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[Despatch Abstract.]

Notes of the Studies of the Elementary Systems of Education in the Netherlands.

Recording the ——— made by E. W. Middlemast, Dy Dr. of Public Instruction, Madras when on Special duty in 1905 & forwarding a Copy to the Govt of India

BACK PAPERS.

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

FURTHER PAPERS.

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

2

Government of Madras.

EDUCATIONAL DEPARTMENT.

Read. } 1906. *Enclosures*

Regd. *Spare copies*

G.O., &c., Nos. 432, 433, 19th June 1906.

"Notes of the studies of the elementary system of education in the Netherlands."

Recording the — made by Mr. E. W. Middlemast, Deputy Director of Public Instruction, Madras, when on special duty in 1905 and forwarding a copy to the Government of India.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

Read—the following papers:—

I

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 20th April 1906.
No.—229.

With reference to the correspondence ending with the Home Department letter, No. 138, dated the 24th February 1904, I am directed to request that, with the permission of the Governor in Council, the Government of India may be furnished with a copy of the report submitted by Mr. E. W. Middlemast, Deputy Director of Public Instruction, Madras, upon his furlough studies in Holland.

II

Endorsement No. 204, Educational, dated 3rd May 1906.

Copy forwarded to the Director of Public Instruction with the request that he will obtain and submit to Government as early as possible Mr. Middlemast's report upon his furlough studies.

(By Order.)

C. A. Souter,
Ag. Asst. Secretary to Government.

III

Letter—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—the 21st May 1906.
No.—Ref. on C. No. 3597.

With reference to the memorandum of Government, No. 204, dated 3rd May 1906, I have the honour to submit herewith an interesting report from Mr. E. W. Middlemast together with his covering letter, dated 13th idem, regarding his furlough studies in Holland.

Enclosures.

Letter—from E. W. Middlemast, Esq., M.A., Deputy Director of Public Instruction.
To—the Director of Public Instruction.
Dated—the 13th May 1906.

I have the honour to submit notes of the studies of the elementary system of education in the Netherlands which I made when on special duty last year.

On my arrival in Holland I reported myself to Mr. J. C. Fabius, Inspector-General of Elementary Instruction at the Hague, who received me with great consideration and afforded me every possible facility for pursuing my studies.

Notes of the studies of the elementary system of education in the Netherlands made by Mr. E. W. Middlemast, Deputy Director of Public Instruction, Madras, when on special duty in 1905.

Introduction.

Since the 1st January 1901, when the Compulsory Education Act (Leerplichtwet) of 7th July 1900 came into force, elementary instruction has been compulsory in the Netherlands. The parents and guardians of every child are compelled by law to provide it with elementary instruction as soon as it reaches the age of seven years, and roughly speaking the obligation does not terminate till the child has attained the age of thirteen years.

The Act met with much opposition at the time, and only passed the Second Chamber, the popular representative body in the Netherlands, by a majority of one. At the time of my visit early in 1905, the opponents of compulsory education appeared to have reconciled themselves to the inevitable; indeed I found in many quarters evidence of a desire to make the law more cogent by amending the cumbrous and often ineffective legal procedure for securing attendance.

The Act contemplates elementary instruction of two kinds, home-instruction (huisonderwijs) and school-instruction (schoolonderwijs), and parents can satisfy their legal obligations either by providing suitable instruction at home or by placing their children at an elementary school. As a matter of fact opinion has declared itself strongly in favour of school education, even in the case of the wealthy and leisured classes. The number of children between the ages of 7 and 13 who in 1903 were receiving home instruction was only 408.

The Act is binding on all parents and guardians with one or two exceptions. The principal of these, not mentioning the obvious cases where the child is physically unfit, where there are no elementary schools near its home, or where there are no places available in the schools near its home, are—

(1) where the parents have no settled home;

(2) where they have serious objection to the instruction in all the elementary schools within four kilometres from their home.

There is a large floating population in the Netherlands comprising canal-boat people who live on their boats and have no fixed residence. It might be supposed that this exception would permit a considerable number of children to escape through the meshes of the Act, but it is limited by a further provision that a residence of twenty-eight consecutive days in a place constitutes that place as a domicile until they leave it. In larger centres of canal traffic like Amsterdam and Rotterdam there are special schools or special classes in ordinary schools where the children of canal-boat people are educated.

In practice the second objection must be very serious before it can be entertained, as may be seen from the fact that in 1902 only 378 children were exempted from attendance on this ground.

Though elementary education is compulsory it is by no means free. A minimum fee of 20 cents per month (about one penny per week) is prescribed by law for all children in State and Communal schools whose parents can afford to pay. The children of poor (onvermogend) parents are liable only for a portion of the fee, and indigent or pauper (bedeelden) children are totally exempt. No minimum is prescribed for private schools, which are at liberty to levy fees or not as they deem fit. The only restriction upon them in this matter is that if they levy fees at the rate of 80 guilders (about £6 13*s.*) a year they become ineligible for State aid.

It is doubtful whether the prescription of a minimum fee in public schools is the result of a definite policy on the part of the Government to make parents attach an increased importance to the elementary education of their children by giving it a

monetary value. It is probably rather in the nature of a compromise between the supporters of a purely secular education and the denominationalists. The latter naturally apprehend that if the public schools are made free their own sectarian schools, which cannot afford to dispense with fees, would materially suffer. Whichever is the reason, the fee regulation has an important influence on the classification of elementary schools, as will be seen later.

The duty of deciding whether pupils should pay full, reduced or no fees at all rests with the communal authorities, who appear to take a liberal view of the meaning of the word pauper The number of children who on the 15th January 1903 were receiving free education in the public elementary school was 261,121, a figure which bears a large proportion to the number (559,843) of children attending public schools.

At the same time in the case of those who can afford to pay, the minimum of 20 cents per month is often largely exceeded. The average monthly fee levied in 1903 from children paying school fees was nearly 60 cents per month. In some of the higher elementary schools in the largest towns the school fees are as high as 75 guilders (about £6–5–0) a year.

In 1903 school fees paid about 10·5 per cent. of the cost of communal elementary schools.

Two classes of elementary schools are recognized, public and private. The former comprise those managed by the State or by the Communes, the latter those managed by private individuals and associations.

The State schools (Rijksleerscholen) are only seven in number and are in fact the practising or model schools, attached to the State Training schools (Rijkskweeksscholen).

It may here be mentioned that the Commune (gemeente) is the unit of local self-Government. The name is applied both to rural and urban areas. Amsterdam, for instance, with a population of over half a million is a commune; so also may be a collection of two or three small hamlets.

The affairs of the commune are managed by the communal council (gemeenteraad) at the head of which stands the *burgemeester*, who is appointed by the Crown, and the *wethouders*, who are elected by the Council. The *burgemeester* is much more than the head of the Council. He is the representative of the Crown in his commune and is responsible for the execution of the laws within it. The *wethouders* vary in number according to the size and importance of the commune, and each have control over a certain part of the communal administration. The *burgemeester* and *wethouders* together constitute the executive body of the communal council.

The historic division of the Netherlands into provinces still exists. There are eleven provinces at the head of each of which stands the Governor (Commissaris) and the Provincial States (Provinciale Staten), an elective body, whose authority is practically wielded by a permanent committee called the Deputed States (*Gedeputeerde Staten*) or deputations. In many matters affecting education an appeal lies from the decision of the communal authorities to the deputations, and the latter are responsible for the calculation and assignment of the State grant-in-aid within the province.

The duty of providing elementary education rests primarily on the communes.

The exact wording of the law on this subject (Act 16 of the Elementary Education Act of 1878 as revised up to the year 1903) is

"In each commune sufficient elementary education shall be given in a sufficient number of schools, which shall be open to all children without distinction of religious persuasion."

The full import of this article will be rendered clearer by the explanation given by the Minister in the 2nd Chamber.

"By 'sufficient number of schools' is meant that security shall be given that no child who desires to attend the public school shall be deprived of the opportunity of doing so. So that the establishment of public schools shall not be neglected on the ground that it is anticipated that private instruction will supply the need. The intention is this, that the enterprises of private persons or associations shall not be taken by communal authorities, the deputations, or the State who are charged with the execution of this law, as pretext in order to save the expenses of public education."

Briefly then, the inhabitants of a commune have a right to demand not merely that there shall be a sufficient number of elementary schools in the commune but that these schools shall be public schools if they prefer it.

In 1903 there were 3,195 public schools, distributed among the 1,125 communes into which the Netherlands is divided and 1,528 private schools, making a total of 4,723.

The private schools are mostly denominational, and are distributed among the various main religious persuasions as follows:—

Protestant	786
Roman Catholic	690
Jewish	5
Others	47

From my own observation and from the opinions expressed by several of the inspecting officers with whom I came into contact I should say that the average public school is superior in most respects to the average private school. One reason for the superiority is that the public schools pay their teachers better than in private schools and thus have the choice of better men; a second, that the inspectorate have more direct authority over public than over private schools, a point which will be dealt with under "inspection."

The above remark does not apply of course to individual schools; in large towns like Amsterdam, the Hague and in health resorts like Bloemendaal I visited private schools which were models of their kind.

The communal authorities do not shirk the responsibilities imposed on them by the law in the matter of elementary education; on the contrary the instruction of the masses is a constant pre-occupation with them, and time and money are freely spent in its cause.

The following figures for 1904 kindly supplied by the burgemeester of Leeuwarden, a town of 3,400 inhabitants in the province of Friesland, will give an idea of what is being spent on elementary education in a moderate sized urban commune:—

Expenditure.

	Fl.	Fl.
Elementary schools—		
Salaries of teachers including house-rent	129,930	
Repairs of school buildings	5,796	
School furniture	2,417	
Lighting, warming and cleaning	11,300	
Inspection	900	
Expenses of selection of teachers	150	
School library	575	
Prizes	100	
Attendance Committee's expenses	150	
Feeding and clothing poor children	425	
		151,743
Continuation Schools—		
Salaries of teachers	1,350	
Apparatus	150	
		1,500
Infant schools		19,605
		172,848
Deduct State grant-in-aid		34,500
Net expenditure on elementary education		138,348
Total expenditure for all purposes		1,118,386

These figures do not include the cost of new school buildings but merely show the current expenses of one year. It will be seen that nearly 12 per cent. of the total expenditure of the town is devoted to meeting the ordinary expenses of elementary education.

Subjects of Instruction.—According to the Elementary Education Law (Wet tot regeling van het lager onderwijs) of 1878 elementary instruction comprises instruction in:—

(*a*) Reading, (*b*) Writing, (*c*) Arithmetic, the rudiments (*d*) of the Dutch language, (*e*) of National history, (*f*) of Geography, (*g*) of Nature-knowledge, (*h*) Singing, (*i*) first exercises in Drawing, (*j*) Drill and physical exercises (de vrije en ordeœfeninger der gymnastiek), (*k*) useful manual work for girls.

In elementary schools instruction can also be given in the rudiments (*l*) of the French language, (*m*) of the German language, (*n*) of the English language, (*o*) of Universal history, (*p*) of Mathematics, (*q*) Drawing, the rudiments (*r*) of Agriculture, (*s*) of Horticulture, (*t*) Gymnastics, (*u*) Fancy manual work for girls.

These two groups may here be conveniently termed the compulsory and the optional subjects, though these phrases are not adopted in the Netherlands.

In public schools all the compulsory subjects must be taught and those of the optional subjects for which a sufficient demand exists. The deputation, however, can exempt communes or parts of communes from the duty of providing instruction in (*j*)—drill and physical exercises. The exemption lasts only for five years. In 1903 of the 1,125 communes 433 were wholly exempted and 98 exempted in part.

The law provides that each child in a class must take all the subjects taught in that class, (*j*) physical exercises and (*t*) gymnastics excepted. Thus for example in a school where instruction is given in English each pupil must take up that language when he reaches the classes where it is taught.

With regard to the first or compulsory group of subjects there is little to be said. It is almost identical with the course of instruction laid down in the Code of the English Board of Education, if in the latter the Dutch language is substituted for the English; under its branches there exist all the essentials for a sound course of elementary instruction.

In the second group the important place held by foreign languages will be noticed. Holland is a small country with large colonial possessions and with extensive commerce with foreign countries, and the need of a knowledge of foreign language makes itself felt at every turn.

It must be borne in mind that practically all the children in Holland receive elementary education *in elementary schools*. Such a thing as a primary department of a secondary school is practically unknown. The children of the wealthier classes begin their study of foreign languages in the elementary schools.

Of the three languages included in the optional group, French is the most frequently selected. It is taught in 1,026 schools, public and private, German in 581 and English in 429.

No distinction is made, in the course of instruction laid down, between urban and rural schools, and as far as I am aware the subjects taught in ordinary schools of both classes are the same. It might have been expected that rural schools if they took up any of the optional group of subjects would incline to Agriculture and Horticulture. This is not so. There are only ten elementary day schools in which the subjects are taught.

Classification of schools.—The classification of the elementary schools in the Netherlands, especially in the large towns, is a matter of some difficulty. The schools have to provide for rich and poor, high and low, for those who will proceed through secondary schools to the learned professions or to business, and for those to whom the elementary will give all the education that they are likely to get (eindonderwijs). Even of the last there are two classes—those whose object is to get to work and earn money as soon as possible, and for whom the subjects of the compulsory group are considered sufficient to fit them for life, and those who can afford to spend a little longer time at school and who desire to take up one or more of the optional subjects. Each of the large towns has solved the problem in its own way, and there is no one system of classification which is formally applicable to the whole country. However in most of the classifications there appear to be certain characteristics which are common. First, as regards the subjects taken up, the classification generally proceeds according to the number of foreign languages taught. It will be observed that in the optional

group all the subjects with the exception of languages are extensions of those in the compulsory group; as shown above agriculture and horticulture are negligible in day-schools, and languages are practically the only new elements introduced. On this basis schools may be classified as (1) those for ordinary elementary education (gewoon lager onderwijs) in which no foreign language is taught, (2) those for extended elementary education uitgebreid lager onderwijs) where one foreign language is taught, generally French, and (3) those for more extended elementary education (meer uitgebreid lager onderwijs) where two or more foreign languages are taught. In schools of each class one or more of the other optional subjects may be taught, but in the ordinary schools the choice is in practice limited to (*q*) drawing and (*t*) gymnastics.

The following shows the number of schools in which the several optional subjects were taught in 1903:—

French	1,026
German	581
English	429
General History	439
Mathematics	426
Drawing	558
Agriculture and Horticulture	10
Gymnastics	514
Fancy manual work for girls	274
Total	4,257

The ordinary schools give a final education (eindonderwijs) and so to a certain extent do the "more extended" schools, especially in the case of girls, while as a rule the "extended" schools lead on to secondary education.

The terminology here adopted is that which is in vogue at Rotterdam; in other towns the classes are numbered, or the old names "burgher school", (burger school not to be confounded with hoogere burger school, which is a secondary school) and "intermediate school" (tusschen school) exist.

The question of fees is settled by sub-dividing the "ordinary", "extended" and "more extended" schools into classes according to the fees paid. Thus in Rotterdam there are ordinary schools of three classes; in the third class schools no fees are paid, in the second class schools the fees are 20 cents (4*d*) a week and in those of the first class amount to Fl. 15 (about 25*s*.) a year. In the three classes the subjects of instruction are exactly the same, only the fees differ.

There are two classes of "extended" schools, the fees in which are respectively Fl. 40 and Fl. 60 (66*s*. and 100*s*.) and three classes of "more extended" schools, the fees in which are Fl. 15, Fl. 30 and Fl. 60, respectively. In the third class schools pupils may be admitted free or at half rates according to their circumstances.

