommended?

Teachers desiring recognition under Article 82 (*b*).

Full name.	Is recognition recommended?

Inspector's Report on Candidates for a First or Continued Recognition as Probationers (Article 33).

The Inspector should simply report whether the Candidate is approved or not.

Full Name.	Recommendation.
Boys	
Girls	
Infants	

Inspector's report upon Pupil Teachers admitted before July 1st, 1900 ("G," "F," "M," "Fail"); and upon all Pupil Teachers in the last year of their engagement ("P.C.," "not P.C.," under Article 52).

Full Name.	Report.	Remarks.

Is each Pupil Teacher engaged under a written agreement, including the conditions set forth in Schedule VI of the Code?

Are you satisfied that the Probationers and Pupil Teachers have received suitable instruction (Articles 33 and 34), and that each Pupil Teacher has been properly taught and diligent in his or her studies (Regulations for the Instruction and Training of Pupil Teachers, Article 31)?

N.B.—The Inspector should be careful to note marks for Reading, Recitation, and Teaching (Practical Skill) for each Pupil Teacher in the last year of his engagement, and for any other candidate for the next King's Scholarship Examination, whom he may find employed in any capacity in the school.

Form $\frac{9}{10}$ S. will be disused, but a new Form 12 (Exam.) on which to report these marks will reach the Inspector in due course.

Boys' school or Mixed school under a Master.

Name of Master_____

1. Are copies of the approved time table, and of the regulations required by section 7, Elementary Education Act, 1870, conspicuously put up?

2. Are the premises satisfactory as regards—
   (1) Sufficiency of accommodation.
   (2) Construction and arrangement for teaching.
   (3) Cloak-room.
   (4) Lighting.
   (5) Warming and ventilation.
   (6) Drainage and offices.
   (7) Desks and furniture.
   (8) Cleanness and tidiness.

3. Is the school suitably provided with books, maps, and other apparatus?

4. Are the registers and other school documents properly kept?

5. Are any classes too large for their teachers (Article 73)?

6. (*a*) Does physical training form part of the course of instruction (Article 15 (*b*) (*i*) of the Code)?
   (*b*) If so, is it based on the "Model Course" of 1902?
   (*c*) If it is not based on that course, has an alternative course been submitted and approved?

7. Is singing taught—
   By ear?
   By note?

8. Is satisfactory instruction given in—

Reading.	Arithmetic.
Recitation.	Drawing.
Writing.	Needlework.
Grammar.	Geography.
Composition.	History.
Singing.	Knowledge of common things.
Physical training.	

   If no instruction is given in one or more of these subjects:—
   (*a*) Specify which subject or subjects.
   (*b*) Are you satisfied that there is good reason for the omission?

9. Name any other subjects of instruction which have been, with your approval, included in the curriculum.

10. Remarks for communication to the school authorities.

11. Do you report the school to be inefficient? If so, give specific reasons in 10 above for doing so.

12. Are you satisfied as to—
   (*a*) The suitability of the instruction to the circumstances of the children and the neighbourhood?
   (*b*) The thoroughness and intelligence with which the instruction is given?
   (*c*) The sufficiency and suitability of the staff?
   (*d*) The discipline and organisation?

13. Is payment recommended of the Principal Grant? If so, at 21*s.* or 22*s.*?

Girls' school or Mixed school under a Mistress.

Name of Mistress _____

1. Are copies of the approved time table, and of the regulations required by section 7, Elementary Education Act, 1870, conspicuously put up?

2. Are the premises satisfactory as regards—
   (1) Sufficiency of accommodation.
   (2) Construction and arrangement for teaching.
   (3) Cloak-room.
   (4) Lighting.
   (5) Warming and ventilation.
   (6) Drainage and offices.
   (7) Desks and furniture.
   (8) Cleanness and tidiness.

3. Is the school suitably provided with books, maps, and other apparatus?

4. Are the registers and other school documents properly kept?

5. Are any classes too large for their teachers (Article 73)?

6. (*a*) Does physical training form part of the course of instruction (Article 15 (*b*) (*i*) of the Code)?
   (*b*) If so, is it based on the "Model Course" of 1902?
   (*c*) If it is not based on that course, has an alternative course been submitted and approved?

7. Is singing taught—
   By ear?
   By note?

8. Is satisfactory instruction given in—

Reading.	Arithmetic.
Recitation.	Drawing.
Writing.	Needlework.
Grammar.	Geography.
Composition.	History.
Singing.	Knowledge of common things.
Physical training.	

   If no instruction is given in one or more of these subjects:—
   (*a*) Specify which subject or subjects.
   (*b*) Are you satisfied that there is good reason for the omission?

9. Name any other subjects of instruction which have been, with your approval, included in the curriculum.

10. Remarks for communication to the school authorities.

11. Do you report the school to be inefficient?
    If so, give specific reasons in 10 above for doing so.

12. Are you satisfied as to—
   (*a*) The suitability of the instruction to the circumstances of the children and the neighbourhood?
   (*b*) The thoroughness and intelligence with which the instruction is given?
   (*c*) The sufficiency and suitability of the staff?
   (*d*) The discipline and organisation?

13. Is payment recommended of the Principal Grant? If so, at 21*s*. or 22*s*.?

Infant School or Class.

Name of Teacher in charge of Infants. _____

1. Are copies of the approved time table and of the regulations required by section 7, Elementary Education Act, 1870, conspicuously put up?

2. Are the premises satisfactory as regards—
   (1) Sufficiency of accommodation.
   (2) Construction and arrangement for teaching.
   (3) Cloak-room.
   (4) Lighting.
   (5) Warming and ventilation.
   (6) Drainage and offices.
   (7) Desks and furniture.
   (8) Cleanness and tidiness.

