[B.]

308—19-1-06.

Educational (1906) Department.

ORDINARY PRINTED.

G.O., No. 407

DATED 11-6-6.

For Record only

N. P.

-15

[Despatch Abstract.]

Drawings by children Requesting the Director of Public Instruction to instruct an Inspector of Schools to collect — ~~by children~~ from one or two of the schools under his charge & forward them direct to Professor Lamprecht at Leipzig.

BACK PAPERS.

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

FURTHER PAPERS.

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

Government of Madras.

EDUCATIONAL DEPARTMENT.

FOR RECORD ONLY.

Recd. } 1906. *Enclosures*
Regd. } *Spare copies*

G.O., No. 407, 11th June 1906.

N. P.

Drawings by Children.

Requesting the Director of Public Instruction to instruct an Inspector of Schools to collect — from one or two of the schools under his charge and forward them direct to Professor Lamprecht at Leipzig.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

READ—the following paper :—

Letter—from W. S. MARRIS, Esq., Deputy Secretary to the Government of India, Home Department (Education).
To—the Secretary to the Government of Madras, Educational Department.
Dated—Simla, the 12th May 1906.
Nos.—296–303.

I am directed to forward, for the information of the Governor in Council, a copy of a despatch from the Secretary of State, No. 42, Public, dated the 23rd March 1906, and of its enclosures, regarding a collection which Professor Karl Lamprecht is making of drawings by children in all parts of the world.

2. The Government of India would be glad, if possible, to help in this matter, and I am accordingly to suggest, for the consideration of the Governor in Council, that an Inspector of Schools, who is willing to undertake the task, might be asked to collect drawings of the kind required from one or two of the schools under his charge and forward them direct to Professor Lamprecht at Leipzig.

ENCLOSURES.

(1)

Despatch—from the Right Honourable JOHN MORLEY, His Majesty's Secretary of State for India.
To—His Excellency the Right Honourable the Governor-General of India in Council.
Dated—India Office, London, the 23rd March 1906.
No.—42, Public.

I forward, for the information of Your Excellency's Government and for any action which you may be disposed to take, a copy of a letter from Professor Karl Lamprecht, dated the 6th March, with enclosures, regarding a collection which he is making of drawings by children in all parts of the world, together with a copy of the reply thereto.

---

(2)

Letter—from KARL LAMPRECHT, LL.D., PH.D., Privy Councillor to His Majesty the King of Saxony, Professor at Leipzig University, Director of the Saxon Royal Seminary for Historical Research.
To—the Secretary of State for India, India Office, London.
Dated—Schiller-Strasse 7, Leipzig, Germany, the 6th March 1906.
No.—42.

Referring to enclosed circular, I venture to approach you on the advice of the Right Hon'ble James Bryce of the Irish Office, who is a friend of mine and who has already obliged me by introductions to the Colonial Secretary and various scientific institutions of your country.

By this mail I venture to send you the German edition of my questionnaire which explains matters more clearly.

You would render science and education a noteworthy service if you would be so kind as to have such drawings as I ask for collected in India, if possible officially. I would be glad to refund any expenses incurred out of the funds which are at my disposal for the purposes of this study, which is truly gigantic, as I am collecting drawings from every corner of the globe.

You would much oblige me by letting me know, whether you see any possibility of giving aid to this scientific and educational enquête.

(3)

DEAR SIR OR MADAM,

Circular letter.

Comparative studies have proved beyond a doubt that the development of the single individual, both mentally and physically, is in its main points analogous to the development of the race. It would follow therefore, that in order to study the development of the race it will be necessary to study the development of the single individual and *vice versâ*. In particular the student would have to consider the mental development and the mental states of our own children, which in many points meet with parallels in that part of the history of civilization treating of pre-historic man. Furthermore the student will find many parallels in studying those peoples who at the present day still live in the earlier stages of civilization, the study of which is the object of the ethnologist. Child-study (Faidology) is therefore able to help materially in making comparative studies in the history of civilization of the various races of man, and therefore is necessary in collecting the material for a "General History of Mankind."

It is with this object in view that I am going in for Child-study (Paidology). I have made ample provisions to collect, study and preserve great quantities of material, that will make it possible to study the mental development of children. Probably nobody could better help me in collecting the material necessary than those who have been specially trained to educate, *i.e.*, teachers, and it is therefore chiefly to all teachers, schoolmasters, schoolmistresses, tutors and governesses that I address these lines, hoping they will assist me, and collect all they can. I believe teachers will be all the more ready to help me, since my object, to gain a clear insight into the mental development of the child, is one that should interest all scholastic men and women. Moreover the results of the investigations are bound to be of inestimable value to education.