In Amsterdam there are four classes of schools, denoted by numbers. The school of the first and second class are "ordinary" and differ only in the matter of fees, which are *nil* or 6 cents a week in the first class schools, and 20 cents a week in those of the second class. The third class schools are "extended" and the fees depend on the income of the parents, ranging from Fl. 20 per annum for an income of less than Fl. 1,400 (about £120) to Fl. 55 for an income of Fl. 4,200 (£350) and more.

The schools of the fourth class are divided into two sub-classes—(*a*) for boys and (*b*) for girls. The schools in both sub-classes are "more extended" but in (*a*) the pupils learn only two foreign languages French and German or French and English, and in (*b*) all three are taken up. In both sub-classes the fee is Fl. 75 a year (£6 5*s*.)

The smaller towns have naturally a less elaborate system of classification, and in rural communes the usual type is an ordinary school with children paying different rates of fees or no fees at all according to their worldly circumstances.

The classifications in town schools which have been sketched above appear somewhat cumbrous, but they succeed in their object, which is to make each school as far as possible homogeneous. They ensure that in each school the pupils are not too widely separated in respect of wealth and social position and enable a successful discrimination to be made between schools in which final education is to be given and those which are preparatory to secondary courses.

The above remarks on classification are applicable principally to public schools. Private schools are not in general formally classified, but as a matter of fact they fall readily into the three classes of ordinary, extended and more extended schools. The fees vary very considerably in private schools; in some they amount to as much as Fl. 200 or even Fl. 250 per annum.

Curriculum.—The subjects of instruction in elementary schools are, as already noticed, laid down by the law, but the stage to which instruction is to be carried is left open. It naturally depends on the class of school, whether "ordinary", "extended" or "more extended", and the number of years in the course. In public schools the curriculum is in the first instance drawn up by the head teacher, but it has to be approved by the communal authorities and the district Inspector before being adopted. In some communes the curriculum for schools of the same class is drawn up by the headmasters concerned in consultation and is the same for all schools of that class with possibly slight modifications to meet the idiosyncracies of the various head teachers, but generally it is the production of the individual head teacher. The curriculum is embodied in the *leerplan*, a document which besides fixing the school hours, holidays, and vacations, the time-table, contains a detailed plan of studies for each year in each class and in each subject together with the list of books in use. A portion of the *leerplan* of Edam, a small town on the Zuyder Lee, kindly furnished to me by Mr. H. J. Calkoen, the burgemeester, and also the arrondissement Inspector is given as an Appendix.

Length of courses.—In the ordinary schools the course extends usually over six years, and in the smaller schools there are usually six classes each of a year. In the large schools or where, if there were only six classes, the number of pupils in each would be too large for a teacher to handle, each class is divided into two parallel classes, each having a year's course, or there are 12 distinct classes each having a six month's course. The object of the second arrangement is to allow of admissions being made twice in the year instead of once.

For such children as can afford to spend an extra year at school a seventh year may be added on to the course.

The course in "extended" schools is ordinarily seven or eight years and in the "more extended" schools eight or nine years.

Strength of schools and classes and proportion of teachers.—Without the special permission of the Crown no public school can contain more than 600 children. This salutary rule is strictly enforced, and in the large towns it is not uncommon to see twin schools side by side where the needs of the locality require accommodation for more than 600 children. The strength of the classes is not laid down by law, but in the large towns the communal authorities generally impose limits on the size of the classes in the public schools, and the limit fixed is well under 50.

The law minutely prescribes the minimum number of teachers necessary for public schools of various strengths. In each school there must be a headmaster who must hold a head teacher's certificate; where the strength ranges from 41 to 90 he must have one assistant and for each extra 55 pupils there must be one extra assistant. In the larger schools a regulated number of the assistants must possess the head teacher's certificate. Thus where there are in all five teachers one assistant at least must have that certificate. Where the total number of teachers is nine or more at least two assistants must possess it.

The total number of teachers employed in public schools in 1903 was 15,006, and the total strength was 559,843, so that on an average there was a teacher for each 37 pupils.

In the public schools in the towns each class has its ordinary teacher, and there are besides special teachers, for such subjects as languages, drawing, gymnastics, needlework, etc. In some of the large towns, *e.g.*, Rotterdam and the Hague, the headmaster has no regular teaching work, in others, *e.g.*, Amsterdam, he is expected to give a certain number of hours' (8—12) teaching in the week in the various classes. In the smaller towns and rural communes the headmaster has a regular class, often two or more together. In such cases he has generally the assistance of a pupil-teacher (Kweekling). There are 410 schools in which the strength is under 41 and in which consequently only one teacher, viz., the headmaster is legally necessary, but in many of these it is probable that there is an assistant, as the State, while only prescribing one teacher, is prepared to pay grants for two.

In private schools neither a maximum strength nor a minimum scale of teachers is prescribed, but in order to be eligible for State aid, the rules regarding strength and proportion of teachers must be observed as in public schools. None of the assistants however need have the head teacher's certificate.

The teachers.—The teachers in the elementary schools, public and private, are all certificated; the law allows no one to give elementary instruction who does not possess an elementary teacher's certificate.

There are three kinds of certificates: (1) the ordinary certificate, known as the "Act" (Akte) which qualifies for teaching the subjects (*a*)-(*i*) and which may at the same time qualify for teaching (*j*) and (*k*); (2) the head teacher's certificate (hoofdakte) which qualifies for teaching the subjects (*a*)-(*i*) and also (*o*)-(*q*) and which may also qualify for teaching (*j*) and (*k*); (3) the special certificate which qualifies for teaching special subjects of the optional group such as French, Mathematics, Gymnastics, etc.

To obtain the ordinary certificate a candidate must have completed his eighteenth year and have satisfactory evidence of a good moral character and of general education. Every year at least nine * examining boards (Commissien) are appointed each consisting of not less than seven inspecting officers (present or past) for the purpose of determining the issue of certificates. They inspect the testimonials of character produced by the candidates and subject the latter to an examination which is held in public, except in the case of female candidates. For the ordinary certificate the examination does not go beyond the subjects of the compulsory group, and does not test the teaching power of the candidates. At the same time it is a very thorough examination as far as it goes. Attention is paid to the candidate's power of expressing himself with ease and accuracy, both orally (reading, conversation, etc.) and in writing. In 1902 there were 2,628 candidates, of whom 1,574 passed. Of these 172 were declared qualified to teach physical exercises and 86 to teach needlework, etc.

The issue of head teacher's certificates is determined by another set of examining boards, of which in 1902 there were six. These boards are usually presided over by an inspecting officer and among the members there is a fair proportion of these officers. The other members are drawn from the ranks of the teaching profession, being almost invariably teachers in secondary or elementary schools and in training colleges.

Candidates for this certificate must possess the ordinary certificate and have two years' service as a teacher or as a pupil-teacher provided that in the latter case service after the date of obtaining the ordinary certificate alone counts. The Board holds an examination, both written and oral, the subjects of which practically comprise the compulsory and optional groups for elementary schools, languages and special subjects like gymnastics being excluded, and also methods of instruction and education.

The examination is of a searching character, and the Boards do not err on the side of leniency. In 1902 only 549 candidates passed out of 1,317 who appeared.

For awarding special certificates other examining boards are similarly appointed.

Preparation for profession.—As a rule the teacher begins his career at the age of fifteen or so as a pupil-teacher (Kweekling). In a town school where each class has its own teacher the Kweekling has little actual teaching work, or even supervision of classes. Part of his time in school is occupied in keeping mark books and registers and doing odd jobs such as answering the front bell, keeping the fires going, helping the teacher to give out books, etc. In village schools he does a good deal of actual teaching, nominally under the supervision of a certificated teacher, but circumstances do not always allow of this. For the rest of the time he sits apart at the back of the class and prepares his own lessons. On two afternoons of the week and perhaps on two other evenings he repairs to the *normaallessen*, an institution which roughly corresponds to the English pupil-teacher's centre. These *normaallessen* are under State or private management and are usually held in a conveniently situated elementary school under the direction of an experienced head teacher of an elementary school, assisted by other elementary teachers. The course ranges over the subjects required for the ordinary teacher's certificates. Instruction is also given in methods of teaching.

Besides these *normaallessen*, head teachers of elementary schools are permitted to train a certain number of pupil-teachers under certain conditions and receive grants for such as pass the certificate examination.

* In 1902 there were 13.

The number of pupil-teachers in 1903 undergoing training in *normaallessen* and under head teachers is given below :—

——	Number.	Males.	Females.
In State *normaallessen*	98	1,770	2,100
In private ,, ...	40	1,035	1,963
Under head teachers	65	63	76

Besides these courses of training there are regular training schools (Kweek scholen) managed by the State, the communes and private bodies. Their number and strength were as follows in 1903 :—

	Number of schools.	Number of students.
State Training schools	7	580
Communal	3	310
Private	26	758

In the State Training schools the course is four years and comprises in addition to the subjects for the ordinary certificate, mathematics, the French and German languages, and in one or two of the schools English, anatomy, physiology, etc., and manual work (Slojd). The students have to work hard to get through the course; in some of the classes as many as 41 hours a week are devoted to work in school, and the average is well over 36 hours. The amount of time spent over purely professional instruction is small, averaging less than 2 hours a week. A large proportion of time is assigned to the Dutch language.

Each of the State Training schools has a practising school (leerschool) attached to it in which the training students do duty as pupil-teachers.

Having completed his course of training in any of the manners sketched above, the embryo teacher has to undergo the examination for ordinary certificate, which as previously noticed is not an easy one, as less than 60 per cent. of the candidates usually pass. The demand for teachers is in excess of the supply, at any rate in the case of male teachers, and the successful candidate has not much difficulty in getting himself placed in a school. His next aim is the head teacher's certificate, the possession of which not only makes him eligible for a head teacher's post but also gives him a better position as an assistant teacher. As noticed above the law demands that a certain number of assistants in large schools should have the head teacher's certificate, and in some towns, the authorities go beyond the requirements of the law. In Amsterdam, for instance, all the teachers in the public schools must, as a rule, have the extra qualification. To aid teachers to qualify themselves there exist, scattered over the various provinces at convenient centres, 49 courses of training for the head teacher's certificate with about 1,600 teachers undergoing training.

Position, pay and pension of teachers.—The law prescribes a minimum pay for the teachers in public schools, depending on their length of service and rank in the school. A head teacher must receive at least Fl. 750 rising by increments of Fl. 50 for each five year's service to Fl. 950. An assistant teacher in the same same way begins with not less than Fl. 500 and rises to Fl. 700; if he has the head teacher's certificate the minima are increased by Fl. 100, and if in addition he is over 23 years of age and is one of the teachers with extra qualifications demanded by the law in large schools, they are increased by Fl. 200.

The head teacher of a public school must also have a free house, with a garden, if possible, or receive a house allowance of at least Fl. 150, and each married male teacher over 28 years of age must receive a house allowance of at least Fl. 50.

The salaries actually paid are in many cases in excess of these minima. Head-masters in large town schools often receive as much as Fl. 2,000 and in special cases salaries up to Fl. 3,000 are paid; assistant teachers similarly receive as much as Fl. 2,000.

The average salary of a head teacher works out to about Fl. 1,130 (£94) and that of an assistant teacher about Fl. 850 (£71).

Teachers in public schools are entitled to superannuation and invalid pensions.

The amount of pension is fixed at one-sixtieth of the teacher's pay (including house allowance or the equivalent of a free house if he enjoys one) in the twelve months previous to retirement for each year of completed service, but is limited to two-thirds of that pay. Superannuation pension can be claimed only after the age of 68 years is completed, but the teacher is not compelled to retire at that age, if he is physically fit. As a matter of fact teachers do not frequently remain in harness after that age; in 1903 there were only 131 head teachers and 38 assistant teachers at work over the age of 65. One of the former was 82 years of age. Invalid pension is not given before ten years' service has been completed.

Provision is also made for teachers who are thrown out of employment by the closing of a school or the abolition of their posts. If the teacher is not eligible for a pension he receives from the State an interim salary (Wachtgeld) of half his previous pay. This allowance ceases as soon as he becomes entitled to a pension or is appointed to a public office of which the salary is not less than the interim allowance, or takes up a similar private appointment. The allowance in no case lasts for more than five years unless the teacher at the time of the abolition of his appointment has attained the age of 45 years.

If the teacher accepts a private appointment of which the pay is less than the interim allowance, the allowance is diminished by the amount of that salary. Except in the last case the time during which the interim allowance is enjoyed counts towards pension. In the case of assistant teachers the commune defrays to the State half the cost of the allowance.

The teacher contributes each year 2 per cent. of his salary towards the pension. This contribution, small as it is, defrays half the yearly cost of pensions. In 1903 the State paid Fl. 553,325 in pensions and received Fl. 267,321 in pensionary contributions.

The teacher in the public elementary school, then, is not badly off. His pay as an ordinary teacher is fair as salaries go in Holland. A good man, wherever he may be placed, has fair prospects of rising in his profession, as will be seen later; he has opportunities of adding to his income by being appointed teacher in the evening continuation schools (Herhalingsscholen) and the pupil-teacher's centres (normaallessen), and if he gains a reputation he may earn considerable amounts by writing school text books, and with the prospect of a fair pension he need not concern himself too much about the future.

The teacher in a private school is not in such good case. I had no means of finding out any information regarding their salaries, but there was a general agreement among all the inspecting officers and communal authorities with whom I conversed that the private teacher was not nearly so well off as a rule, as his colleague in the public schools, and moreover he has no right to a State pension.

Co-education.—Co-education is the rule in elementary schools in Holland. It is almost invariably the practice in the ordinary schools and is common in the "extended" schools, but not universal. Attention has to be paid to the fact that at the higher stages of elementary instruction the aims of boys and girls are not always the same. Boys of a certain class of life will go on to the secondary schools, while girls of the same class may finish their instruction in elementary schools. Hence separate schools for the two sexes are desirable on this account.

The system of bringing up boys and girls together in the same school appears entirely successful in the Netherlands. It is there regarded as the normal and natural state of things and no one appears to question it. As a rule the boys and girls sit at different desks, but in the ordinary class work are treated alike. The physical drill and gymnastic exercises of the girls are generally taken separately except in the very lowest standards, and they are also separated for needlework, when the boys generally have extra drawing or arithmetic lessons.

The lower classes are by choice entrusted to female teachers and the higher classes, except in schools exclusively for girls, to male teachers; this is one of the prescriptions of the law.

Boys and girls are brought up together at home; there is no reason why with proper precautions they should not be brought up together at school. Pedagogically co-education has many advantages; the girls set the boys good examples in manners, obedience and diligence—the girls perhaps learn from the boys lessons of reliance,

candour and due restraint of emotions. Further to prepare a boy or girl for the great world of men and women it is not an ideal training to bring him or her up in a microcosm of boys alone or of girls alone. Financially co-education results in a certain saving in buildings and supervision charges.

Continuation schools.—The law imposes on the communes the duty of seeing not merely that there is a sufficiency of elementary schools within its area but also that facilities should be afforded to children who have left school for continuing their education. In practice the obligation of the law is fulfilled by establishing *herhalings scholen* (*continuation*—literally *repetition* schools). These are usually night schools held four or five evenings a week in the elementary day school buildings for a large portion of the year.

The principal conditions prescribed for such schools by the compulsory Education law (now embodied in the Elementary Education Law) are as follows:—

(1) Instruction must be given for at least 96 hours in the year.

(2) The instruction must comprise at least four subjects of which at least two must be those of the ordinary school course.