3. Is the school suitably provided with books, maps, and other apparatus?

4. Are the registers and other school documents properly kept?

5. Are any classes too large for their teachers (Article 73)?

6. (1) Are the infants a class, or a separate department?
   (2) If an infant class, is supervision properly exercised by the Principal Teacher of the school?

7. Is singing taught—
   By ear?
   By note?

8. Is satisfactory instruction given in—
   The elementary subjects?
   Knowledge of common things?
   Appropriate and varied occupations?
   Needlework?
   Drawing?
   Singing?
   Physical training?

9. Remarks for communication to the school authorities.

10. Do you report the school to be inefficient? If so, give specific reasons in 9 above for doing so.

11. Are you satisfied as to—
   (*a*) The suitability of the instruction to the circumstances of the children and the neighbourhood?
   (*b*) The thoroughness and intelligence with which the instruction is given?
   (*c*) The sufficiency and suitability of the staff?
   (*d*) The discipline and organisation?

12. Is payment of the grant recommended? If so, at 16*s*. or 17*s*.?

1. If Cookery is taken—

(*a*) Is special and appropriate provision made for practical teaching?

(*b*) Is the time entered in the time table not less than a continuous hour and a half at any meeting?

(*c*) Have the list of dishes taught during the year and the record of the instruction given been submitted to you?

2. If Laundry work is taken—

(*a*) Is special and appropriate provision made for practical teaching?

(*b*) Has a record of the instruction given and the work done been submitted to you?

3. If Dairy work is taken—

(*a*) Is special and appropriate provision made for practical teaching?

(*b*) Is the time entered in the time table not less than two continuous hours at any meeting?

4. If Cottage gardening is taken—

Is special and appropriate provision made for practical teaching?

5. If Manual instruction is taken—

(*a*) Is the time entered in the time table not less than two hours weekly throughout the year?

(*b*) Do you recommend the payment of the grant? If so, at 6*s*. or 7*s*.?

6. If Household management is taken—

(*a*) Is provision made in the time table for not less than 100 hours' instruction in the year?

(*b*) Are the premises specially adapted for the purpose?

(*c*) Are the instruction and arrangements satisfactory?

Article 104.

1. Do you recommend any special grant under this Article?

2. If so, at what rate?

Article 105.

Do you recommend a special grant of £10 under this Article?

Articles 104 and 105.

Have you satisfied yourself, as far as possible, that the statement as to population on Form 9 S.P. is substantially true?

I. Are the Infants taught suitably to their age, and so as not to interfere with the instruction of the older children?

II. Has any aid grant received been applied, or is it in course of being applied, to the specific purposes for which it was made?
If not, give particulars.

III. What is the number of additional attendances claimed and allowed under Article 12*b*—

1. Boys?_____ 2. Girls?_____

IV. Have you found the school closed at any time when the time table provided for instruction being given, without due notice under Article 87*?

If so, do you recommend a fine, and of what amount?

Date of visit or visits—

Boys' school_____

Girls' school_____

Infants' School_____

(Signed)_____

Inspector.

APPENDIX II.

Notes of Inspection.

Monday, 11*th April* 1904.—I went with Mr. Cyril Jackson to the Higher Elementary school, Thomas Street, Limehouse. This is one of the best schools of its kind in the East of London; the *school building* is commodious and well planned—roughly speaking the plan is a central-hall with class rooms round three sides of it, glazed partitions between the different class-rooms and glazed doors leading from the class-rooms to the central-hall—this is an excellent arrangement and it makes the class rooms bright and cheerful. The central-hall is used for assembling the children in, for music, drill, physical exercises in bad weather, and sometimes for Free-arm drawing.

The chemical and physics laboratories were well equipped.

Furniture, &c., in every way adequate; what I particularly noticed was that the long benches and desks which are so much in evidence in our schools in the Madras Presidency were not to be seen in this school, but in place of them, what are called *dual-desks* were used; these desks as the name implies are made to seat two pupils and are arranged in rows with passages between the rows so that the teacher can have ready access to any individual boy—this is an obvious advantage over the old arrangement.

Another thing I noticed was that the school possessed a magic-lantern which was used for illustrating lessons in History, Geography, Physics, &c.

I saw lessons given in *Free-arm drawing*, *Geography*, *the Railway system of Scotland*, *Geometry*, and *Drawing* from plaster casts.

In *Free-arm drawing* the pupil sits or stands at arm's length from his work so that his arm can move freely from the shoulder; the general result of the use of this style is that the work produced exhibits bolder lines, truer curves and more firmness of touch all round.

The chief feature of the Geography lesson was the lively interest which the class took in it; it might easily have been made the dullest of dull lessons but evidently by careful preparation the teacher had avoided this.

I also saw the boys at work in the chemical and physics laboratories, and was particularly struck with the thoroughness of the teaching; the boys were not merely shown the experiments by the teacher but they had to fit up the apparatus and perform the experiments themselves and after having done so make a sketch of the apparatus used and enter their notes in their note-books—by this means an almost indelible impression is made on the minds of the boys; they are not likely to forget what they themselves actually did with their own hands.

The home-work books were very neatly kept by the boys and carefully corrected and initialled by the teacher concerned; one peculiarity about the home-work of this school is that the boys do their *Reading* and *Writing* at home every evening, and reading and writing as lessons proper are not taught in school. In order to make sure that a boy really does read at home the Headmaster gets the father of the boy to enter in the home-work book some such remark as this—"My son read aloud to me for 10 minutes" signed (XX).