I intend beginning my series of enquiries by such topics that may be gone into with the least amount of difficulty; therefore I am at present collecting children's spontaneous drawings from all parts of the world, whether the children be black, white or brown, so as to make a huge comparative study on children's development in this direction.

I hope you will be able to help me collecting, and assure you that you will find it most useful for your own purposes to study the drawings of your children and pupils. And trusting you will respond to my appeal I take leave to give you all necessary indications as to what drawings should be collected and in which manner this could best be done. The following points call for special attention if the drawings are to have a scientific value :—

(1) Wherever possible, each drawing should be on a separate piece of paper.

(2) *Each paper should have the name, age and sex of the child marked in the left-hand top-corner.* If possible the position or trade of its father and a general remark on the child's mental abilities.

(3) Let children draw with whatever they like, pencil, crayons, water-colors, ink or anything else.

(4) Send in all the pictures drawn, good, bad, and indifferent. The worst are often the most instructive, and this is in no sense a test of the children's ability to draw as seen from the artist's point of view.

(5) Careful notes should be made on the back of drawings in every case where the drawing does not explain itself.

(6) Every parcel of drawings should be accompanied by a note saying whether the drawings were from memory or whether there was a model. Also by what system the children are taught drawing and whether they are accustomed to draw during object lessons or not.

I expect it will take several years to collect sufficient material for a study on so large a scale as I am starting. Although I solicit your drawings as soon as possible, I shall be glad to receive them at any time. Appended are suggestions for four groups of drawings, and I shall be glad to have papers from you to any one or more group that interests you most. I shall of course be pleased to refund postage and other incidental expenses. The names of children and collectors will be treated confidentially and will not be published, unless you specially authorise me to do so. Biological Series (see group 3) will be returned after copying them, if desired.

The results and papers on this extensive study will be sent to all contributors as they appear.

Kindly address all parcels and letters to me at

SCHILLER-STRASSE, 7, LEIPZIG, GERMANY.

Hoping you will join this scheme, and thanking you in advance for any trouble you may take on my behalf, believe me

Yours faithfully,
KARL LAMPRECHT, PH.D., LL.D.,
Professor at Leipzig University,
Director of the Royal Seminary
for Historical Research, Leipzig.

(4)

I.—Spontaneous Drawings Proper.

Collect spontaneous drawings of children of every age, whether they be a baby's first scrawl or a really fine drawing. The more information you can give about the little artist, and what he intended to draw, the better.

II.—Special Drawings.

1. *Single Objects.*—Have your children draw on separate papers the following :—

Dog, cat, horse, bird, fish.
Tree, flower,
Man, woman, boy, girl, doll,
House, table, garden, interior of a room.

It is not necessary that these should all be drawn at one and the same time and the teacher should in no way influence the children.

2. *Story Drawings.*—Have your children listen while you read the following little poem. Then tell them you are going to have them draw pictures to this story and have them listen while you read it once more slowly through. Then have them draw what they like. Please have no talk to introduce the matter, answer no questions, give no suggestions whatever, and avoid emphasizing any particular part of the story as you read. Please write the time taken for drawing. It would be interesting to read the poem to the class at some later period and have them write it out as a reproduction lesson.

As he trudged along to school,
It was always Johnny's rule
To be looking at the sky
And the clouds that floated by ;
But what just before him lay,
In his way,
Johnny never thought about ;
So that everyone cried out—
"Look at little Johnny there,
Little Johnny Look-In-The-Air."

Running just in Johnny's way,
Came a little dog one day ;
Johnny's eyes were still astray
Up on high in the sky ;

And he never heard them cry—
"Johnny, mind, the dog is nigh !"
What happens now ?
Bump !
Dump !
Down they fell, with such a thump,
Dog and Johnny in a lump !
They almost broke their bones,
So hard they tumbled on the stones.

Once with head as high as ever,
Johnny walked beside the river.
Johnny watched the swallows trying
Which was cleverest at flying.
Oh ! What fun !
Johnny watched the bright round sun
Going in and coming out :
This was all he thought about
So he strode on, only think !
To the river's very brink,
Where the bank was high and steep,
And the water very deep ;
And the fishes, in a row,
Stared to see him coming so.

One step more ! oh ! sad to tell !
Headlong in poor Johnny fell.
The three little fishes, in dismay,
Wagg'd their heads and swam away,
There lay Johnny on his face
With his nice red writing-case ;
But, as they were passing by,
Two strong men had heard him cry ;
And with sticks, these two strong men
Hook'd poor Johnny out again.
Oh ! you should have seen him shiver
When they pull'd him from the river.
He was in a sorry plight,
Dripping wet, and such a fright !
Wet all over, everywhere,
Clothes, and arms, and face and hair,
Johnny never will forget
What it is to be so wet.
And the fishes, one, two, three
Are come back again, you see ;
Up they came the moment after,
To enjoy the fun and laughter.
Each popped out his little head,
And to tease poor Johnny, said,
"Silly little Johnny, look,
You have lost your writing-book !"
Look at them laughing, and do you see
His writing-book drifting far to sea ?