(3) It must be so arranged that where parents do not wish their children to attend for more than 96 hours a year a properly constituted course be provided which will not require that time to be exceeded.

In the larger towns the continuation schools are somewhat elaborately classified principally with reference to the occupations which the pupils have taken up or intend to take up. As a rule instruction in technical and industrial subjects is not given, for such instruction the pupils go to evening technical schools (*ambachtscholen*) which are classed under secondary education (middelbaar onderwijs). The instruction in the continuation schools consists in a repetition or revision of the instruction in the higher classes of the day schools with such extensions and additions as may be desirable so as to make the pupils' general education directly of use in his daily occupation. Thus at Rotterdam in a continuation school for warehousemen; the subjects of instruction are arithmetic (the examples would all be those which a warehouseman would meet with in practice), Slojd (elementary carpentry and card-board work), practical geometry, geography, elementary science, drawing; in one for office and shop-assistants the subjects are arithmetic, Dutch language, Geography, German and English conversation and gymnastics; girls in domestic service even learn arithmetic, Dutch, elementary science, singing, needlework, cooking and domestic economy.

The number of pupils attending these schools is rapidly increasing. In 1903 there were over 36,000 boys and girls in attendance as against about 20,000 in 1902. Educational opinion is in favour of their extension; many consider that the restriction limiting the course to 96 hours a year, where desired by parents is harmful, and some would go so far as to make attendance compulsory up to a certain age.

The teachers in the continuation schools are selected from those of the day schools in the same commune, and the law fixes a minimum of 60 cents (1*s.*) per hour for their remuneration.

The religious question.—Mr. Balfour's able sketch of the history of State Primary Education in the Netherlands shows the various phases of the struggle in Holland between the advocates of "neutral" education and of compulsory religious instruction in public schools. The present position—perhaps not a very stable one—may be summed up in the phrase "benevolent neutrality."

The public schools are open to all creeds without distinction and the teacher is not allowed to give distinctively religious instruction, or to do or teach anything likely to offend the religious persuasion of his pupils. At the same time he is supposed to train them in the practice of all Christian and social virtues, and opportunity must be provided for religious ministers giving religious instruction to pupils of their own persuasion by leaving specified hours free for that purpose.

This instruction may either take place in the school building, in which case the rooms must be placed properly lighted and warmed at the disposal of the minister or it may be given outside.

The actual practice differs in different communes. In some the midday break from 12 to 2 and the weekly half-holidays are held to provide suitable opportunities for religious instruction; in others actual school hours are set apart for the purpose.

In private schools as much or as little religious instruction may be given as the management pleases, but in order to obtain a grant at least 20 hours of secular instruction must be given per week.

Inspecting Agencies.

State inspection.—For the purpose of elementary education the Netherlands is divided into three "inspections"(inspectien); the first includes the provinces of North Brabant, Gelderland and Limburg, the second, South Holland, North Holland, Zeeland and Utrecht, and the third, Friesland, Overijsel, Groningen and Drenthe.

At the head of each "inspection" is the Inspector of Elementary Instruction (Inspecteur van het lager onderwijs) whom it will be convenient to designate Inspector-General to prevent confusion with the lower ranks of inspecting officers. Each inspection is divided into a number of districts which like the "inspections" exist for purely educational purposes and do not correspond to any political divisions, except that no inspection or district includes portions of more than one province. There are 26 districts each of which is under a District Inspector (districts schoolopziener). Each district is divided into *arrondissements* of which there are in all one hundred and twenty-seven, each in charge of an Arrondissement Inspector (arrondissements schoolopziener). An arrondissement generally include several communes, but the large urban communes of the Hague, Rotterdam, Amsterdam and Utrecht contain 3, 4, 7 and 2 *arrondissements*, respectively.

There are thus three grades of inspecting officers, each of which has a well-defined territorial jurisdiction. The Inspector-General and the District Inspector are full-time officials of Government, but the Arrondissement Inspectors are not so. Their office is practically honorary as far as emoluments go, though not as concerns work, for it is upon them that the bulk of the periodic visitation and examination of schools devolves.

The Inspector-General.—The Inspector-General is more of an administrative than executive officer.

As remarked by Mr. Fabius who is at the head of the first inspection, he is named Inspector *a non inspectando* since he has no defined inspection work. He is the subordinate of the Minister of the Interior (Minister van Binnenlandsche Zaken) whom he advises on matters pertaining to elementary education. At least once a year the Minister summons the three Inspectors-General to confer with him on the elementary education of the country. The Inspector-General also deals with the deputations to whom he is bound to afford all possible information and advice. He summons the District and Arrondissement Inspectors under his jurisdiction frequently to confer with him either separately or together, and has also the inspection of their records. He is usually the President of one or more of the commissions appointed to determine the award of teachers' and head teachers' certificates. In many cases an appeal from the decisions of the subordinate inspecting officers lies with the Inspector-General. Finally he has to submit to the Minister a yearly report on the state of elementary education.

The District Inspector.—The District Inspector has more definite inspection work since he is bound to visit each school in his district once in three years. As there are 26 districts and 4,723 schools, this means that on an average the District Inspector visits about 60 schools at least a year. This is of course a minimum; doubtless for one purpose or another many more schools are inspected each year.

Certain important functions are specially assigned to the District Inspector. One of the chief is the regulation of the plan of studies in each of the public schools in his district. As has been noticed under "curriculum", for each school, there must exist a detailed plan of the course of instruction for each class and in each subject and this plan (*leerplan*) must receive the District Inspector's approval before final adoption. In this way the District Inspector is largely responsible for the shaping of the course of education in his district, and an appeal from his decisions in this matter lies only with the Minister, who would of course generally take the opinion of the Inspector-General before giving his verdict. The District Inspector's approval is also necessary in such matters as the classes which a public school should contain, the vacations and holidays, the provision of opportunities for religious teaching, etc.

Another important function of the District Inspector is the appointment of the head teachers in public schools. Great attention is paid in the Netherlands to the careful

selection of a head teacher. He is appointed by the communal council on the nomination of the burgemeester and wethonders and the District Inspector conjointly but the rules practically ensure that in cases of disagreement the District Inspector's views win the day. The rules on the subject are elaborate and provide for a competitive examination of the candidates if the communal authorities and the District Inspector do not immediately agree in their choice. The District Inspectors generally make a point of seeing likely candidates in their own schools, of hearing them teach their own classes, of observing the discipline maintained, etc., and if the candidate is already a head teacher, the whole condition of his school is a factor in deciding on his fitness for promotion to a better appointment.

The District Inspector does not confine himself to his own district or even province to find a suitable head for a school; the District Inspector of Amsterdam for instance may have to visit Friesland to fill up an important vacancy in his district. In this way a check is put upon purely local influence in the appointment of headmasters, and if the District Inspector asserts his rights no appointment need be made except on purely educational grounds. As a matter of fact in the great majority of cases the communal authorities and the inspecting officer agree. In 1903 there were 213 vacancies to fill up for which competitive examinations were needed in only 43 cases.

The District Inspector can similarly initiate proposals for the dismissal of a head teacher. He also scrutinizes and forwards to the Minister pension applications from retired teachers.

He holds meetings at least once in three months with his Arrondissement Inspectors to confer with them on the interests entrusted to them.

The Arrondissement Inspectors.—The Arrondissement Inspectors are appointed for a term of six years only and, unlike the District Inspectors and Inspectors-General, they are allowed to carry on private business or professions. They receive an honorarium in addition to their teaching and halting allowances and office expenses, but the amount is very small; in 1903 the 127 Arrondissement Inspectors received Fl. 146,100 on all accounts-honorarium and travelling and other expenses, an average of only Fl. 1,150 or less than £100 each.

The Arrondissement Inspectors are nearly all drawn from the ranks of professional men or retired officials or secondary school teachers. A considerable number of them are advocates, some are burgemeesters, some are men who have retired on a pension after having served in much higher inspecting capacities in the colonies. In the number of Arrondissement Inspectors are included several members of the nobility. The offices though not lucrative and by no means sinecures carry the prestige of a direct appointment by the Crown, and there is no difficulty in filling them.

The system of honorary inspecting officers however presents obvious disadvantages and educational opinion seem to be setting in favour of a regular full-time paid service of trained men.

Most of the actual inspection work falls on the Arrondissement Inspector. He has to visit each school in his arrondissement twice a year, making an average of 65 inspections per year, and makes a quarterly report to the District Inspector.

Conjointly with the Communal authorities he makes proposals for filling up vacancies in the staff of assistant teachers in public schools and his opinion is taken by the District Inspector in filling up head teachers' vacancies; he similarly initiates proposals for dismissing teachers. The Arrondissement Inspector also has duties in connection with the compulsory Education Law. He is the officer responsible for seeing that each child is enrolled in some school and that it attends regularly; he carries on correspondence with the parent concerning non-enrolment and non-attendance, and in the final resort when the law is appealed to it is the Arrondissement Inspector who prepares the case and transmits the *pcoces-verbal* to the Public Prosecutor. In these duties he is assisted by a school attendance committee appointed by the communal council. Many of the Arrondissement Inspectors view with disfavour this part of their work, which besides being of a distasteful nature takes up much time that might be better employed in their own legitimate functions.

The Arrondissment Inspector is the educational adviser of the commune.

He sees that local commissions of inspection are formed and attends their meetings and summons meetings when necessary. He receives a small sum each year for the purpose of forming a teachers' library accessible to all the teachers in the arrondissement.

All the inspecting officers as well as the burgemeesters and wethouders of communes and the members of local inspection committees have the right of entry into any elementary school, public or private, within their respective jurisdiction and the head teacher is bound to give them all possible information about the school and the instruction given in it. The inspecting officers also have the right of entry into all training schools and *normaallessen.*

Methods of inspection.—The inspecting officers are left singularly free as to the mode of conducting their inspections. Reports on individual schools are not exacted, and each officer has his own ways of testing the efficiency of the school. I visited some 70 schools mostly in the company of a District or an Arrondissement Inspector, and had the opportunity of observing and comparing the different methods employed.

In public schools the *leerplan* is usually demanded and examined to see that the approved course of studies is being carried out; the time-table (rooster) is also examined to see that the subjects are suitably apportioned among the school hours. A list of the teachers is also frequently called for and scrutinized. Nearly all the inspecting officers whom it was my good fortune to accompany made a point of examining the exercise and note-books of all the classes. In most cases especially in the public schools, these were found, when not in actual use during the lesson, neatly arranged in cupboards in the school room. Except in the continuation classes very little, if any, home work is done by the children. The exercises are done in the school-room under the teacher's supervision and the books never leave the school, unless the teacher takes them home for correction; and were found in most cases to be clean and neat, and, especially in public schools corrected neatly, methodically and up-to-date by the teacher. The state of the school books also was generally examined. Like the exercise books they are kept in the school and in many cases were models of preservation. I saw in one school, books that had been used in a class for ten successive years bearing the name of the children who had used them, and as far as wear and tear was concerned they still seemed to have years of life before them. To test the efficiency of the teaching most of the inspecting officers whom I saw at work adopted as one means the method of questioning the class. Many of them also heard the teacher give his lesson, some in addition took a class and gave model lessons.

During the progress of the inspection, impressions were received as to the condition of the school-rooms as to cleanliness, lighting, warming, ventilation, etc.; the suitability or otherwise of the desks and benches and their arrangement with respect to the light and the "work-wall"; the degree of order and discipline maintained and the general appearance of the children.

The educational apparatus (leermiddelen) such as maps, pictures, etc., received attention and the physical and chemical apparatus were closely inspected.

The inspection in most cases terminated with a conversation with the head teacher, in which the Inspector touched on the points where he thought improvement was needed. In the case of public schools the inspecting officer can bring considerable pressure to bear on the teacher to make him carry out the suggestions made. In private schools this is not the case. Practically all that the inspector can do is to see that the teachers possess the necessary certificates and the legal 20 hours per week of secular instruction are given. The want of control over private schools is one of the weakest points in the Dutch system, and most of the inspecting officers whom I met were keenly alive to it.

The Arrondissement Inspector pays two visits at least to each school in the year. If the first shows that the condition of the school is satisfactory the second is not so exhaustive; if on the other hand serious defects are found at the first inspection the second will take place when the inspecting officer thinks that a sufficient time has elapsed to allow the suggested improvements to be put in hand, and will be searching. If a District Inspector finds things in need of improvement he will intimate to the head teacher that he may expect another visit from himself or the Arrondissement Inspector in a few weeks. Needless to say all the inspections are "surprise visits". The area is

so small and means of communication so numerous that there is no difficulty in arranging this. As mentioned above reports on individual schools are not made; on the other hand the reports of the inspecting officers deal among other things with special subjects of the elementary course. Each year the Minister chooses two subjects, *e.g.*, arithmetic and the Dutch language, which all the inspecting officers must specially treat in their report.

As far as one could judge the relations between the inspecting officers and the teachers were excellent. The former seemed to know all about the head teachers and many of the assistants, their strong and their weak points. The arrival of the inspector seemed to create no great stir, and in most cases the head teacher appeared to have no cause for dreading an inspection.

Local inspection.—Besides the system of inspection by the State there is also a system of local inspection by local committees appointed by the commune. Their duties are laid down in very general terms by the law. They exercise a strict supervision over all the schools in the commune where elementary education is given, visit them at least twice a year either collectively or by sub-committees, take care that the rules relating to elementary education are strictly observed, take account of the teaching staff, the number of children and the state of instruction, prepare a yearly report on the position of education in the commune, give the Inspectors all information they desire, furnish teachers with advice, assistance and co-operation; and generally exert themselves to promote education.

In the towns like Amsterdam, Rotterdam, etc., the local commission is a strong body, including in its numbers a fair proportion of medical men, educational experts, and ladies. In Amsterdam there are six sub-committees dealing with special departments of school management. There are sub-committees which deal exclusively with school hygiene, needlework, etc., evening courses in foreign languages, continuation schools, school-buildings, preparatory education (infant schools). Besides this all the schools in the town, public and private, are divided into small groups according to locality and each group is placed under the personal supervision of two members of the commission. The commission publishes a full report on the working of the schools during the year, accompanied by a table showing the staff, names and qualifications of each school, the subjects taught, the strength, etc. The Amsterdam report for 1903, the latest obtainable at the time of my visit, is an interesting production dealing with such things as attendance, infant schools, free dinners and clothing to the children of poor people, the maximum number of children desirable in each class, how school pauses (intervals between lessons) should be best employed, scald-head, play grounds and a variety of other subjects, besides a general review of the condition of the schools in the city.

The inspecting officers whom I met were somewhat divided in opinion as to the value of the local commissions. Most were agreed that the committees were capable of doing useful work in advising the communal council with regard to the educational needs of the place, and in exercising a supervision over the schools in regard to most matters, but with regard to purely pedagogic matters some of the inspecting officers were rather inclined to think that the local commission was apt to trench on their own province. One of the most experienced District Inspectors whom I met observed that the commission members when visiting a school should see and hear all they could but should not open their mouths; by this observation he meant to deprecate any interference with the teacher's work.

So far there does not exist any system of paid local Inspectors. An official of this kind, if appointed, would have no legal status, and it would be possible for any school to close its doors against him. In Amsterdam however, a beginning has been made by appointing to the local Commission a few paid officials who as members will have the right to inspect all schools in the city. This experiment seems to contain the elements of a pretty quarrel.

A few years ago it was considered part of the duties of the local commission to examine the pupils of the schools individually and to award certificates to pupils who were leaving after having completed the course. Now, however, a feeling against examinations of any kind in elementary schools is fairly general, and I did not hear of many places where the old system is carried out. In most places the leaving certificate

is given by the communal authorities on the report of the headmaster, and even in places, such as Haarlem, where the local commission does conduct an examination, the assistance of the teachers is invoked, and the opinion of the head teacher is taken.