I was assured by the Headmaster that this plan worked very well indeed; the boys got more exercise in reading than they could possibly get in school, the classes being so large, and the parents seemed to take a greater interest in the education of their children.

On 12*th April* 1904, I went with Dr. Eicholz to the Tennyson Street Cripples' school, Battersea. This is a school for "physically defective" children. Every child of school-going age is bound to go to school, no matter whether the child be mentally or physically sound or mentally or physically defective; therefore, as it is considered advisable to separate the "defectives" from the sound children, special institutions have been established for mentally and physically defective children. If the Medical officer finds any defective children attending an ordinary Council school he orders them to be sent to one of the schools specially established for such cases. The children who are unable to walk are conveyed by ambulance to and from school; they remain at school to dinner (this is part of the treatment); this ensures them having at least one good meal a day and under this treatment, I am told, they improve almost beyond recognition.

The building is a very good one containing one large hall with four class rooms opening into it, each class room accommodates 20 children; during the recreation intervals the children play about in the hall, those who can't walk wheeling themselves about on chairs specially designed for this purpose.

There were 75 children on the roll between 7 and 16 years of age.

The staff consisted of four mistresses, one trained nurse, a cook, and a kitchen-maid.

The children are taught the three R's, but special attention is paid to manual training, for instance, *Drawing* (free-arm scale and design), *Clay-modelling*, *Rug-making*, *Cane-weaving* and *plain and art Needlework*.

We then went to the Shillington Street school; this is a school for "mentally defective" children. The building is on the same plan as the Tennyson Street school.

One hundred and twenty-six children on the roll. Staff—five mistresses.

Each child has a desk to itself. The children who come to this school are first taught to articulate, *speech defect* being found to be one of the characteristic features of the mentally defective child; they are then taught the three Rs as far as is possible; but here again as in the school for physically defective children, *industrial efficiency* is the chief end and aim of their education. Some improve so much under this training that they are allowed to go back to an Elementary school and thence out into ordinary life; some stay until they are 16 and then take up unskilled employment; some remain in employment; some are shiftless and some totally incapable.

We then went to the Residential school for the deaf and dumb at Annerley. There are 57 resident and 20 day boys; the resident boys are housed in four small homes, each home can accommodate 15 boys and is in charge of a person called a foster mother; the homes were pictures of neatness and cleanliness.

The school building is built on the central-hall plan. The boys are taught to speak by the oral method. I saw them at work and was astonished at the readiness with which they answered the questions put to them; on being told that I had come from India, one boy asked me whether I had ever seen a Bengal tiger! Here again industrial efficiency is chiefly aimed at; the boys are taught *Carpentry*, *Tailoring* and *Boot-making* so that when they leave school they can proceed to earn their own living.

The boys enter school at 12 years old and leave at 16; they are weighed and measured periodically, and the improvement after 15 months' residence, in physique, height and weight is, I am told, remarkable.

On 15th April I went with Mr. Cyril Jackson and the Inspector of the District Mr. Graves to see the *Cooking* and *Housewifery* departments of the Paragon school in the Old Kent Road; thence we went to Webb Street Board school, Bermondsey, where we saw *reading* taught on the Dale's system; this is a phonic method and is excellent, and might with advantage be introduced into our Training and other schools in the Madras Presidency.

We then went to Herton's Road Higher Grade school and saw the Sub-Inspectors testing the children in *Recitation*, *History* and *Geography*. Thence to the *Alma school*, Bermondsey, and saw the whole school at *Brush-work* and *Free-arm-drawing*; both were excellent. I brought the specimen of *Brush-work*, which I saw done, away with me.

On Friday, 15th April, I went with Mr. Cyril Jackson and Mr. Holt-White, the Inspector of the Division, to Chislehurst Road School, Orpington, to see some "Nature study". "Nature study" has been introduced into the school curriculum of almost all the schools in the Kingdom; some teachers take more interest in the subject than others but all to whom I have spoken agree that the children become more observant and their intelligence becomes quickened by this study of living things. At the Orpington School, although undue prominence is not given to it, Nature study is very thoroughly and systematically carried on throughout all the standards from 1 to 7.

The school has a nice building with a fairly large garden attached to it. In all the class rooms there are flower pots and window-boxes for the raising of indoor plants and to each class is allotted a small plot of ground for the cultivation of outdoor specimens. In the first standard room I noticed broad beans and scarlet runners growing in wet sponges and mustard and cress on wet flannel, the children note the changes that take place day by day in these specimens and these changes are placed on record by the teacher because the children of this standard are too young to do so themselves. Their observation is not confined to plant-life; in a large glass bowl, there were tadpoles which had been under the observation of the children from the spawn stage and which will remain under their notice till the frog is fully developed. The development of the spider and silkworm from eggs was also being watched, the apparent movements of the sun were noted by marking the shadows on the wall of the class-room. In the higher standards the children keep note-books in which they show by brushwork the different stages of the development of the specimen under observation. This method of making notes possesses many advantages; in the first place it ensures personal observation, it is quick and suggests the real thing better than an outline drawing and it is a good exercise for the child to have to remember what his painting is about, moreover every child seems to take the greatest possible pleasure in this work.

I saw a lesson give on the *Primrose* to a first standard class. Each child was given a primrose and was then told to tell the teacher all about it; after this the teacher began to add to their knowledge by tactful questioning. I also saw the children of the higher standards in the garden experimenting on cross-fertilization; they were also sowing radishes in different kinds of soils in order to see which kind was most suitable.

I was greatly interested with all I saw and was not surprised to hear from the head teacher that he thought the children had done their other subjects better since they had taken up "Nature study."