I have chosen this poem because all previous experiments have shown it to be suitable to *all* ages and because excellent translations exist in fourteen languages. I am trying to obtain the drawings to this poem from every corner of the globe and believe these drawings will be the most useful for comparative studies. You would particularly oblige me by collecting drawings under this head.

III.—Biological Series of Drawings.

Collect sets of drawings all made by one and the same child during the first seven years of life. Be careful to make exact notes what the drawings represent and what occasioned the child to make them.

IV.—Drawings of Adults.

These drawings should not be made by people who are accustomed to draw in their profession. Thus drawings by artists, art-teachers and such-like should not be collected for this purpose. Adults might draw the same pictures as suggested for children under the headings of "Spontaneous Drawings proper" and "Special Drawings". This group should also include drawings by adult Negroes, Indians, Eskimos, South Sea Islanders and so forth.

---

(5)

Letter—from Sir Horace G. Walpole, K.C.B., Assistant Under Secretary of State for India.
To—Professor Karl Lamprecht, LL.D., Ph.D., etc., Schiller-Strasse 7, Leipzig, Germany.
Dated—India Office, S.W., London, 23rd March 1906.
No.—J. & P. 725.

I am directed to acknowledge the receipt of your letter, dated the 6th March, in which you ask the good offices of the Secretary of State for India in connexion with your collection of drawings by children.

In reply, I am to inform you that your letter and its enclosures will be communicated to the Government of India for any action which they may be willing to take in the matter.

Order—No. 407, Educational, dated 11th June 1906.

With reference to the letter from Professor Karl Lamprecht of Leipzig to the Secretary of State for India, dated 6th March 1906, and the reply thereto No. J. & P. 725, dated 23rd idem, regarding a collection which Professor Karl Lamprecht is making of drawings by children in all parts of the world, the Director of Public Instruction is requested to be so good as to instruct an Inspector of Schools who is willing to undertake the task to collect drawings of the kind required from one or two of the schools under his charge and to forward them direct to Professor Lamprecht at Leipzig.

(True Extract.)

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

To the Director of Public Instruction.

EDUCATIONAL DEPARTMENT.

NOTES CONNECTED WITH G.O., No. 407, EDUCATIONAL, DATED 11TH JUNE 1906.

[SUBJECT.—*Professor Karl Lamprecht's collection of drawings by children in all parts of the world.*]

From the Government of India, dated 12th May 1906, Nos. 296-303.

The Government of India forward, for the information of the Governor in Council, copy of a despatch from the Secretary of State, No. 42, Public, dated the 23rd March 1906, and of its enclosures, regarding a collection which Professor Karl Lamprecht of Leipzig is making of drawings by children in all parts of the world.

2. The Government of India suggest, for the consideration of the Governor in Council, that an Inspector of Schools, who is willing to undertake the task, might be asked to collect drawings of the kind required from one or two of the schools under his charge and forward them direct to Professor Lamprecht at Leipzig.

3. The draft placed below may issue?

[Advance copies of the correspondence have been circulated.]

P.K.M—7-6-06.

P. T. THARYAN—8-6-06.

C. A. SOUTER—8-6-06.

Issue.

H. D. TAYLOR—9-6-06.

[G.O., No. 407, Educational, dated 11th June 1906.]

[E.]
1,500—12-12

Go. No. 407 Edn
11-6-06.

6

EDUCATIONAL DEPARTMENT.

CURRENT FILE.

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[P. T. O. FOR PUT UP PAPERS.

PAPERS PUT UP WITH CURRENT No. ________

Papers of the department to which the current belongs.

Number.	Date.	Original (=O) or spare copy (=S. C.).	Remarks. (In this column such of the papers as have been removed for copying, printing, &c., should be marked with a cross.)	Initials of Referencer with date in token of return to Reference department.

Papers of other departments.

Department.	Number.	Date.	Original (=O) or spare copy (=S. C.).	Despatcher to note the return of the papers to the departments concerned.

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advance copies are being circulated.

Ed CURRENT No. 923

Regd 4-6-6.

1P

Read

7

Nos. 296-303.

LOCAL & MUNICIPAL
4 - JUN 1906
SECRETARIAT.

FROM

W. S. MARRIS, Esq.,
Deputy Secretary to the Government of India,

To

The Secretary to the Government of Madras,
Educational Department.