Grants-in-Aid.

Grants-in-aid are given by the State alone; the commune is expressly prohibited from contributing directly or indirectly towards the support of private institutions. State aid is given both to communal and private schools, but on somewhat different conditions.

Public schools—Annual grant.—Public schools are eligible for aid in two ways, in the shape of (1) annual grants, and (2) building grants. The annual grants are given on what may be described as the salary-attendance system. The law prescribes for each public school a minimum staff depending on the strength of the school, and for each teacher on this minimum staff a certain grant is allowed, depending on the size of the school and also on the rank of the teacher in the school. In many schools, however, particularly those in large communes, the staff of teachers is a long way in excess of the minimum requirements of the law, and aid is allowed for some of these additional teachers on a carefully regulated plan.

The actual provisions of the law are as follows:—

The following annual contributions are made by the State to the commune—

(*a*) For each head teacher of a school of 199 and fewer pupils Fl. 360; 200 to 309 pupils, Fl. 460; 310 to 419 pupils, Fl. 560; 420 and more pupils, Fl. 660.

(*b*) For each assistant teacher required by the law, Fl. 260; and for each assistant teacher whom the law requires to hold a head teacher's certificate, Fl. 360.

(*c*) If the staff attached to a school exceeds the minimum prescribed by the law for schools of 309 and fewer pupils, Fl. 260 for one teacher; for schools of 310 and more pupils Fl. 260 for two teachers at most. If the instruction in addition to the compulsory subjects includes two at least of the subjects, French, German and English, and the subject mathematics; for each school of 90 and fewer pupils, Fl. 310 for one teacher; for schools of 90 to 199 pupils, Fl. 310 for two teachers at most; for schools of 200 and more pupils, Fl. 310 for three teachers at most.

(*d*) For each of the male teachers under (*b*) and (*c*) provided that they are married and have reached the age of 28 years, Fl. 25.

This method of aid, though perhaps somewhat cumbrous in expression, is comparatively simple in practice and possesses several advantages. The principle of making the amount of aid depend on the strength of the school and the number of teachers conjointly appears a sound one. The calculations are easily made; the strength of the school for grant purposes is not based on average attendance, but on the number of pupils on the rolls on January 15th of each year, so that the grant can be calculated and paid in advance. Except that grant is not admissible to schools in which the average fees amount to Fl. 80 or more a year, the amount of grant for a school is not limited by a consideration of its fee income.

In the year 1902 the total expenses of the communes on elementary schools amounted roughly to Fl. 19,500,000, of which Fl. 5,000,000 was met by the State in the way of grants, Fl. 2,000,000 by fees and the remainder Fl. 12,200,000 out of the communal funds. Thus fees met 10 per cent. of the expenses, the communes 63 per cent. and the State 27 per cent.

Subsidy to communes.—In addition to these ordinary annual grant, the law makes provision for a lump subsidy to communes in which the expenses of providing a proper elementary education form too heavy a burden on their resources; the amount of this subsidy is determined by the Crown on the advice of the deputations, and each case is apparently decided on its own merits and no hard and fast rules are observed. The amount of subsidy given in 1902 in this way was Fl. 350,000 roughly, an amount which is small compared with the regular annual grants.

Grants to continuation schools.—For each teacher engaged in giving instruction in continuation schools, the State provides a grant of 30 cents per hour's lesson, up to a maximum of 290 hours per school and per year.

Building grants.—The amount of building grant admissible is one quarter of the total cost of the building or purchase so far as that cost is met from communal funds.

Conditions for aid.—A public school which is allowed to exist is eligible for aid, without further conditions except in two cases. The first, which has already been mentioned, is where the average school fees are Fl. 80 or more per pupil per year; the second is where a vacancy in the teaching staff of more than six months' duration in the case of a head teacher or four months in the case of an assistant teacher has been allowed by the commune to remain unfilled. The latter provision is rather drastic, but the rule may be relaxed if it is shown that the communal authorities have tried to procure suitable teachers, and — a very necessary adjunct to their efforts — have offered suitable pay.

Mode of payment.—The annual grants are paid in four quarterly instalments in advance. They are calculated on the data existing on January 15th of each year, the necessary calculations being submitted to the Minister in the first-half of February by the deputations.

Adjustments are made in each year for the previous year but one. Thus the grant actually paid in 1902 was that fixed for 1902 subject to adjustments in the actuals of 1900.

Private schools.—Annual grant.—Aid is given to private schools in the form of annual grants on the same scale as those for public schools. The conditions of aid are—

(1) that the school is governed by an institution or association which possess the legal personality, *i.e.*, is registered as a company or society;

(2) that the instruction given includes all the compulsory subjects, an exception being made in the case of drill, and in the case of needlework for girls provided that they receive satisfactory instruction at home or elsewhere;

(3) that at least twenty hours of secular instruction should be given each week, in which minimum two hours' needlework at the most can be included;

(4) that the number of teachers satisfies the scale laid down for public schools, except that no assistant teacher is bound to have the head teacher's certificate.

No aid can be given to a school:—

(1) in which the number of children over six years of age is less than 25,
(2) where the school fees average Fl. 80 or more per annum per child,
(3) where vacancies in the teaching staff are not filled up for six months in the case of a head teacher and four months in the case of an assistant,
(4) where it appears that the school is carried on as a means of profit.

In 1903 the State spent nearly Fl. 1,300,000 on subsidies to private schools, being about one quarter of that spent by the State on communal schools.

Instead of the building grant which is given to public schools, a yearly grant is made towards the cost of providing school buildings. The grant is calculated solely on the strength of the school and amounts on the average to Fl. 1 per child. To receive this grant a school must be in receipt of the annual grants and the building must satisfy the following conditions:—

(*a*) the contents of each school room must amount to 3 cubic metres (105 cub. ft.) per child;
(*b*) the school rooms must be satisfactorily lighted;
(*c*) there must be proper means of warming and ventilating the rooms;
(*d*) there must be a sufficient number of water-closets.

The maximum grant under this head is Fl. 557 for a school of 530 to 600 pupils, and the grant is too small to give material assistance in building new school-houses even when accumulated for some years; it serves the purpose however of inducing the management to take precautions against over-crowding and to pay attention to the lighting and ventilation of the school rooms. In any year the grant may be withheld at the instance of the District Inspector if he finds that the conditions have not been complied with.

Continuation schools—Payment of annual grant.—The State aids private continuation schools on the same terms as communal schools. The school management send in the month of January their claims for grant for the previous year to the deputations of the province. The latter body decides before the 1st of May whether the school satisfies the conditions of aid, fixes the amount of the grant, and communicates it at once to the Minister, to the Inspector-General of Elementary Education and to the school management.

Concluding remarks.

I visited nearly 70 schools, generally in company with the District or Arrondissement Inspector, in some cases with the burgemeester of the town or commune, and a few alone. My tour extended from Friesland to S. Holland and in the course of it I visited Amsterdam, Rotterdam, and the Hague, some smaller towns such as Haarlem, Dordrecht and Leeuwarden, and several rural communes. I feel it my duty to state that the courtesy which I received from Mr. Fabius, Inspector of Elementary Instruction First Inspection, and his subordinate inspecting officers, the communal authorities, and the teachers of the schools, and their readiness to place information at my disposal whether in the form of verbal explanations or by furnishing me with copies of official and other documents made my duty both easy and pleasurable.

APPENDIX.

COMMUNE OF EDAM.

Plan of studies for the public school for free Elementary Education in Edam.

School Hours.

Monday	9—12	2—4
Tuesday	9—12	2—4
Wednesday	9—12	1—3
Thursday	9—12	2—4
Friday	9—12	2—4
Saturday	9—12	1—3

Note.—The morning school hours of the 1st and 2nd class are from 9—11 o'clock, excepting two days for girls of the 2nd class, when they have needlework, etc.

Hours in which manual instruction is given: for the 2nd class from 11–12, for the 3rd and 4th classes on Wednesdays and for the 5th and 6th classes on Saturdays from 1—3.

Hours set apart for religious instruction: out of ordinary school hours.

Hours in which continuation instruction is given: from October to March 1st, on Mondays, Tuesdays, Thursdays and Fridays from 6—8 P.M.

Vacations from Good Friday to Easter Monday inclusive; 14 days in the summer beginning from the first Monday in August; the kermis-week to the first Thursday following (the kermis begins on the fourth Monday in September, or if the 1st September falls on a Monday, the fifth Monday); from December 24 to January 2 inclusive.

Number of classes: six.

Table of subject hours.

—	1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year.
Reading	6	6½	6	5	4	4
Writing	3	3	3	3	2	2
Arithmetic	5	5	6	5	5	5
Dutch language	..	..	5	5	5	5
Dutch History	..	..	1	1	2	2
Geography	..	..	1	2	2	2
Nature knowledge	..	..	1	1	2	2
Singing	1½	1½	2	2	2	2
Drawing	1	1	1	2	2	2
Needlework, etc.	..	2	2	2	2	2
Object lessons	2	1½	..	..	..	..
Stories	1½	1½	..	..	..	..
Total	20	22	28	28	28	28

The admission of pupils is made once a year on April 1st. At that time, in conformity with the resolution of the communal council, those children are admitted who have reached the age of six years before the following first of October.

Pupils whose parents or guardians settle in the commune between times are immediately admitted provided that they have already been receiving instruction; they are placed by the head teacher in the classes for which he deems them fit.

The head teacher is competent to close the classes on days on which an arrondissement or district gathering is held if the teaching staff wishes to attend the meeting.

The head teacher may if occasion arises give any member of the staff one day's leave, for longer absence the approval of the Burgemeester is required.

Scope of the Instruction.

Reading.

1*st year.*—The first step in instruction in reading. Decomposition and composition of words. Reading of words, sentences and short lessons of gradually increasing difficulty. Blackboard exercises with Jongejan's wooden letters and out of his books; Oostveen, Pas op school, Leopold, Meiregen; Meerwaldt and Nijk. In woord en beeld I.

2*nd year.*—Reading exercises and discussion of the matter out of the books of Jongejan 5, 6 and 7 or Leopold, Dauwdroppels; Oostveen, Ons eerste boek; Eedn trapje hooger; Meerwaldt and Nijk, In woord en beeld 2 and 3; reading exercises on the board.

3*rd year.*—Reading exercises and discussion of matter out of the books of Leopold, Sneevwulokken or Oostveen, Hoe bevalt u dit? Weer wat nieuws; Bosman, Rood, wit en blauw. Meerwaldt and Nijk. In woord en beeld 3 and 4. Nederlandsch Leesboek 1, 2.

4*th year.*—Reading exercises and discussion of the matter out of the books of Leopold, Mosroosjes; Oostveen, Wie leest er mee? Leest prettige; Bosman, Veelkleurige bloemen; Meerwaldt and Nijk. In woord en beeld 4 en 5. Ned. Lesboek 3, 4.

5*th year.*—Reading exercises and discussion of matter out of the books of Leopold, Wildzang or Oostveen, Veel genoegen, In't hoekje van den haard; Honig and Vos. Inleidende reeks, Van Eigen Bodem C I; Meerwaldt and Nijk. In woord en beeld 5 en 6. Ned. Leesboek 5, 6.

6*th year.*—Reading exercises and discussion of matter out of the books of Leopold, Klimop; Oostveen, Uit de portefeuille; Bosman Zoutkorreltjes 1 en 2; Honig en Vos, Van Eigen Bodem C II en III, Meerwaldt and Nijk. In woord en beeld 7 en 8. Ned. Leesboek 7, 8.

Writing.

1*st year.*—Exercises preparatory to writing. Holding the body and the pencil, exercises in writing part of letters, letters and combinations of letters and words with pencil on paper or slate, according to van't Hof's method Nos. 1, 2, 3.

2*nd year.*—Further exercises in writing letters, combinations of letters and words with pencil on paper or slate according to van't Hof's method Nos. 1, 2, 3. Writing out short lessons or verses.

3*rd year.*—Exercises preparatory to writing with pen and ink on paper. Holding the body, the copy book and the pen-holder. Writing exercises according to Van't Hof's method Nos. 1, 2, 3. Writing of short lessons, verses and exercises.

4*th year.*—Further writing exercises after van't Hof's method Nos. 4, 5, 6. Exercises in combination with reading and other subjects. Writing verses and music.

5*th year.*—Continued writing exercises after van't Hof's method Nos. 7, 8, 9. Exercises in combination with the different subjects. Writing verses and music.

6*th year.*—Continuation of writing exercises after van't Hof's method Nos. 10, 11, 12. Writing exercises, dictated pieces, letters, compositions, verses and music.

Arithmetic.

1*st year.*—Treatment of the quantities 1—20 in succession by objects. Composition and resolution, first with actual objects, then with concrete numbers, followed with abstract numbers, simple questions in mental arithmetic. Written practice in application, first with objects, then with ciphers.

2*nd year.*—Objective concentric treatment of the quantities 1—100, viz., 1—40, then to 60, afterwards to 100. Tables up to 10×10. Composition and resolution. Writing numbers, also with Roman ciphers. Exercises with the clock. Question in mental arithmetic and written exercises in application.

3*rd year.*—Treatment of the quantities 1—1,000 and higher. Tables to 20×20. Resolution of special numbers. Objective treatment of metre, litre and gramme with multiples and submultiples. The four prime operations according to the rules of arithmetic. Exercises with the clock. Mental and written exercises, also with Roman ciphers.

4*th year.*—The four prime operations with higher numbers. Resolution into factors and tables. Objective treatment of fractions; halves, quarters, eighths, thirds, sixths, etc. Simplifications. Metric system, now with square measure. Mental and written exercises. The written work is done on paper in this and the following classes.

5*th year.*—Treatment of decimal and vulgar fractions. Prime and divisible numbers, common measures, proportion, square and cubic measure, calculation of the simplest areas and contents. Exercises in ciphering accurately written and mental sums.

6*th year.*—The metric system. Area of parallelogram, triangle, trapezium and circle; contents of prism and pyramid exercises in ciphering accurately with integers and fractions. Proportion and divisibility. Percentages, allegation and stocks. Mental and written sums. General revision and application of rules.

Dutch Language.

1*st year and* 2*nd year.*—Instruction in the Dutch language in the first and second years coincides with that in other subjects such as reading, object lessons and writing. It consists in exercises in speaking, the written reproduction of clearly spoken words and sentences, the learning of verses. In the second year also simple exercises *à propos* of the lesson.

3*rd year.*—Learning and naming of the letters, division of the letters into vowels, consonants and dipthongs. Exercises in the rules of spelling *a* and *u* in open syllables, the mode of writing consonants as intermediate letters after imperfect and unaccented vowels, final consonants in special words. Simple exercises in composition, answering questions arising out of the subject matter of history, geography and nature knowledge. Simple dictation. Short verses.

4*th year.*—The principal parts of the simple sentence, predicates, subject, object and qualifications. Parts of speech, nouns substantive and adjectives possessive, demonstrative, interrogative and indefinite pronouns, numerals, prepositions and adverbs. Exercises in composition, simple exercises arising from the subject matter in the history, geography and nature knowledge lessons. Simple dictation. Short verses.

5*th year.*—The principal forms of inflection in the articles, adjectives, demonstrative and possessive pronouns. The principal forms of conjugation, present and past tenses of strong and weak verbs, participles and the imperative mood. Exercises in composition, making a simple composition on a given plan, the matter to be taken from the subject of the lesson, dictation.