On Tuesday, 19th April 1904, I went with Mr. Firth to Brighton Avenue Boys' school, Gateshead.

Building.—Good.

Furniture.—Good; all the desks were *dual-desks*.

Class-rooms.—The walls were hung with pictures and specimens of writing, drawing, brush work, &c., done by the boys, and considered worthy of exhibition.

In this school there is also in every class-room a small black-board called the "Current events board"; on this is written by the teacher the chief events of the day as gleaned from the papers by the boys; there is also what is called an "Observation black-board" on which is written the reports of the children who have been keeping their eyes and ears open, such as "heard cuckoo for the first time this year", "saw such and such a tree in bud, leaf or flower", &c., &c.

The school possesses a small museum to which the children are constantly contributing specimens.

I saw the following lessons given—*Reading*, *Elementary Science*, *Recitation*, *History and Geography*, *Manual Training* and *Singing*, and was very pleased with all I saw and heard.

On Wednesday, 20th April 1904, I went with Mr. Firth to the Brighton Avenue Infant school.

Building.—Good.

Furniture.—Good. All desks dual.

All women teachers.

The children are from 3 to 7 years old.

I saw some 6 years old children doing addition and was surprised at the rapidity with which they worked out the sums; the method of teaching addition was as follows:—

The teacher put a row of single figures on the black board and then told the children to pick out the numbers which added together made 10 and then to add this 10 to the sum of the other numbers; at the commencement this process is perhaps a little slower than the old one of starting at the bottom of the column and adding up, but very soon the children become able to pick out the figures which make 10 or nearly 10 at a glance and the result is the power of adding up long rows of figures with as much accuracy and with greater rapidity than is possible under the old method.

The 3 and 4 year old children are taught *Reading* on the phonic system.

Kindergarten is taught throughout the school.

Reading, good; *Writing*, good; *Recitation*, good; *Drawing*, very fair.

Colour wash is done by the 6 and 7 year old children—the outline of the figure is drawn by the teachers and then the child colour washes it; some of the specimens I saw were excellently done.

Clay modelling is taught in the two highest classes—for this purpose a substance called *Plasticine* is used—it is found to be better than the modelling clay which was formerly used as it is not so "messy" and does not soil the fingers.

Nature Study is taken throughout the whole school—in the baby class (3 and 4 year old children) object lessons are given; in the higher classes the children observe for themselves.

On the 21st April, 1904, I went with Mr. Payne to Shipcote Boys' school, Gateshead.

Building—Good.

Furniture—Good; dual desks.

Library—A small one in each class-room, the books being carefully selected by the head teacher.

Museum—A small one in each class-room—the specimens being useful for object lessons.

I saw lessons given in *Reading*, *Writing*, *Arithmetic*, *Geography*, *Elementary Science* and *Oral Composition*. The last is sometimes called *Silent reading* and is done in the following manner:—The boys are allowed a certain time in which to read a paragraph or series of paragraphs and are then asked to give the meaning in their own words; by this means boys are taught to collect their ideas and express themselves readily; another thing which struck me as being worthy of notice was that the head teacher once a week reads a magazine to the sixth and seventh standard boys. When he does this each boy is required to have a dictionary and an atlas by his side and is taught how both should be used in ordinary reading.

Manual Training (wood-work) is taught to boys over 12 years of age.

The scheme is as follows:—

1st. The use and construction of tools.
2nd. Growth of timber and the different kinds of woods.
3rd. Drawing plans, &c.
4th. Construction of models from drawings.

Slates are being abolished on hygienic and other grounds.

Breathing exercises are given at the end of each lesson.

On 22nd April 1904, I went with Mr. Payne to Rose Street Girls' School, Gateshead.

Building—Good.

Furniture—Good; dual desks.

Class-rooms—bright and cheerful, the walls were adorned with pictures and maps and there were plants and flowers in all the windows.

I saw lessons given in *Reading*, *Recitation*, *Geography*, and *Arithmetic*. The *Geography* and *Arithmetic* seemed to me to be particularly well taught—in the former historical events were introduced wherever suggested. The *Arithmetic* lesson was always preceded by questions in mental arithmetic—this method seems to make the children quick and smart and to concentrate their attention on the subject in hand. In each of the lower standard class-rooms hung up in a conspicuous position was a "Decimal counting Card"—this is a large cardboard on which are drawn 100 squares in rows of 10—being hung up in front of the class the children can see it quite easily and by this means they become familiar with what 100 really means. The teachers told me that they found it of great value in dealing with the elementary rules. *Oral* and *Written Composition* are taught throughout the school.

We then went to the Sunderland Road Boys' school and saw some very good Free-arm Drawing, and heard a lesson given in Elementary Science. We also went into the Girls' School and saw the classes at Needlework.

All the class-rooms were particularly bright and cheerful; the children were simply surrounded with pretty pictures and flowers. Special attention is paid to the beautifying of the class-rooms of this school as the children who attend it come from a very squalid neighbourhood.

On Monday, 25th April, I went to Darlington to see the Training College. I spent two days in looking over the college and seeing the students at work. This institution is under the management of the British and Foreign School Society; it is a residential college and trains mistresses for Elementary schools. The building which has recently been extended is a very fine one and stands in well kept grounds where there are tennis courts and a hockey ground for the students. I saw the following lessons given.

A criticism lesson on the *celandine*.

A lesson on Education and on each of the following subjects:—

English Literature, *French Dictation*, *Botany* and *Swedish Drill*.