Home Department.
Education.

Simla, the 12th May 1906.
Desp 28th — —

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Sir,

Your most obedient servant,

W. S. Marris

Deputy Secretary to the Government of India.

S C will follow

Read.—

2

8

2 S.P.

INDIA OFFICE, LONDON,
23rd March 1906.

Public.

No. 42.

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I have the honour to be,

My Lord,

Your Lordship's most obedient humble Servant,

JOHN MORLEY.

G. C. Press, Simla.—No. 381 H. D.—25-5-06—370—C. G. S.

Read.

3 S.P.

Enclosure No. 1 to India Public Despatch No. 42, dated 23rd March 1906.

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March 6th, 1906.

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Awaiting yours favors, I remain, My Lord, etc.,

KARL LAMPRECHT, LL.D., PH.D.

Privy Councillor to His Majesty the King of Saxony,

Professor at Leipsic University,

Director of the Saxon Royal Seminary for Historical Research.

To His Lordship

The Principal Secretary of State for India,

India Office, London, S. W., St. James' Park.

G. C. Press, Simla.—No. 381 H. D. 25-5-06—370—C. G. S.

DEAR SIR OR MADAM,

Comparative studies have proved beyond a doubt that the development of the single individual, both mentally and physically, is in its main points analogous to the development of the race. It would follow therefore, that in order to study the development of the race it will be necessary to study the development of the single individual and *vice versa*. In particular the student would have to consider the mental development and the mental states of our own children, which in many points meet with parallels in that part of the history of civilization treating of pre-historic man. Furthermore the student will find many parallels in studying those peoples who at the present day still live in the earlier stages of civilization, the study of which is the object of the ethnologist. Child-study (Paidology) is therefore able to help materially in making comparative studies in the history of civilization of the various races of man, and therefore is necessary in collecting the material for a "General History of Mankind."

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Professor at Leipzig University.

Director of the Royal Seminary
for Historical Research, Leipzig.

I.—SPONTANEOUS DRAWINGS PROPER.

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1. Single Objects.

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Tree, Flower,

Man, Woman, Boy, Girl, Doll,

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It is not necessary that these should all be drawn at one and the same time and the teacher should in no way influence the children.

2. Story Drawings.

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III.—BIOLOGICAL SERIES OF DRAWINGS.

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G. C. Press, Simla.—No. 381 H. D. 25-5-06.—300—C.G.G.

7

6 S.P

12

INDIA OFFICE, S.W.,
Dated 23rd March 1906.

J. & P. 725.

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Your obedient servant,
HORACE WALPOLE.

Professor Karl Lamprecht, LL.D., Ph.D., &c.,
Schiller Strasse 7, Leipzig, Germany.

G. C. Press, Simla.—No. 381 H. D—25-5-06.—370—C. G. S.

[Notes connected with G.O. No. 407, Edl. d/ 11-6-06]

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[6]
500—3-11-05.

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Educational ~~LEGISLATIVE~~ DEPARTMENT.

C. No. 923, From the ~~Dy. Secy. to the~~ Govt. of India No. 296-303 Dated 12-5-1906.

SUBJECT.

Professor Karl Lamprecht's collection of drawings by children in all parts of the world

Prev
Please print & show proof
13/6/06

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P.K.M
7.6.06

7/6/06.

8/6/06

[Advance copies of the correspondence have been circulated]

Sec

8.6.06

H.D. Taylor
9.6.06

[G.O. No. 407, Edul., d/ 11-6-06]

✓

Vide 407 Edl

Read

[E. / 12]
1,000—2-3-06.

Educational DEPARTMENT.

14

7 P

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

READ ALSO:—

C. No. 923, From the Dy Secy to the Govt. of India No. 296-303, dated 12-5- 1906.
" " ....., " " ....., " ....., " 190
" " ....., " " ....., " ....., " ..... 190 .

ORDER. No. 407, dated 11-6- 1906.

OS.

Desp in MS & then print for record.
PB 9/6/6

⊗ ~~Copies are~~ Copy with enclosures enclosed.
+ Copy enclosed.

With reference to the ⊗ letter from Professor Karl Lamprecht of Leipzig to the Secretary of State for India, dated 6th March 1906 and the + reply thereto No. J & P. 725, dated 23rd idem regarding a collection which Professor Karl Lamprecht is making of drawings by children in all parts of the world, the Director of Public Instruction is requested to be so good as to instruct an Inspector of Schools who is willing to undertake the task to collect drawings of the kind required from one or two of the Schools

Read

15

8 P

Schools under his charge and to forward them direct to Professor Lamprecht at Leipzig.

T.K.C.
7/6/06.

8/6/06

8.6.06

9.6.06.

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