6*th year.*—Inflection forms of the personal, possessive, interrogative and relative pronouns, conjugation of the verb. Analysis of simple sentences. Composition exercises. Compositions, narratives, letters, descriptions, accounts, dictation, short verses. General revision.

3*rd year.*—Development of the first historical notions, taken in connection with historical

4*th year.*—Pictures from the national history. The most important years.

5*th year.*—Continued treatment of the national history, with more attention to connection.

6*th year.*—The national history in connection with the most important events of universal history especially after 1500. Chronology. The principal years.

Geography.

3*rd year.*—Preparatory exercises: points of the compass, weathercock, plan of the school, the school and surroundings, the commune and surroundings, the principal features of the province of North Holland.

4*th year.*—North Holland in more detail, the Netherlands with provinces, boundaries, divisions, physical features, high and low land, rivers, canals, railways, means of subsistence, places.

5*th year.*—Description of the Netherlands continued; woods, waste lands, reclamations, marsh colonies, horticulture, dunes, more places than in the previous class. The principal features of Europe

6*th year.*—The Netherlands and Europe—revision and extension. Netherlands India. Survey of the parts of the world.

Nature knowledge.

1*st and* 2*nd year.*—Discussion of objects taken out of the child's surroundings, also of the best known animals and plants, and of the human body. In both classes in the form of object lessons and with the view of obtaining notions and clearing ideas.

3*rd year.*—Repetition, together with the consideration of less accurately known animals, such as the frog, cockchafer, butterfly, silkworm, etc.

4*th year.*—Further consideration of plants and animals. The dentition and notion of animals; the parts of the flower. Discussion of certain minerals: iron, salt, coal. Weighing and measuring.

5*th year.*—Plants and animals continued, also foreign varieties. Division into classes and their characteristics. Discussion of the nutriton and digestion in man and certain animals. Butter and cheese-making. Discussion of natural phenomena: floating, sinking, specific gravity.

6*th year.*—Revision. Circulation of the blood and breathing; the air, pressure, and tension. Explanation of pumps, syringes, waterworks, syphons. Heat phenomena, expansion, melting, evaporation, boiling, freezing, condensation, solution. Discussion of simple instruments: the thermometer, lightning conductor, pulleys, barometer.

The instruction in nature knowledge is given as far as possible by object lessons, and in cience the phenomena and lenos which are treated are illustrated with experiments.

Order—No. 432, Educational, dated 19th June 1906.

Recorded.

2. A copy of Mr. Middlemast's Notes will be forwarded to the Government of India, Home Department, with reference to their letter No. 229, dated 20th April 1906.

(True Extract.)

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

To the Director of Public Instruction.

Letter—from H. D. TAYLOR, Esq., I.C.S., Acting Secretary to the Government of Madras, Educational Department.

To—the Secretary to the Government of India, Home Department (Education).

Dated—Ootacamund, the 19th June 1906.

No.—433, Educational.

With reference to Mr. Marris' letter No. 229, dated the 20th April 1906, I am directed to forward a copy of the "Notes of the studies of the elementary system of education in the Netherlands" made by Mr. E. W. Middlemast, Deputy Director of Public Instruction, Madras, when on special duty in 1905.

Educational Department.

NOTES CONNECTED WITH G.O., No. 432, EDUCATIONAL, DATED 19th JUNE 1906.

[Subject.—*Notes on education in the Netherlands by Mr. E. W. Middlemast, Deputy Director of Public Instruction.*]

From the Government of India, No. 229, *dated* 20*th April* 1906.

In paragraph 3 of their letter No. 432, Educational, dated 12th September 1903, the Madras Government informed the Government of India that Mr. E. W. Middlemast had applied for permission to go on special duty for three months during his furlough in 1904. And in paragraph 3 of their letter No. 28, Educational, dated 13th January 1904, they stated that Mr. Middlemast proposed during the special duty "to "study the Dutch system of grants-in-aid, the Dutch primary curriculum and the "Dutch system of conducting examinations by local Commissioners."

2. In their letter No. 138, dated 24th February 1904, printed with G.O., No. 143, Educational, dated 3rd March 1904, the Government of India informed this Government that they had addressed the Secretary of State on the subject.

3. Mr. Middlemast went on 23 days' privilege leave and one year's furlough in continuation on 8th April 1904 and returned to duty on 1st May 1905. Under paragraph 3 (6) of the despatch from the Government of India to the Secretary of State printed with G.O., No. 49, Educational, dated 30th January 1903 (page 3), Mr. Middlemast has to submit notes of the studies which he pursued and of the observations which he made while on special duty. He has not done this as yet. He may now be asked through the Director of Public Instruction to submit them as early as possible.

Page 536 of the History of Services, 1905.

4. The draft placed below is submitted for approval.

P.R.—2-5-06.

P. T. Tharyan—2-5-06.

C. A. Souter—2-5-06.

H. D. Taylor—3-5-06.

[Endorsement to the Director of Public Instruction, No. 204, dated 3rd May 1906.]

From the Director of Public Instruction, R.O.C. No. 3597/06, *dated* 21*st May* 1906.

The Director of Public Instruction submits a report from Mr. E. W. Middlemast, together with his covering letter, dated 13th instant, regarding his furlough studies in Holland. The Government of India may now be furnished with a copy of the report.

P.K.M.—24-5-06.

The report has been sent to the press to be put in type at once. On its receipt the file will be resubmitted.

P. T. Tharyan—24-5-06.

C. A. Souter—25-5-06.

The report has been printed. A draft order is submitted below for approval.

P.R.—31-5-06.

Before the draft is passed would it not be better if the proof of his notes is sent to Mr. Middlemast with a demi-official from the Assistant Secretary for such corrections as he may consider necessary in the matter of in the printing? He may be asked to treat the matter as urgent.

P. T. THARYAN—~~31~~-5-06.

Demi-official—from C. A. SOUTER, Esq., I.C.S., Assistant Secretary to Government, Educational Department.
To—E. W. Middlemast, Esq., Deputy Director of Public Instruction.
Dated—the 1st June 1906.
No.—90.

"I am directed to send you a proof of your notes on education in Holland and to "request that you will return it as soon as you can with such corrections as you may "consider necessary. The matter should be treated as urgent"

Demi-official—from E. W. MIDDLEMAST, Esq., Deputy Director of Public Instruction.
To—C. A. Souter, Esq., I.C.S., Assistant Secretary to Government, Educational Department.
Dated—the 6th June 1906.

"I return herewith the proof of my Dutch notes with certain corrections. If it "is allowable I should like to add to the appendix by including the enclosed curriculum "in geography and nature knowledge. I don't however press the matter.

"The first paragraph seems rather out of place as it stands, coming as it does "before the subject. I would suggest that it should come as 'concluding remarks' "after 'grants-in-aid,' and that after 'Mr. Fabius' there should be inserted 'Inspector of "Elementary Instruction, first Inspection.'"

Now have it sent to press with the additions and ask press to treat as urgent.

C. A. SOUTER—8-6-06.

A clean copy of the notes is submitted. A draft order and a letter to the Government of India are also submitted for approval.

P.R.—13-6-06.

P. T. THARYAN—13-6-06.

The report is very interesting.

C. A. SOUTER—13-6-06.
H. D. TAYLOR—14-6-06.
G. S. F[ORBES]—14-6-06.

Issue.

C. A. SOUTER—16-6-06.
H. D. TAYLOR—16-6-06.

[G.O., No. 432, Educational, dated 19th June 1906.]

[E.]
1,500—12-12-

EDUCATIONAL DEPARTMENT.

12

CURRENT FILE.

CONTENTS.

From	Number.	Date.	Pages.
[703] Govt: of India.	229	20-4-06.	1.
Endorsement on D.P.I.	204	3-5-06.	2.
[863] From the D.P.I.	Roc. No: 3597/06.	21-5-06.	3-52

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.
143	3.3.04	SC		
22R	18.1.04	docket.		
27, 28	13.1.04	SC		
554.	17.11.03.	docket		
431, 32	12.4.03	SC		
49	30.1.03	OC.		

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.

No. 229 — 703

LOCAL & MUNICIPAL
26 APR 1906

Rcgd. 26. 4. 1906.

From

W. S. Marris, Esq.,

Deputy Secretary to the Government of India,

To

The Secretary to the Government of Madras,

Education Department.

Home Department.

(Education) Simla, the 20th April 1906.

Sir,

With reference to the correspondence ending with the Home Department letter no. 138, dated the 24th February 1904, I am directed to request that, with the permission of the Governor in Council, the Government of India may be furnished with a copy of the report submitted by Mr. E.W.Middlemast, Deputy Director of Public Instruction, Madras, upon his furlough studies in Holland.

I have the honour to be,

Sir,

Your most obedient servant,

W. S. Marris

Deputy Secretary to the Government of India.

Educational Departm

16

27

Endorsement 204 dy 3-5-06

Copy forwarded to the D.P.I with the request that he will obtain and submit to Government as early as possible Mr. Middlemarts' report upon his furlough studies.

2.5.06

3.5.06

FC 863/06

Desp number 3576

Desp 3576

Stock Form No. 135
3,700—1-6-05.

CURRENT No. 863

Memo 204/06

EDUCATIONAL DEPARTMENT.

Received LOCAL & MUNICIPAL SECRETARIAT. 23 MAY 1906 190 , Registered 23-5- 1906.

Subject. 17

Submitting report from Mr. E.W. Middlemast, regarding his furlough studies in Holland.

38

ENCLOSURES.
No.
Spare copies

Report No. 3597/06.

Station Madras, Dated the 21st May 1906.

From (Name) The Hon'ble Mr. A.G. Bourne, D.Sc., F.R.S.,

(Designation) Director of Public Instruction.

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

Sir,

With reference to the Memorandum of Government, No. 204, dated 3rd May 1906, I have the honour to submit herewith an interesting report from Mr. E.W. Middlemast together with his covering letter, dated 13th idem, regarding his furlough studies in Holland.

I have the honour to be,
Sir,
Your most obedient servant,

A.G. Bourne

Director of Public Instruction.

K.P.D.

LOCAL & MUNICIPAL
23 MAY 1906
SECRETARIAT.

Madras
13 May 1906

From E. W. Middlemist Esq M.A.

To the Director of Public Instruction
Madras.

Sir,

I have the honour to submit notes of the studies of the elementary system of education in the Netherlands which I made when on special duty last year.

On my arrival in Holland I reported myself to Mr. J.C. Fabius, Inspector General of Elementary Instruction at the Hague, who received me with great consideration and afforded me every possible facility for pursuing my studies.

I visited nearly 70 schools, generally in company with the District or Arrondissement Inspector, in some cases with the burgemeester of the town or commune, and a few alone. My tour extended from Friesland to Zealand and in the course of it I visited Amsterdam, Rotterdam, and the Hague, some smaller towns such as Haarlem, Dordrecht and Leeuwarden, and several rural commu-

I feel it my duty to state that the courtesy which I received from Mr Fabius and his subordinate inspecting officer, the communal authorities, and the teachers of the schools, and their readiness to place information at my disposal whether in the form of verbal explanation or by furnishing me with copies of official and other documents made my duty both easy and pleasurable.

I have the honour to be

Sir

Your most obedient servant

E. Middlemist

DIRECTOR OF PUBLIC INSTRUCTION
14 MAY 1906
MADRID
No 3597/6

I

LOCAL & MUNICIPAL
23 MAY 1906
SECRETARIAT.

20 KP

INTRODUCTION.

Since the 1st January 1901, when the Compulsory Education Act (Leerplichtwet) of 7th July 1900 came into force, elementary instruction has been compulsory in the Netherlands. The parents and guardians of every child are compelled by law to provide it with elementary instruction as soon as it reaches the age of seven years, and roughly speaking the obligation does not terminate till the child has attained the age of thirteen years.

The Act met with much opposition at the time, and only passed the Second Chamber, the popular representative body in the Netherlands, by a majority of one. At the time of my visit early in 1905, the opponents of compulsory Education appeared to have reconciled themselves to the inevitable; indeed I found in many quarters evidence of a desire to make the law more cogent by amending the cumbrous and often ineffective legal procedure for securing attendance.

The Act contemplates elementary instruction of two kinds, home-instruction (huisonderwijs) and school-instruction (schoolonderwijs), and parents can satisfy their legal obligations either by providing suitable instruction at home or by placing their children at an elementary school. As a matter of fact opinion has declared itself strongly in favour of school education, even in the case of the wealthy and leisured classes. The number of children between the ages of 7 and 13 who in 1903 were receiving home-instruction was only 408.

The Act is binding on all parents and guardians with one or two exceptions. The principal of these, not mentioning the obvious cases where the child is physically unfit, where there are no elementary schools near its home, or where there

are no places available in the schools near its home, are

(1) where the parents have no settled home;

(2) where they have serious objection to the instruction all the elementary schools within 4 kilometres from their home.

There is a large floating population in the Netherlands comprising canal-boat people who live on their boats and have no fixed residence. It might be supposed that this exception would permit a considerable number of children to escape through the meshes of the Act, but it is limited by a further provision that a residence of twenty eight consecutive days in a place constitutes that place as a domicile until they leave it. In larger centres of canal traffic like Amsterdam and Rotterdam there are special schools or special classes in ordinary schools where the children of canal-boat people are educated.

In practice the second objection must be very serious before it can be entertained, as may be seen from the fact that in 1902 only 378 children were exempted from attendance on this ground.

Though elementary education is compulsory it is by no means free. A minimum fee of 20 cents per month (about one penny per week) is prescribed by law for all children in state and commercial schools whose parents can afford to pay. The children of poor (onvermogend) parents are liable only for a portion of the fee, and indigent or pauper (bedeelden) children are totally exempt. No minimum is prescribed for private schools, which are at liberty to levy fees or not as they deem fit. The only restriction upon them in this matter is that if they levy fees at the rate of 80 guilders (about £.6-13) a year they become ineligible for state aid.

It is doubtful whether the prescription of a minimum fee in public schools is the result of a definite policy on

the part of the Government to make parents attach an increased importance to the elementary education of their children by giving it a monetary value. It is probably rather in the nature of a compromise between the supporters of a purely secular education and the denominationalists. The latter naturally apprehend that if the public schools are made free their own sectarian schools, which cannot afford to dispense with fees, would materially suffer. Whichever is the reason, the fee regulation has an important influence on the classification of elementary schools, as will be seen later.

The duty of deciding whether pupils should pay full, reduced or no fees at all rests with the communal authorities, who appear to take a liberal view of the meaning of the word pauper. The number of children who on the 15th Jan. 1903 were receiving free education in the public elementary school was 261121, a figure which bears a large proportion to the number(559843)of children attending public schools.

At the same time in the case of those who can afford to pay, the minimum of 20 cents per month is often largely exceeded. The average monthly fee levied in 1903 from children paying school fees was nearly 60 cents per month. In some of the higher elementary schools in the largest towns the school fees are as high as 75 guilders (about £.6.5s) a year.

In 1903 school fees paid about 10.5 per cent of the cost of communal elementary schools.

Two classes of elementary schools are recognized, public and private. The former comprise those managed by the State or by the Communes, the latter those managed by private individuals and associations.

The State schools (Rijksleerscholen) are only seven in number and are in fact the practising or model schools, attached to the State Training Schools (Rijkskweekscholen).

23 9P

It may here be mentioned that the Commune (gemeente) is the unit of local self-government. The name is applied both to rural and urban areas. Amsterdam, for instance with a population of over half a million is a commune; so also may be a collection of two or three small hamlets.