The staff is a very capable one and the students appeared to be very keen on their work; their social life too is very bright and cheerful—it is difficult to imagine how they can turn out to be other than good and sympathetic teachers after having undergone such an excellent training and after having lived for three years in such an atmosphere of refinement and culture as that which obviously pervades the whole institution—I was very pleased with all I saw.

On Wednesday, 27th April, I went with Mr. Bertram to East Walker Council School (Newcastle-on-Tyne).

Building was one of the old type, not so suitable as the new central-hall style.

Furniture—Long desks.—These are not nearly so convenient as *dual desks*. The walls were well adorned with pictures. Saw lessons given in *Arithmetic*, *Reading* and *Dictation*, nothing particularly striking or worth recording.

We then went to the Infant department and saw the classes at Kindergarten occupations—*Building with bricks*, *Brush work* and *straw and paper Threading*—the children seemed to be much interested in their work. I also saw a lesson in *word-building*—this was a very interesting one—one point in this lesson which struck me as being particularly good was the endeavour on the part of the teacher to make the children talk; she was not satisfied with a monosyllabic answer.

On Thursday, 28th April, I went to South Shields with Mr. Foster to see Westoe Road Higher Grade School, this is about the largest of its kind in the North of England; it consists of five departments, Infant (children from 4 to 7 years of age) *Junior boys*, *Junior girls*, *Senior mixed and Higher Grade or Secondary Division A*—there were 2,900 children on the roll.

Buildings—very good containing well furnished class-rooms and well equipped *chemical and physics laboratories*, a small *library*, and a small *museum*, full of interesting specimens most of which were presented by the pupils. I saw lessons in *Designing*, *Model drawing*, *Mechanics*, and *Woodwork* and was very pleased with what I saw.

Free-hand drawing from the flat is practically eliminated from the scheme of work in this school for boys.

In the infant department the class-rooms are particularly bright and cheerful—on the walls were pictures of little Dutch children at play and of birds and flowers.

On Friday, 29th April, I went with Mr. Payne to the Bentinck Special School for mentally defective children.

Building—good, with bright and cheerful class-rooms.

Saw the children at lessons. As in the Shillington Street School so here particular attention is paid to *speech* and proper *articulation*. The children are also taught the three R's, *Kindergarten* and *Manual training*, such as *Drawing*, *Rug-making*, *Rattan Work*, *Sewing*, *Knitting*, *Darning* and *Macrâmé work* (*string work*).

We then went to Blenheim Infant school and saw what is called a self-impression lesson, *i.e.*, an object lesson is given and then instead of proceeding with the questioning and answering method, the teacher gets the children to come forward and draw on the black board their own impressions of the lesson—for instance when I was there an object lesson was given on the wall-flower and incidentally the "bee" came into the lesson—this was described and drawn on the black board by the teacher; after the lesson was finished the children came forward and drew a *bee*, a *bee-hive* and *honeycomb* quite nicely.

We then went to the Pupil Teachers' Centre.

Building—a very fine three-storied building.

Science laboratories—well equipped in every particular.

Saw all the Pupil Teachers at work and noticed that they all performed the experiments in chemistry and physics with their own hands and then in their note-book made a sketch of the apparatus used and entered their notes.

On 3rd May I went with Mr. Dibben to the Clarendon Street Mixed School, Nottingham.

Building.—good—central hall with class-rooms all round.

In the central hall are cases of stuffed birds, pictures on the walls and plants and flowers here and there throughout the room.

Class-rooms—well furnished, all dual desks—the walls bright with pictures and plants and flowers in the windows.

Saw lessons in: *Reading*, *Oral Composition*, *Picuture talks* and *Free-arm drawing*.

No slates are allowed in this school.

We then went to see the drill of the female students of the Day Training College—this was a sort of Swedish drill—the different exercises were done with great precision.

On Wednesday, 4th May, I went with Mr. Dibben to Hucknall town to see the Spring Street Girls' School.

Building.—One of the old corridor buildings, not so suitable as the central-hall plan.

Class-rooms.—Well furnished, all dual-desks; the walls were covered with interesting pictures.

No slates in this school.

There is a small museum.

Saw lessons given in *Arithmetic*, *Reading*, *English Grammar*, *Writing* and *Dictation*.

All the children over 11 learn cooking; I saw them at work and also saw the finished articles which seemed to be very nicely cooked.

On Thursday, 5th May, I went with Mr. Dibben to Huntingdon Street Senior and Junior schools, Nottingham.

Building.—The old plan, just a series of class-rooms.

Class-rooms.—Bright and well furnished with dual-desks.

No slates in this school.

Saw a lesson on "the map" given to a first standard class. This was very well done. The children were made to draw a *plan* or *shape* of a book on the black-board, then a *picture* was introduced, and they were asked to say what their impressions were, then the picture was changed for a simple outline map. In this school *Oral Composition* is begun in the infant standard and *Written Composition* in the first standard (7 and 8 year old children). In teaching written composition the method followed is, first a conversational lesson on some familiar object or animal is taken, then a day or two afterwards the children are asked to write what they know about it.

In teaching *Geography* the magic lantern is brought into requisition.

Nature study, *Brush-work* and *Designing* are taught. I saw some very nice specimens of designs for lace drawn by the children. Nottingham being a lace-making centre, special attention is paid to designing.

On Friday, 6th May, I went with Mr. Dibben to the Higher Elementary school, Derby; this is a school for boys and girls (taught in separate class-rooms).

Building—Very good one.

Class-rooms, bright and cheerful, furnished with *single* and *dual-desks*.

No slates.

Pupils are admitted by an entrance examination, they must be 10 years old when they enter this school, and they remain in it for five years.

I saw lessons given in the following subjects :—

Poetry, Arithmetic, Geometry, French Grammar, History, Geography, Cookery and Woodwork. Also saw the boy s at work in the Chemical and Physics laboratories; these laboratories are very large rooms, beautifully equipped in every particular.

From an examination of the schemes of work which have been very thoughtfully graduated from the first to the last year and from the way in which the teachers handled the lessons which I saw given, I concluded that excellent work was being done in this school. A small fee of 6*d* a week is levied throughout the school.

On Monday, 9th May, I went to a Non-provided school, *the Endowed school,* Fairfield, Buxton.

The endowment is the income derived from building plots and comes to about £200 a year; it is increasing in value.

Trustees, 13 in number, including the Vicar of Fairfield, Vicar of Buxton, two Church Wardens, Chairman and Vice-Chairman of the Urban District Council, and the remainder co-opted as life Trustees.

Duties of Trustees—to manage the estate, look after the school buildings and carry out any alterations and additions ordered by the County Council.

Managers of the school—4 foundation, elected by the 13 Trustees every 3 years.

One representative of the *County Council.*

One representative of the *Urban District Council.*

Duties of Managers—to carry out instructions of County Council re-garding management of school, to make suggestions to County Council and to select the staff.

The *Correspondent* receives salaries from the County Council and pays the staff and all accounts which have been passed by the Managers and sanctioned by the County Council; he is responsible for the working of the school.

Buildings—the Senior and Infant departments are in the same block; the Junior department is in a temporary building in the Vicarage garden. In the main block the class-rooms are insufficient in number, consequently three standards are being taught in one room.

Furniture—the old style of *long desks.*

Slates are being gradually got rid of.

Poetry, Arithmetic, Geometry, French Grammar, History, Geography, Cookery and Wood

Saw all the teachers at work; the lessons given before me were *Written Composition, Arithmetic,* and *Reading* in their senior department and *Word building* and *Numbers* in the infant department.

Word building and *Reading* are taught on the phonic system.

On Tuesday 10th May, I went with Mr. Grindrad to see the Council school at Mellor, a village near Marple.

Reading.—One large room with a small class-room at each end of it.

Staff.—Headmaster and one assistant.

Number on roll—. 120 (7 standards).

No slates in this school.

Saw lessons given in *Written Composition, Reading, Arithmetic* and *Geography.*

I did not think much of this school.

On Wednesday, 11th May, I went to the Buxton Council elementary school for boys.

Building.—One large room and two class-rooms; the large room is divided by glazed partitions into three class-rooms.

Class-rooms furnished with the old fashioned long desks, plenty of maps and pictures on the walls.

I saw lessons given in *Geography, English Grammar, Arithmetic, Composition,* and *Physical Drill*—this last was taken by the Volunteer Drill Sergeant who is the Sergeant Instructor of all the council schools in and around Buxton.

No slates in this school.

On Thursday, 12th May, I went with Mr. Grindrod to see the New Town Council school at New Mills.

Building.—Five class-rooms, the walls of the class-rooms were covered with maps and pictures and there were flowers and plants in the windows.

Furniture, long desks.

No slates in this school.

Saw lessons given in *Reading, Dictation, Recitation, Composition* and two object lessons, one onthe *Daisy,* the other on the *Tadpole.* I was very pleased with what I saw; the object lessons were particularly well done.

On Friday, 13th May, I went to Harpur Hill to see the Council school there. This school was originally started by the old Lime Firms Company, in order to educate the children of their workmen; the building was erected by them as school and church combined; it is commodious and fairly well adapted to school purposes; it is now taken over by the Council; the desks are mostly long ones; slates are gradually disappearing.

Number on roll.—176.

Staff.—Head Teacher, two assistants and one pupil teacher.

I saw lessons given in *Reading, Arithmetic, Dictation,* and *Drawing* and thought the teaching fairly good.

On Monday, 30th May, I went with Mr. Harrison to see the school for the Blind at Wavertree, Liverpool.

The *Building* is a very fine one standing in a large well-kept garden.

The boys and girls are taught the usual 3 Rs. and also knitting and basket-weaving.

Some of the older boys do wood-work and chair-caning.

The Braille letters are used throughout the school. I heard some of the children read and saw them write and do sums, weave baskets and knit scarves, etc., and was very pleased with what I saw.

There is a nice gymnasium well equipped with all the requisite apparatus where the boys are regularly taken in gymnastics.

The children seem to take a great delight in gardening, each one has a little plot of garden ground of its own; they do all the digging, watering, etc., themselves.

There is also a *running track* for the boys; this is a proper cinder-path about 60 or 70 yards long and 18 feet wide; three thin wire ropes stretch from end to end about 6 feet apart; on each wire is an iron ring with a chain attached to it; when he runs the boy takes hold of this chain and pulls it along with him, by this means he is able to keep a fairly straight course.

The children all belong to the poorer classes; they live in the school and are boarded, lodged, and educated free of charge.

The institution is supported by—

(1) Voluntary subscriptions.
(2) State aid.
(3) Local funds.

On Tuesday, 31st May, I went with Mr. Harrison to Widnes to see the Simm's Cross Council school (senior girls' department).

Building.—Old style.

Class-rooms.—Rather dark and cheerless.

Saw lessons given in *Arithmetic, Geography* and *an object lesson on Soap* and a lesson on the *Circulation of the blood.* I did not think much of the teaching.

On *Wednesday, 1st June,* I went with Mr. Harrison to the Pupil Teachers' Centre, Pleasant street, Liverpool.