The affairs of the commune are managed by the communal council (gemeenteraad) at the head of which stands the burgemeester, who is appointed by the Crown, and the Wethouders, who are elected by the Council. The burgemeester is much more than the head of the Council. He is the representative of the Crown in his commune and is responsible for the execution of the laws within it. The wethouders vary in number according to the size and importance of the commune, and each have control over a certain part of the communal administration. The burgemeester and wethouders together constitute the executive body of the communal council.

The historic division of the Netherlands into provinces still exists. There are eleven provinces at the head of each of which stands the Governor (Commissaris) and the Provincial States (Provinciale Staten), an elective body, whose authority is practically wielded by a permanent committee called the Deputed States (Gedeputeerde Staten) or Deputations. In many matters affecting education an appeal lies from the decision of the Communal authorities to the Deputations, and the latter are responsible for the calculation and assignment of the State grant in aid within the province.

The duty of providing elementary education rests primarily on the Communes.

The exact wording of the law on this subject (Act 16 of the Elementary Education Act of 1878 as revised up to the year 1903) is

"In each commune sufficient elementary Education shall

be given in a sufficient number of schools, which shall be open to all children without distinction of religious persuasion."

The full import of this article will be rendered clearer by the explanation given by the Minister in the 2nd Chamber.

"By 'sufficient number of schools' is meant that security shall be given that no child who desires to attend the public school shall be deprived of the opportunity of doing so. So that the establishment of public schools shall not be neglected on the ground that it is anticipated that private instruction will supply the need. The intention is this, that the enterprises of private persons or associations shall not be taken by communal authorities, the deputations, or the State who are charged with the execution of this law, as pretext in order to save the expenses of public education."

Briefly then, the inhabitants of a commune have a right to demand not merely that there shall be a sufficient number of elementary schools in the commune but that these schools shall be public schools if they prefer it.

In 1903 there were 3195 public schools, distributed among the 1125 communes into which the Netherlands is divided and 1528 private schools, making a total of 4723.

The private schools are mostly denominational, and are distributed among the various main religious persuasions as follows:-

Protestant - - - - -	786
Roman Catholic - - -	690
Jewish - - - - - - -	5
Others - - - - - - -	47

From my own observation and from the opinions expressed by several of the inspecting officers with whom I came into contact I should say that the average public school is superior in most respects to the average private school. One reason for the superiority is that the public schools pay

their teachers better than in private schools and thus have the choice of better men; a second, that the inspectorate have more direct authority over public than over private schools, a point which will be dealt with under "inspection".

The above remark does not apply of course to individual schools; in large towns like Amsterdam, the Hague and in health resorts like Bloemendaal I visited private schools which were models of their kind.

The communal authorities do not shirk the responsibilities imposed on them by the law in the matter of elementary education; on the contrary the instruction of the masses is a constant pre-occupation with them, and time and money are freely spent in its cause.

The following figures for 1904 kindly supplied by the burgemeester of Leeuwarden, a town of 3400 inhabitants in the province of Friesland will give an idea of what is being spent on elementary education in a moderate sized urban commune.

Expenditure.

Elementary schools.

Salaries of teachers including house rent - - - - -	Fl. 129,930	
Repairs of school buildings -	5,796	
School furniture - - - - - - -	2,417	
Lighting, warming & cleaning -	11,300	
Inspection - - - - - - - - - -	900	
Expenses of selection of Teachers - - - - - -	150	
School library - - - - - - - -	575	
Prizes - - - - - - - - - - - -	100	
Attendance Committee's expenses	150	
Feeding & clothing poor children	425	
		151,743

Continuation Schools.

Salaries of teachers - - - - -	1,350	
Apparatus - - - - - - - - - -	150	
		1,500
Infant schools - - - - - - - - - -		19,605
		172,848
Deduct State grant in aid - - - - - - - - - - - - -		34,500
Net expenditure on elementary education - - - -		138,348
Total expenditure for all purposes - - - - - - -		1,118,386

These figures do not include the cost of new school buildings but merely show the current expenses of one year. It will be seen that nearly 12% of the total expenditure of the town is devoted to meeting the ordinary expenses of elementary education.

Subjects of Instruction.

According to the Elementary Education Law (Wet tot regeling van het lager onderwijs) of 1878 - elementary instruction comprises instruction in -

(a) Reading, (b) Writing, (c) Arithmetic, the rudiments (d) of the Dutch language, (e) of National history, (f) of Geography, (g) of Nature - knowledge, (h) Singing, (e) first exercises in drawing, (j) Drill and physical exercises (de vrije en ordé-oefeninger der gymnastiek) (k) useful manual work for girls.

In elementary schools instruction can also be given in -

the rudiments (l) of the French language, (m) of the German language, (n) of the English language, (o) of universal history, (p) of Mathematics, (q) Drawing, the rudiments (r) of agriculture, (s) of horticulture, (t) gymnastics, (t) fancy manual work for girls.

These two groups may here be conveniently termed the compulsory and the optional subjects, though these phrases are not adopted in the Netherlands.

In public schools all the compulsory subjects must be taught and those of the optional subjects for which a sufficient demand exists. The Deputation, however can exempt Communes or parts of Communes from the duty of providing instruction in (j) drill and physical exercises. The exemption lasts only for 5 years. In 1903 of the 1125 Communes 433 were wholly exempted and 98 exempted in part.

The law provides that each child in a class must take

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all the subjects taught in that class, (j) physical exercises and (t) gymnastics excepted. Thus for example in a school where instruction is given in English each pupil must take up that language when he reaches the classes where it is taught.

With regard to the first or compulsory group of subjects there is little to be said. It is almost identical with the course of instruction laid down in the Code of the English Board of Education, if in the latter the Dutch language is substituted for the English; under its branches there exist all the essentials for a sound course of elementary instruction.

In the second group the important place held by foreign languages will be noticed. Holland is a small country with large colonial possessions and with extensive commerce with foreign countries, and the need of a knowledge of foreign language makes itself felt at every turn.

It must be borne in mind that practically all the children in Holland receive elementary education in elementary schools. Such a thing as a primary department of a secondary school is practically unknown. The children of the wealthier classes begin their study of foreign languages in the elementary schools.

Of the three languages included in the optional group. French is the most frequently selected. It is taught in 1026 schools public and private, German in 581 and English in 429.

No distinction is made, in the course of instruction laid down, between urban and rural schools, and as far as I am aware the subjects taught in ordinary schools of both classes are the same. It might have been expected that rural schools if they took up any of the optional group of subjects would incline to Agriculture and Horticulture. This is not

so. There are only 10 elementary day schools in which the subjects are taught.

Classification of schools. The classification of the elementary schools in the Netherlands, especially in the large towns, is a matter of some difficulty. The schools have to provide for rich and poor, high and low, for those who will proceed through secondary schools to the learned professions or to business, and for those to whom the elementary will give all the education that they are likely to get (eindonderwijs). Even of the last there are two classes - those whose object is to get to work and earn money as soon as possible, and for whom the subjects of the compulsory group are considered sufficient to fit them for life, and those who can afford to spend a little longer time at school and who desire to take up one or more of the optional subjects. Each of the large towns has solved the problem in its own way, and there is no one system of classification which is formally applicable to the whole country. However in most of the classifications there appear to be certain characteristics which are common. First, as regards the subjects taken up, the classification generally proceeds according to the number of foreign languages taught. It will be observed that in the optional group all the subjects with the exception of languages, are extensions of those in the compulsory group; as shown above agriculture and horticulture are negligible in day-schools, and languages are practically the only new elements introduced. On this basis schools may be classified as (1) those for ordinary elementary education (gewoon lager onderwijs) in which no foreign language is taught; (2) those for extended elementary education (uitgebreid lager onderwijs) where one foreign language is taught, generally French, and (3) those for more extended elementary education (meer uitgebreid lager onderwijs) where two or more foreign languages are taught. In schools of each class one or more of the other optional

subjects may be taught, but in the ordinary schools the choice is in practice limited to (q) drawing and (t) gymnastics.

The following shows the number of schools in which the several optional subjects are taught in 1903:-

French	1026
German	581
English	429
General History	439
Mathematics	426
Drawing	558
Agriculture & Horticulture	10
Gymnastics	514
Fancy manual work for girls	274
	4257.

The ordinary schools give a final education (eindonderwijs) and so to a certain extent do the "more extended" schools, especially in the case of girls, while as a rule the "extended" schools lead on to secondary education.

The terminology here adopted is that which is in vogue at Rotterdam; in other towns the classes are numbered, or the old names 'burgher school' (burgerschool, not to be confounded with hoogere burger school, which is a secondary school) and 'intermediate school' (tusschen school) exist.

The question of fees is settled by sub-dividing the ordinary "extended" and "more extended" schools into classes according to the fees paid. Thus in Rotterdam there are ordinary schools of three classes; in the 3rd class schools no fees are paid, in the 2nd class schools the fees are 20 cents (4d) a week and in those of the first class amount to Fl.15 (about 25s) a year. In the three classes the subjects of instruction are exactly the same, only the fees differ.

There are two classes of "extended" schools, the fees in which are respectively Fl.40 and Fl.60 (66s & 100s) and three classes of "more extended" schools, the fees in which are Fl.15, Fl.30 and Fl.60 respectively. In the 3rd class schools pupils may be admitted free or at half rates according to their circumstances.

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In Amsterdam there are four classes of schools, denoted by numbers. The school of the first and second class are "ordinary" and differ only in the matter of fees, which are nil or 6 cents a week in the first class schools, and 20 cents a week in those of the second class. The 3rd class schools are "extended" and the fees depend on the income of the parents, ranging from Fl.20 per annum for an income of less than Fl.1400 (about £.120) to Fl.55 for an income of Fl.4200 (£.350) and more.

The schools of the 4th class are divided into two sub-classes - A for boys and B for girls. The schools in both sub-classes are "more extended" but in A the pupils learn only two foreign languages French and German or French and English, and in B all three are taken up. In both sub-classes the fee is Fl.75 a year (£.6.5s).

The smaller towns have naturally a less elaborate system of classification, and in rural communes the usual type is an ordinary school with children paying different rates of fees or no fees at all according to their worldly circumstances.

The classifications in town schools which have been sketched above appear somewhat cumbrous, but they succeed in their object, which is to make each school as far as possible hemogeneous. They ensure that in each school the pupils are not too widely separated in respect of wealth and social position and enable a successful discrimination to be made between schools in which final education is to be given and those which are preparatory to secondary courses.

The above remarks on classification are applicable principally to public schools. Private schools are not in general formally classified, but as a matter of fact they fall readily into the three classes of ordinary, extended and more extended schools. The fees vary very considerably in private schools; in some they amount to as much as Fl.200 or even Fl.250 per annum.

~~C U R R I C U L U M.~~ Curriculum

Curriculum

The subjects of instruction in elementary schools are, as already noticed, laid down by the law, but the stage to which instruction is to be carried is left open. It naturally depends on the class of school, whether ordinary 'extended' or 'more extended', and the number of years in the course. In public schools the curriculum is in the first instance drawn up by the head-teacher, but it has to be approved by the communal authorities and the district Inspector before being adopted. In some communes the curriculum for schools of the same class is drawn up by the head masters concerned in consultation and is the same for all schools of that class with possibly slight modifications to meet the idiosyncracies of the various head teachers, but generally it is the production of the individual head teacher. The curriculum is embodied in the leerplan a document which besides fixing the school hours, holidays, and vacations, the time table, contains a detailed plan of studies for each year in each class and in each subject together with the list of books in use. *A portion of* The leerplan of Edam a small town on the Zuyder Lee, kindly furnished to me by Mr. H. J. Calkoen the burgemeester and also the arrondissement Inspector is given ~~in the~~ *as an* Appendix III

Length of courses.

In the ordinary schools the course extends usually over six years, and in the smaller schools there are usually six classes each of a year. In the large schools or where, if there were only six classes, the number of pupils in each would be too large for a teacher to handle, each class is divided into two parallel classes, each having a year's course, or there are 12 distinct classes each having a six month's course. The object of the second arrangement is to allow of admissions being made twice in the year instead of once.

For such children as can afford to spend an extra year at school a seventh year may be added on to the course.

The course in 'extended' schools is ordinarily seven or eight years and in the more extended schools eight or nine years.

Strength of schools and classes and proportion of teachers.

Without the special permission of the Crown no public school can contain more than six hundred children. This salutary rule is strictly enforced, and in the large towns it is not uncommon to see twin schools side by side where the needs of the locality require accomodation for more than 600 children. The strength of the classes is not laid down by law, but in the large towns the Communal authorities generally impose limits on the ~~size~~ size of the classes in the public schools, and the limit fixed is well under 50.

The law minutely prescribes the minimum number of teachers necessary for public schools of various strengths. In each school there must be a head master who must hold a head-teacher's certificate; where the strength ranges from 41 to 90 he must have one assistant and for each extra 55 pupils there must be one extra assistant. In the larger schools a regulated number of the assistants must possess the head-teacher's certificate. Thus where there are in all

5 teachers one assistant at least must have that certificate. Where the total number of teachers is 9 or more at least two assistants must possess it. ~~The scale of teachers will be found worked out in detail in Appendix I.~~

The total number of teachers employed in public schools in 1903 was 15006, and the total strength was 559843 so that on an average there was a teacher for each 37 pupils.

In the public schools in the towns each class has its ordinary teacher, and there are besides special teachers, for such subjects as languages, drawing, gymnastics, needlework etc. In some of the large towns e.g. Rotterdam and the Hague the head master has no regular teaching work, in others e.g. Amsterdam he is expected to give a certain number of hours' (8-12) teaching in the week in the various classes. In the smaller towns and rural communes the head master has a regular class, often two or more together. In such cases he has generally the assistance of a pupil-teacher (kweekling). There are 410 schools in which the strength is under 41 and in which consequently only one teacher, viz. the head master is legally necessary, but in many of these it is probable that there is an assistant as the State, while only prescribing one teacher, is prepared to pay grants for two.

In private schools neither a maximum strength nor a minimum scale of teachers is prescribed, but in order to be eligible for state aid, the rules regarding strength and proportion of teachers must be observed as in public schools None of the assistants however need have the head-teacher's certificate.

The teachers.

The teachers in the elementary schools public and private are all certificated; the law allows no one to give elementary instruction who does not possess an elementary teacher's certificate.

There are three kinds of certificates (1) the ordinary certificate, known as the 'Act' (Akte) which qualifies for teaching the subjects (a)-(i) and which may at the same time qualify for teaching (j) and (k) (2) the head-teacher's certificate (hoofdakte) which qualifies for teaching the subjects (a)-(i) and also (c)-(g) and which may also qualify for teaching (j) and (k); (3) the Special certificate which qualifies for teaching special subjects of the optional group such as French, Mathematics, Gymnastics &c.

To obtain the ordinary certificate a candidate must have completed his eighteenth year and have satisfactory evidence of a good moral character and of general education. Every year at least nine* examining boards (Commissien) are appointed each consisting of not less than seven inspecting officers (present or past) for the purpose of determining the issue of certificates. They inspect the testimonials ~~(In 1902 there were 18)~~ of character produced by the candidates and subject the latter to an examination which is held in public, except in the case of female candidates. For the ordinary certificate the examination does not go beyond the subjects of the compulsory group, and does not test the teaching power of the candidates. At the same time it is a very thorough examination as far as it goes. Attention is paid to the candidates' power of expressing himself with ease and accuracy, both orally (reading, conversation etc.) and in writing. In 1902 there were 2628 candidates of whom 1574 passed. Of these 172 were declared qualified to teach Physical exercises and 86 to teach needlework etc.