Pupil Teachers' Centres are institutions into which young people (14 years old) from Elementary schools who intend taking up teaching as a profession are admitted on examination held by the local authority. Under the new Education Act, these pupils are "whole timers" for the 1st two years, *i.e.*, they are simply and solely going on with their own education. When they reach 16 years of age they become "half-timers", *i.e.*, they spend half their time at the centre receiving their education and the other half at some school where they practise teaching under the supervision of the head teacher of that school. During their four years' course at the Pupil Teachers' Centre they do ordinary secondary school work. Pupils from Secondary schools who wish to take up teaching as a profession are admitted to a Pupil Teacher's Centre at the age of 16 on examination and become half-timers at once. At 18 years of age all the pupils go in for either the London University Matric, or the King's Scholarship Examination; passing either of these examinations entitles them to entry into a Training College for two or three years as the case may be, after which they sit for a certificate examination. While at the Training College the students are taught the theory of teaching; they only have about six weeks practical work during their two years' course at the Training College. Those not entering Training Colleges can become assistant teachers in schools and may work privately for examination for a teachers' certificate; evening classes are held at the Pupil Teachers' Centres for this purpose.

The *building* cost £33,000; this money was borrowed from the State on security of the City rates; they pay back about £1,000 every year as interest and about another £1,000 as part of the principal borrowed. It is an excellent building and beautifully equipped with furniture and apparatus.

In addition to the English subjects of an ordinary Secondary school curriculum the pupils are taught *Science* theoretical and practical. *Art-drawing* and *Brushwork, Singing, Mathematics, Algebra, Geometry, Trigonometry, French* and *Latin* (for those who are going up to a University).

I was very favourably impressed with the whole institution.

On *Thursday*, *2nd June*, I went to Birchfield Road Council school, Liverpool.

Building.—A very fine one indeed, admirably designed and beautifully equipped in every particular, with site and equipment it cost £40,000. It has accommodation for 540 infants and 1,210 children above the Infant standard.

The central hall is the finest I have seen yet. It is 126 feet long and 36 feet wide and has a gallery running all round it; there are also good physics and chemical laboratories, cooking-room, laundry and a very fine swimming bath 60 feet long and 20 feet wide. Swimming forms part of the curriculum during the summer months. There is also a spacious play-ground.

Staff.—Principal and four masters and eight mistresses for the mixed school, and four Mistresses for the infant department.

Number on the roll.—1,020.

Average attendance.—900.

This school is allowed to levy fees at the maximum rate of 3*d.* per week.

I saw lessons given in *Reading*, *Recitation*, *Geography*, *French*, and *Drill*, was very favourably impressed with all I saw and heard.

On *Friday*, *3rd June*, I went with Mr. Moore to see the Lawrence Road Council teachers school (mixed), Liverpool.

Building.—Very fine one; cost £35,000; accommodation for 1,750 children.

Number on the roll.—1,620.

Average attendance.—1,450.

Staff.—Five men and 13 women teachers, and in addition to these six pupil teachers.

There are well equipped chemical and physics laboratories, an excellent swimming bath, a covered gymnasium containing all the necessary apparatus and a good play-ground.

Fees are levied by permission of the authorities concerned, the maximum fee being 3*d.* per week. Roughly speaking the upkeep of this school represents an annual expenditure of £4,000, to meet this the management gets about £3,000 from State Funds and the remainder from the Council.

I saw lessons given in *Drill*, *Arithmetic*, *Recitation* and *Geography*. Saw also specimens of the pupils' *Drawing* and *Brushwork* and was well pleased with what I saw.

On Tuesday 7th June, I went with Mr. Green to City Road Council school, Birmingham.

Building—Very good one.

Furniture—Good, dual-desks.

The scheme of work for manual training of the pupils is a very thoughtfully arranged one advancing step by step from paper-folding in the lower classes to actual metal and wood-work in the 5th, 6th, and 7th standards.

I inspected the *Drawing*, *Brushwork*, and *Designing* of the pupils and was very pleased with what I saw, some of the drawing being particularly good. As there are large engineering firms in Birmingham, the manual-work scheme is arranged with the definite object of placing the boys, when they leave school, in one or other of these firms.

We then went to Tindal Street Infant school.

Building—Good.

Class rooms—Bright and cheerful, pictures on the walls and flowers and plants in the windows. I saw lessons given in *Reading*, *Dictation*, and "*Blob*" *work*. *Reading* is taught on the phonic system.

On Wednesday, *8th June*, I went with Mr. Green to Dennis Road Council school, Moseley.

Building—A very fine one.

Furniture—All dual-desks.

There is no science apparatus in this school, as science is taught by the "visiting teacher" who is a qualified science man appointed by the local management to teach science to the upper standards of the Council and non-provided schools; he has about 10 schools to visit every week for this purpose.

I saw lessons given in *Dictation*, *Drawing*, *Geography*, *Composition*, *Reading* and *Arithmetic.*

We then went to the Infant department; the class-rooms were bright and cheerful, pictures on the walls and flowers and plants in the windows.

Nature Study is very systematically carried on in this school.

On Thursday, *9th June*, I went with Mr. Green to the Aston Manor Higher Elementary school, Whitehead Road, Aston.

Building.—A very fine one; cost with site and equipment £25,000; it can accommodate 600 pupils; there are 450 on the roll. There is a large central hall which is used as an art room and excellent chemical and physics laboratories well equipped with every requirement; there is also a very good gymnasium.

The school is divided into two departments, boys and girls; the boys are located on the first floor and the girls on the second, with the art room and laboratories common to both.

Staff.—Principal and seven class and two science teachers.

Classes.—Seven.

Curriculum.—In addition to the 3 Rs., *French*, *Mathematics*, *Physics*, *Chemistry*, *Shorthand*, *Drawing*, *Brushwork*, *Metal* and *Wood-work* are taught.

Pupils are admitted into this school from the Fourth Standard of Elementary schools; they are then between 10 and 11 years old; they must leave school before they are 16.

Fees are levied at the rate of 6*d.* per week throughout the whole school.

The total expenditure on the school last year was £4,147–11–6, the total income for the same period was, from State funds, £1,445, from fees £385, from sale of books £124; the balance £2,193 was met by the rates.

The net cost for educating each boy was £5–4–2½.

The net cost for educating each girl was £3–6–6½.

I saw lessons given in *Drawing*, *Physics*, *Chemistry* and *Arithmetic.*

On Friday, *10th June*, I went with Mr. Green to Elkington Street Council school.

Building—Very fair, well furnished; all the desks dual ones.

I went from class to class and heard lessons given in *Reading*, *Geography* and *Arithmetic* and from what I saw concluded that the children were being well taught.

Order—No. 208, Educational, dated 31st March 1905.

Recorded.

(True Extract.)

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

To the Director of Public Instruction.

Endorsement—No. 209, Educational, dated 31st March 1905.

Copy to the Government of India, Home Department, with reference to paragraph 3 (6) of their Despatch to the Secretary of State, dated 2nd October 1902, No. 6.

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

Exd. A. F. Ecclestion.

NOTES CONNECTED WITH G.O., Nos. 208, 209, EDUCATIONAL, DATED 31ST MARCH 1905.

[SUBJECT.—*Mr. Logan's report on Elementary Education in England.*]

From the Director of Public Instruction, dated 13th December 1904, *R.C. No.* 10079.

Mr. T. T. Logan, the Senior Inspector of Schools, was granted furlough for one year and three months in June 1903. In letter No. 481, Educational, dated 3rd October 1903, the Government of India was requested to arrange to place him on special duty for a period of two months before the expiry of his leave and to be allowed to go on a tour of inspection with one of the Inspectors of Schools under the Board of Education in England. This proposal was sanctioned by the Government of India in their letter No. 666, Educational, dated 6th November 1903—*vide* G.O., Nos. 27, 28, dated 13th January 1904.

2. Now the Director of Public Instruction submits to Government Mr. Logan's report on the work done by him in connection with the special duty during his furlough and also his report on Elementary Education in England.

3. Submitted that the report on Elementary Education in England and Mr. Logan's notes may be printed and copies sent to the Director of Public Instruction for distribution to the officers of the department concerned with primary education.

A copy should also be submitted to the Government of India as required in paragraph 3 (6) of their despatch printed in G.O., No. 49, Educational, dated 30th January 1903. The draft placed below may issue.

K. KUPPUSWAMI MUDALIYAR—21-12-04.

V. KRISHNASWAMI—21-12-04.

A. GALLETTI—21-12-04.

H. D. TAYLOR—22-12-04.

The remarks on pages 10, 11 and 13 may be usefully referred to with reference to the scheme for Industrial schools now in circulation.

H. D. TAYLOR—22-12-04.

[G.O., Nos. 208, 209, Educational, dated 31st March 1905.]

CURRENT No. 2165

From

[*Name*] The Hon'ble Mr. A.G. Bourne, D.Sc., F.R.S.,

[*Designation*] Director of Public Instruction,

[*Station*] Madras.

Ref. on *No.* C. No. 10079 of 04,

Dated 13 December 1904.

Enclosures 2 (1 in original)

Received 190 .

Registered 8-12 1904.

LOCAL & MUNICIPAL SECRETARIAT. 14 DEC 1904

SUBJECT.

Submitting a report on Elementary Education in England ~~submitted by~~ from Mr. Logan, Inspector of Schools, Western Circle.

BACK PAPERS.

FURTHER PAPERS

The Secretary to Government,
EDUCATIONAL
Local and Municipal Department.

Sir,

I have the honour to submit a report on Elementary Education in England submitted by Mr. Logan, Inspector of Schools, Western Circle, who has just returned from leave, together with a copy of his letter ~~letter~~ giving cover to the report.

I have the honour to be,
Sir,
Your most obedient servant,
A.G. Bourne
Director of Public Instruction.

[E. 12]
1,200—7-10-05.

EDUCATIONAL DEPAR

READ AGAIN G.O., No. ..... , dated ..... 190 .
" " " " ..... , " ..... 190 .

READ ALSO:—
C. No. 2165, From the D.P.I. R.C., No. 10079, dated 13.12.1
" " ..... , " ..... , " 19
" " ..... , " ..... , " 19

ORDER
P.S.

No. ~~700~~ 208, dated 22—12—1904

Recorded.

21.12.04 26.12.04

Dest 22-12

To the D.P.I. D/sd 11/4/5

D/sd 11/4/5

209 - 31-3-05

Endorsement No. ~~761 dy 22 12 04~~

Copy to the Govt of India, H.D. with reference to paragraph 3 (6) of their despatch to the Secretary of State, dy 2nd October 1902, No. 6.

21.12.04 26.12.04

H.D.
22.12.04

21-12-04

Issue

NUMBER OF COPIES REQUIRED.

Returned for signature.

Despatched in print.

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

CURRENT No.

ENCLOSURES TO C. No.

ORDER OF GOVERNMENT .. ..

LETTER OF GOVERNMENT.

STATEMENT WITH DITTO.

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

N.B.—

A = Print in full.
B = Not to be printed.
P = Print abstract only.
Q = Print heading only.