The issue of head teacher's certificates is determined by another set of examining boards, of which in 1902 there were six. These boards are usually presided over by an inspecting officer and among the members there is a fair proportion of these officers. The other members are drawn from

* In 1902 there were 13.

the ranks of the teaching profession, being almost invariably teachers in secondary or elementary schools and in training colleges.

Candidates for this certificate must possess the ordinary certificate and have two years service as a teacher or as a pupil teacher provided that in the latter case service after the date of obtaining the ordinary certificate alone counts. The Board holds an examination both written and oral the subjects of which practically comprise the compulsory and optional groups for elementary schools, languages and special subjects like gymnastics, being excluded, and also methods of instruction and education.

The examination is of a searching character, and the Boards do not err on the side of leniency. In 1902 only 549 candidates passed out of 1317 who appeared.

For awarding special certificates other examining boards are similarly appointed.

Preparation for profession.

As a rule the teacher begins his career at the age of fifteen or so as a pupil-teacher (Kweekling). In a town school where each class has its own teacher the Kweekling has little actual teaching work, or even supervision of classes. Part of his time in school is occupied in keeping mark books and registers and doing odd jobs such as answering the front bell, keeping the fires going, helping the teacher to give out books etc. In village schools he does a good deal of actual teaching, nominally under the supervision of a certificated teacher; but circumstances do not always allow of this. For the rest of the time he sits apart at the back of the class and prepares his own lessons. On two afternoons of the week and perhaps on two other evenings he repairs to the Normaallessen an institution which roughly corresponds to the English Pupil-Teachers Centre. These Normaallessen are State under

or private management and are usually held in a conveniently situated elementary school under the direction of an experienced head teacher of an elementary school, assisted by other elementary teachers. The course ranges over the subjects required for the ordinary teacher's certificates. Instruction is also given in methods of teaching.

Besides these Normaallessen, head teachers of elementary schools are permitted to train a certain number of pupil-teachers under certain condition and receive grants for such as pass the certificate examination.

The number of pupil teachers in 1903 undergoing training in Normallessen and under head teachers is given below:-

	No.	Male	Female
In State Normaallessen	98	1770	2100
In Private "	40	1035	1963
Under head teachers	65	63	76

Besides these courses of training there are regular training schools (Kweek scholen) managed by the state, the Communes and private bodies. Their number and strength were as follows in 1903:-

	No. of schools	No. of Students
State Training Schools	7	580
Communal	3	310
Private	26	758

In the State training schools the course is 4 years and comprises in addition to the subjects for the ordinary certificate, Mathematics, the French and German languages, and in one or two of the schools English, Anatomy, Physology etc, and manual work (Sloyd). The students have to work hard to get through the course; in some of the classes as many as 41 hours a week are devoted to work in school, and the average is well over 36 hours. The amount of time spent over purely professional instruction is small, averaging less than 2 hours a week. A large proportion of time is assigned to the Dutch language.

Each of the State training schools has a practising school (leerschool) attached to it in which the training students do duty as pupil teachers.

Having completed his course of training in any of the manners sketched above, the embryo teacher has to undergo the examination for ordinary certificate, which as previously noticed is not an easy one, as less than 60% of the candidates usually pass. The demand for teachers is in excess of the supply, at any rate in the case of male teachers, and the successful candidate has not much difficulty in getting himself placed in a school. His next aim is the head teacher's certificate, the possession which not only makes him eligible for a head teacher's post but also gives him a better position as an assistant teacher. As noticed above the law demands that a certain number of assistants in large schools should have the head teacher's certificate, and in some towns, the authorities go beyond the requirements of the law. In Amsterdam, for instance, all the teachers in the public schools must as a rule have the extra qualification. To aid teachers to qualify themselves there exist, scattered over the various provinces at convenient centres, 49 courses of training for the head teacher's certificate with about 1600 teachers undergoing training.

Position, Pay and Pension of teachers.

The law prescribes a minimum pay for the teachers in public schools, depending on their length of service and rank in the school. A head teacher must receive at least Fl.750 rising by increments of Fl.50 for each 5 years' service to Fl.950. An assistant teacher in the same way begins with not less than Fl.500 and rises to Fl.700; if he has the head teacher's certificate the minima are increased by Fl.100, and if in addition he is over 23 years of age and is one of the teachers with extra qualifications demanded by the law in large schools, they are increased by Fl.200.

The head teacher of a public school must also have a free house, with a garden if possible, or receive a house allowance of at least Fl.150, and each married male teacher

over 28 years of age must receive a house allowance of at least Fl.50.

The salaries actually paid are in many cases in excess of these minima. Head masters in large town schools often receive as much as Fl.2000 and in special cases salaries up to Fl.3000 are paid; assistant teachers similarly receive as much as Fl.2000.

The average salary of a head teacher works out to about Fl.1130 (£.94) and that of an assistant teacher about Fl.850 (£.71).

Teachers in public schools are entitled to superannuation and invalid pensions.

The amount of pension is fixed at one sixtieth of the teacher's pay (including house allowance or the equivalent of a free house if he enjoys one) in the twelve months previous to retirement for each year of completed service, but is limited to two-thirds of that pay. Superannuation pension can be claimed only after the age of 68 years is completed, but the teacher is not compelled to retire at that age if he is physically fit. As a matter of fact teachers do not frequently remain in harness after that age; in 1903 there were only 131 head teachers and 38 assistant teachers at work over the age of 65. One of the former was 82 years of age. Invalid pension is not given before 10 years service has been completed.

Provision is also made for teachers who are thrown out of employment by the closing of a school or the abolition of their posts. If the teacher is not eligible for a pension he receives from the State an interim salary (Wachtgeld) of half his previous pay. This allowance ceases as soon as he becomes entitled to a pension or is appointed to a public office of which the salary is not less than the interim al-

lowance, or takes up a similar private appointment. The allowance in no case lasts for more than 5 years unless the teacher at the time of the abolition of his appointment has attained the age of 45 years.

If the teacher accepts a private appointment of which the pay is less than the interim allowance the allowance is diminished by the amount of that salary. Except in the last case the time during which the interim allowance is enjoyed counts towards pension. In the case of assistant teachers the commune defrays to the State half the cost of the allowance.

The teacher contributes each year 2 per cent of his salary towards the pension. This contribution, small as it is defrays half the yearly cost of pensions. In 1903 the State paid Fl.553,325 in pensions and received £.267,321 in pensionary contributions.

The teacher in the public elementary school, then, is not badly off. His pay as an ordinary teacher is fair as salaries go in Holland. A good man, wherever he may be placed, has fair prospects of rising in his profession, as will be seen later; he has opportunities of adding to his income by being appointed teacher in the evening continuation schools (Herhalingsscholen) and the pupil-teachers centres (Normaallessen), and if he gains a reputation he may earn considerable amounts by writing school text books, and with the prospect of a fair pension he need not concern himself too much about the future.

The teacher in a private school is not in such good case. I had no means of finding out any information regarding their salaries, but there was a general agreement among all the inspecting officers and communal authorities with whom I conversed that the private teacher was not nearly so well off as a rule, as his colleague in the public schools, and moreover he has no right to a State pension.

Coeducation.

Coeducation is the rule in elementary schools in Holland It is almost invariably the practice in the ordinary schools and is common in the "extended" schools, but not universal Attention has to be paid to the fact that at the higher stages of elementary instruction the aims of boys and girls are not always the same. Boys of a certain class of life will go on to the secondary schools, while girls of the same class may finish their instruction in elementary schools. Hence separate schools for the two sexes are desirable on this account.

The system of bringing up boys and girls together in the same school appears entirely successful in the Netherlands. It is there regarded as the normal and natural state of things and no one appears to question it. As a rule the boys and girls sit at different desks, but in the ordinary class work are treated alike. The physical drill and gymnastic exercises of the girls are generally taken separately except in the very lowest standards, and they are also separated for needlework, when the boys generally have extra drawing or arithmetic lessons.

The lower classes are by choice entrusted to female teachers and the higher classes, except in schools exclusively for girls, to male teachers; this is one of the prescription of the law.

Boys and girls are brought up together at home; there is no reason why with proper precautions they should not be brought up together at school. Pedagogically coeducation has many advantages; the girls set the boys good examples in manners, obedience, and diligence - the girls perhaps learn from the boys lessons of reliance, candour and due restraint of emotions. Further to prepare a boy or girl for the great world of men and women it is not an ideal training to bring him or her up in a microcosm of boys alone, or of girls alone. Economically coeducation results in a certain saving in buildings and supervision charges.

Continuation Schools.

The law imposes on the Communes the duty of seeing not merely that there is a sufficiency of elementary schools within its area but also that facilities should be afforded to children who have left school for continuing their education. In practice the obligation of the law is fulfilled by establishing herhalings scholen (continuation - literally repetition schools). These are usually night-schools held four or five evenings a week in the elementary day school buildings for a large portion of the year.

The principal conditions prescribed for such schools by the compulsory Education law (now embodied in the Elementary Education Law) are as follows:-

(1) Instruction must be given for at least 96 hours in the year.

(2) The instruction must comprise at least four subjects of which at least two must be those of the ordinary school course.

(3) It must be so arranged that where parents do not wish their children to attend for more than 96 hours a year a properly constituted course be provided which will not require that time to be exceeded.

In the larger towns the continuation schools are somewhat elaborately classified principally with reference to the occupations which the pupils have taken up or intend to take up. As a rule instruction in technical and industrial subjects is not given, for such instruction the pupils go to evening Technical schools (ambachtscholen) which are classed under secondary education (middelbaar onderwijs). The instruction in the continuation schools consists in a repetition or revision of the instruction in the higher classes of the day schools with such extensions and additions as may be desirable so as to make the pupils general education directly

of use in his daily occupation. Thus at Rotterdam in a continuation school for warehousemen, the subjects of instruction are arithmetic (the examples would all be those which a warehouseman would meet with in practice), Sloyd (elementary carpentry and card-board work), practical geometry, geography, elementary science, drawing; in one for office and shop-assistants the subjects are arithmetic, Dutch language, Geography, German and English conversation and gymnastics; girls in domestic service even learn arithmetic, Dutch, elementary science, singing, needlework, cooking and domestic economy.

The number of pupils, attending these schools is rapidly increasing. In 1903 there were over 36,000 boys and girls in attendance as against about 20,000 in 1902. Educational opinion is in favour of their extension; many consider that the restriction limiting the course to 96 hours a year where desired by parents is harmful, and some would go so far as to make attendance compulsory up to a certain age;

The teachers in the continuation schools are selected from those of the day schools in the same commune, and the law fixes a minimum of 60 cents (1s) per hour for their remuneration.

The Religious Question.

Mr. Balfour's able sketch of the history of State Primary Education in the Netherlands shows the various phases of the struggle in Holland between the advocates of 'neutral' education and of compulsory religious instruction in public schools. The present position - perhaps not a very stable one - may be summed up in the phrase 'benevolent neutrality'.

The public schools are open to all creeds without distinction and the teacher is not allowed to give distinctively religious instruction, or to do or teach anything likely to offend the religious persuasion of his pupils. At the same

time he is supposed to train them in the practice of all Christian and social virtues, and opportunity must be provided for religious ministers giving religious instruction to pupils of their own persuasion by leaving specified hours free for that purpose.

This instruction may either take place in the school building, in which case the rooms must be placed properly lighted and warmed at the disposal of the minister or it may be given outside.

The actual practice differs in different communes. In some the midday break from 12 to 2 and the weekly half-holidays are held to provide suitable opportunities for religious instruction; in other actual school hours are set apart for the purpose.

In private schools as much or aslittle religious instruction may be given as the management pleases, but in order to obtain a grant at least 20 hours of secular instruction must be given per week.

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23 MAY 1906
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INSPECTING AGENCIES.

State Inspection.

For the purpose of elementary education the Netherlands is divided into three "inspections" (inspectien); the first includes the provinces of North Brabant, Gelderland and Limburg, the second, South Holland, North Holland, Zeeland and Utrecht, and the third, Friesland, Overijsel, Groningen and Drenthe.

At the head of each "inspection" is the Inspector of Elementary Instruction (Inspecteur van het lager onderwijs) whom it will be convenient to designate Inspector-General to prevent confusion with the lower ranks of inspecting officers Each inspection is divided into a number of districts which like the "inspections" exist for purely educational purposes and do not correspond to any political divisions, except that no inspection or district includes portions of more than one province. There are 26 districts each of which is under a district Inspector (districts-schoolopziener). Each district is divided into arrondissements of which there are in all one hundred and twenty seven, each in charge of an arrondissement Inspector (arrondissements schoolopziener) An arrondissement generally include several communes, but the large urban communes of the Hague, Rotterdam, Amsterdam and Utrecht contain 3, 4, 7 and 2 arrondissements respectively.

There are thus three grades of inspecting officers each of which has a well defined territorial jurisdiction. The Inspector General and the district Inspector are full time officials of Government, but the arrondissement Inspectors are not so. Their office is practically honorary as far as emoluments go, though not as concerns work, for it is upon them that the bulk of the periodic visitation and examination of schools devolves.

The Inspector General.

The Inspector General is more of an administrative than executive officer.

As remarked by Mr. Fabius who is at the head of the first inspection, he is named Inspector a non inspectando since he has no defined inspection work. He is the subordinate of the Minister of the Interior (Minister van Binnenlandsche Zaken) whom he advises on matters pertaining to elementary education. At least once a year the Minister summons the three Inspectors General to confer with him on the elementary education of the country. The Inspector General also deals with the Deputations to whom he is bound to afford all possible information and advice. He summons the district and arrondissement Inspectors under his jurisdiction frequently to confer with him either separately or together, and has also the inspection of their records. He is usually the President of one or more of the commissions appointed to determine the award of teachers' and head-teachers' certificates. In many cases an appeal from the decisions of the subordinate Inspecting officers lies with the Inspector-General. Finally he has to submit to the Minister a yearly report on the state of elementary education.

The District Inspector.

The district Inspector has more definite inspection work since he is bound to visit each school in his district once in three years. As there are 26 districts and 4723 schools, this means that on an average the district Inspector visits about 60 schools at least a year. This is of course a minimum; doubtless for one purpose or another many more schools are inspected each year.

Certain important functions are specially assigned to the district Inspector. One of the chief is the regulation of the plan of studies in each of the public schools in his district. As will be seen later under 'curricula' for each school there must exist a detailed plan of the course of

instruction for each class and in each subject and this plan (leerplan) must receive the district Inspector's approval before final adoption. In this way the district Inspector is largely responsible for the shaping of the course of education in his district, and an appeal from his decisions in this matter lies only with the Minister, who would of course generally take the opinion of the Inspector-General before giving his verdict. The district Inspector's approval is also necessary in such matters as the classes which a public school should contain, the vacations and holidays, the provision of opportunities for religious teaching etc.

Another important function of the district Inspector is the appointment of the head teachers in public schools. Great attention is paid in the Netherlands to the careful selection of head-teachers. He is appointed by the Communal Council on the nomination of the burgemeester and wethonders and the district Inspector conjointly but the rules practically ensure that in cases of disagreement thedistrict Inspector's views win the day. The rules on the subject are elaborate and provide for a competitive examination of the candidates if the Communal authorities and the district Inspector do not immediately agree in their choice. The district Inspectors generally make a point of seeing likely candidates in their own schools, of hearing them teach their own classes, of observing the discipline maintained etc. and if the candidate is already a head teacher, the whole condition of his school is a factor in deciding on his fitness for promotion to a better appointment.

The district Inspector does not confine himself to his own district or even province to find a suitable head for a school; the district Inspector of Amsterdam for instance may have to visit Friesland to fill up an important vacancy in his district. In this way a check is put upon purely local influence in the appointment of head-masters, and if the

district Inspector asserts his rights no appointment need be made except on purely educational grounds. As a matter of fact in the great majority of cases the communal authorities and the inspecting officer agree. In 1903 there were 213 vacancies to fill up for which competitive examinations were needed in only 43 cases.

The district Inspector can similarly initiate proposals for the dismissal of a head teacher. He also scrutinizes and forwards to the Minister pension applications from retired teachers.

He holds meetings at least once in three months with his arrondissement Inspectors to confer with them on the interests entrusted to them.

The arrondissement Inspectors.

The arrondissement Inspectors are appointed for a term of six years only and, unlike the district Inspectors and Inspectors general, they are allowed to carry on private business or professions. They receive a honorarium in addition to their teaching and halting allowances and office expenses, but the amount is very small; in 1903 the 127 arrondissement Inspectors received Fl.146,100 on all accounts-honorarium and travelling and other expenses, an average of only Fl.1150 or less than £.100 each.

The arrondissement Inspectors are nearly all drawn from the ranks of professional men or retired officials or secondary school teachers. A considerable number of them are advocates, some are burgemeesters, some are men who have retired on a pension after having served in much higher inspecting capacities in the colonies. In the number of arrondissement Inspectors are included several members of the nobility. The offices though not lucrative and by no means sinecures carries the prestige of a direct appointment by the Crown, and there is no difficulty in filling them.

The system of honorary inspecting officers however presents obvious disadvantages and educational opinion seem to be setting in favour of a regular full time paid service of trained men.

Most of the actual inspection work falls on the arrondissement Inspector. He has to visit each school in his arrondissement twice a year, making an average of 65 inspections per year, and makes a quarterly report to the district Inspector.

Conjointly with the Communal authorities he makes proposals for filling up vacancies in the staff of assistant teachers in public schools and his opinion is taken by the district Inspector in filling up head teachers' vacancies; he similarly initiates proposals for dismissing teachers. The arrondissement Inspector also has duties in connection with the compulsory education law. He is the officer responsible for seeing that each child is enrolled in some school and that it attends regularly; he carries on correspondence with the parent concerning non-enrolment and non-attendance, and in the final resort when the law is appealed to it is the arrondissement Inspector who prepares the case and transmits the procès-verbal to the Public Prosecutor. In these duties he is assisted by a school attendance committee appointed by the Communal Council. Many of the arrondissement Inspectors view with disfavour this part of their work, which besides being of a distasteful nature takes up much time that might be better employed in their own legitimate functions.

The arrondissement Inspector is the Educational adviser of the Commune.

He sees that Local commissions of inspection are formed and attends their meetings and summons meetings when necessary. He receives a small sum each year for the purpose of

forming a teachers' library accessible to all the teachers in the arrondissement.

All the inspecting officers as well as the burgemeesters and wethonders of communes and the members of local inspectio committees have the right of entry into any elementary school public or private within their respective jurisdiction and the head teacher is bound to give them all possible information about the school and the instruction given in it. The inspecting officers also have the right of entry into all training schools and normaal lessen.

Methods of inspection.

The inspecting officers are left singularly free as to the mode of conducting their inspections. Reports on individual schools are not exacted, and each officer has his own ways of testing the efficiency of the school. I visited some 70 schools mostly in the company of a district or an arrondissement Inspector, and had the opportunity of observing and comparing the different methods employed.

In public schools the leerplan is usually demanded and examined to see that the approved course of studies is being carried out; the time table (rooster) is also examined to see that the subjects are suitably apportioned among the school hours. A list of the teachers is also frequently called for and scrutinized. Nearly all the inspecting officers whom it was my good fortune to accompany made a point of examining the exercise and note books of all the classes. In most case especially in the public schools, these were found, when not in actual use, during the lesson, neatly arranged in cupboards in the school room. Except in the Continuation classes very little, if any, home work is done by the children. The exercises are done in the school-room under the teacher's supervision and the books never leave the school, unless the teacher takes them home for correction; and were found in most cases to be clean and neat, and, especially in public

schools corrected neatly, methodically and up-to-date by the teacher. The state of the school books also was generally examined. Like the exercise books they are kept in the school and in many cases were models of preservation. I saw in one school books that had been used in a class for ~~the~~ ten successive years bearing the name of the children who had used them, and as far as wear and tear was concerned they still seemed to have years of life before them. To test the efficiency of the teaching most of the inspecting officers whom I saw at work adopted as one means the method of questioning the class. Many of them also heard the teacher give his lesson, some in addition took a class and gave model lessons.

During the progress of the inspection, impressions were received as to the condition of the school rooms as to cleanliness, lighting, warming, ventilation etc; the suitability or otherwise of the desks and benches and their arrangement with respect to the light and the "work-wall"; the degree of order and discipline maintained and the general appearance of the children.

The educational apparatus (leerniddelen) such as maps, pictures etc. received attention and the physical and chemical apparatus were closely inspected.

The inspection in most cases terminated with a conversation with the head teacher, where the Inspector touched on the points where he thought improvement was needed. In the case of public schools the inspecting officer can bring considerable pressure to bear on the teacher to make him carry out the suggestions made. In private schools this is not the case. Practically all that the Inspector can do is to see that the teachers possess the necessary certificates and the legal 20 hours per week of secular instruction are given. The want of control over private schools is one of the weak-

est points in the Dutch system, and most of the inspecting officers whom I met were keenly alive to it.

The arrondissement Inspector pays two visits at least to each school in the year. If the first shows that the condition of the school is satisfactory the second is not so exhaustive; if on the other hand serious defects are found at the first inspection the second will take place when the inspecting officer thinks that a sufficient time has elapsed to allow the suggested improvements to be put in hand, and will be searching. If a district Inspector finds things in need of improvement he will intimate to the head teacher that he may expect another visit from himself or the arrondisseement Inspector in a few weeks. Needless to say all the inspections are "surprise visits". The area is so small and means of communication so numerous that there is no difficulty in arranging this. As mentioned above reports on individual schools are not made; on the other hand the reports of the inspecting officers deal among other things with special subjects of the elementary course. Each year the Minister chooses two subjects e.g. arithmetic and the Dutch language which all the inspecting officers must specially treat in their report.

As far as one could judge the relations between the inspecting officers and the teachers were excellent. The former seemed to know all about the head teachers and many of the assistants, their strong and their weak points. The arrival of the inspector seemed to create no great stir, and in most cases the head teacher appeared to have no cause for dreading an inspection.

Local Inspection.

Besides the system of inspection by the state there is also a system of local inspection by local committees appointed by the commune. Their duties are laid down in very general terms by the law. They exercise a strict supervision over

all the schools in the commune where elementary education is given, visit them at least twice a year either collectively or but sub-committees, take care that the rules relating to elementary education are strictly observed, take account of the teaching staff, the number of children and the state of instruction, prepare a yearly report on the position of education in the commune, give the inspectors all information they desire, furnish the teachers who desire its advice, assistance and co-operation; and generally exert themselves to promote education.

In the towns like Amsterdam, Rotterdam etc. the local commission is a strong body, including in its numbers a fair proportion of medical men, educational experts, ladies. In Amsterdam there are six sub-committees dealing with special departments of school management. There are sub-committees which deal exclusively with school hygiene, needlework etc, evening courses in foreign languages, continuation schools, school-buildings, preparatory education (infant schools). Besides this all the schools in the town, public and private are divided into small groups according to locality and each group is placed under the personal supervision of two members of the Commission. The Commission publishes a full report on the working of the schools during the year, accompanied by a table showing the staff names and qualifications of each school, the subjects taught, the strength etc. The Amsterdam report for 1903, the latest obtainable at the time of my visit is an interesting production dealing with such things as attendance, infant schools, free dinners and clothing to poor people, the maximum number of children desirable in each class, how school pauses (intervals between lessons) be best employed, scald head, play grounds and a variety of other subjects,besides a general review of the condition of the schools in the city.

The inspecting officers whom I met were somewhat divided in opinion as to the value of the Local Commissions. Most were agreed that the committees were capable of doing useful work in advising the communal council with regard to the educational needs of the place, and in exercising a supervision over the schools in regard to most matters, but with regard to purely pedagogic matters some of the inspecting officers were rather inclined to think that the local commission was apt to trench on their own province. One of the most experienced district inspectors whom I met observed that the commission members when visiting a school should see and hear all they could but should not open their mouths; by this observation he meant to deprecate any interference with the teacher's work.

So far there does not exist any system of paid local inspectors. An official of this kind if appointed would have no legal status, and it would be possible for any school to close its doors against him. In Amsterdam however a beginning has been made by appointing to the local commission a few paid officials who as members will have the right to inspect all schools in the city. This experiment seems to contain the elements of a pretty quarrel.

A few years ago it was considered part of the duties of the local commission to examine the pupils of the schools individually and to award certificates to pupils who were leaving after having completed the course. Now however a feeling against examinations of any kind in elementary schools if fairly general, and I did not hear of many places where the old system is carried out. In most places the leaving certificate is given by the communal authorities on the report of the headmaster, and even in places, such as Haarlem, where the local commission does conduct an examination the assistance of the teachers is invoked, and the opinion of the headteacher is taken.

LOCAL & MUNICIPAL
23 MAY 1906
SECRETARIAT.

54 40

35

40P

G R A N T S-I N-A I D.

Grants-in-aid are given by the State alone; the commune is expressly prohibited from contributing directly or indirectly towards the support of private institutions. State aid is given both to communal and private schools, but on some what different conditions.

Public Schools. Annual grant.

Public schools are eligible for aid in two ways, in the shape of (1) of annual grants, (2) of building grants. The annual grants are given on what may be described as the salary-attendance system. The law prescribes for each public school a minimum staff depending on the strength of the school, and for each teacher on this minimum staff a certain grant is allowed, depending on the size of the school and also on the rank of the teacher in the school. In many schools however, particularly those in large communes, the staff of teachers is a long way in excess of the minimum requirements of the law, and aid is allowed for some of these additional teachers on a carefully regulated plan.

The actual provisions of the law are as follows:-

The following annual contributions are made by the State to the commune:-

(a) for each head teacher of a school of 199 and fewer pupils Fl.360; 200 to 309 pupils, Fl.460; of 310 to 419 pupils, Fl.560; ~~of~~ 420 and more pupils Fl.660.

(b) for each assistant teacher required by the law, Fl.260; and for each assistant teacher whom the law requires to hold a head teacher's certificate, Fl.360.

(c) If the staff attached to a school exceeds the

minimum prescribed by the law for schools of 309 and fewer pupils Fl.260 for one teacher; for schools of 310 and more pupils Fl.260 for two teachers at most. If the instruction in addition to the compulsory subjects includes two at least of the subjects, French, German and English, and the subject mathematics; for each school of 90 and fewer pupils, Fl.310 for one teacher; for schools of 90 to 199 pupils, Fl.310 for two teachers at most; for schools of 200 and more pupils, Fl.310 for three teachers at most.

(d) For each of the male teachers under (b) and (c) provided that they are married and have reached the age of 28 years, Fl.25.

~~A table shewing minimum staff required by the law, the maxm. staff for grant purposes, and the grants for which schools of different strength are eligible, is given in the appendix I~~

This method of aid, though perhaps somewhat cumbrous in expression, is comparatively simple in practice and possesses several advantages. The principle of making the amount of aid depend on the strength of the school and the number of teachers conjointly appears a sound one. The calculations are easily made; the strength of the school for grant purposes is not based on average attendance, but on the number of pupils on the rolls on January 15th of each year, so that the grant can be calculated and paid in advance. Except that grant is not admissible to schools in which the average fees amount to Fl.80 or more a year, the amount of grant for a school is not limited by a consideration of its fee income.

In the year 1902 the total expenses of the communes on Elementary schools amounted roughly to Fl.19,500,000, of which Fl.5,000,000 was met by the State in the way of grants,

Fl.2,000,000 by fees and the remainder Fl.12,200,000 out of the communal funds. Thus fees met 10 per cent of the expenses, the communes 63 per cent and the State 27 per cent.

Subsidy to communes.

In addition to these ordinary annual grant, the law makes provision for a lump subsidy to communes in which the expenses of providing a proper elementary education from too heavy a burden on their resources; the amount of this subsidy is determined by the Crown on the advice of the Deputations, and each case is apparently decided on its own merits and no hard and fast rules are observed. The amount of subsidy given in 1902 in this way was Fl.350,000 roughly, a amount which is small compared with the regular annual grants.

Grants to Continuation Schools.

For each teacher engaged in giving instruction in Continuation schools, the State provides a grant of 30 cents per hour's lesson, up to a maximum of 290 Hours per school and per year.

Building Grants.

The amount of building grant admissible is one quarter of the total cost of the building or purchase so far as that cost is met from communal funds.

Conditions for aid.

A public school which is allowed to exist is eligible for aid, without further conditions except in two cases. The first, which has already been mentioned, is where the average school fees are Fl.80 or more per pupil per year; the second is where a vacancy in the teaching staff of more than six months duration in the case of a head teacher or four months in the case of an assistant teacher has been allowed by the commune without being filled up. The latter provision is rather drastic, but the rule may be relaxed if it is shown that the communal authorities have tried to procure suitable teachers, and a very necessary adjunct to their efforts have offered suitable pay.

Mode of payment.

The annual grants are paid in 4 quarterly instalments in

advance. They are calculated on the date existing on Jan. 15th of each year, the necessary calculations being submitted to the Minister in the first half of Feb. by the Deputations.

Adjustments are made in each year for the previous year but one. Thus the grant actually paid in 1902 was that fixed for 1902 ~~minus the amounts paid in excess in 1900 and plus the amounts paid in defect in the same year~~ subject to adjustments on the actuals of 1900.

Private schools.

Annual grant

Aid is given to private schools in the form of annual grants on the same scale as those for public schools. The conditions of aid are

(1) that the school is governed by an institution or association which possess the legal personality, i.e. is registered as a company or society;

(2) that the instruction given ~~should~~ includes all the compulsory subjects, an exception being made in the case of drill, and in the case of needlework for girls provided that they receive satisfactory instruction at home or elsewhere;

(3) that at least twenty hours of secular instruction should be given each week, in which minimum 2 hours' needlework at the most can be included;

(4) that the number of teachers satisfies the scale laid down for public schools, except that no assistant teacher is bound to have the head teacher's certificate.

No aid can be given to a school

(1) in which the number of children over 6 years of age is less than 25.

(2) where the school fees average Fl.80 or more per annum per child.

(3) where vacancies in the teaching staff are not filled

up - for 6 months in the case of a head teacher and 4 months in the case of an assistant.

(3) where it appears that the school is carried on as a means of profit.

In 1903 the State spent nearly Fl.1,300,000 on subsidies to private schools, being about one quarter of that spent by the State on communal schools.

Instead of the building grant which is given to public schools, a yearly grant is made towards the cost of providing school buildings. The grant is calculated solely on the strength of the school and amounts on the average to Fl.1 per child. To receive this grant a school must be in receipt of the annual grants and the building must satisfy the following conditions:-

(a) the contents of each school room must amount to 3 cubic metres (105 cub.ft.) per child.

(b) the school rooms must be satisfactorily lighted,

(c) there must be proper means of warming and ventilating the rooms.

(d) there must be a sufficient number of water-closets.

The max. grant under this head is Fl.557 for a school of 530 to 600 pupils, and the grant is too small to give material assistance in building new school houses even when accumulated for some years; it serves the purpose however of inducing the management to take precautions against overcrowding and to pay attention to the lighting and ventilation of the school rooms. In any year the grant may be withheld at the instance of the district inspector if he finds that the conditions are not been complied with.

Continuation schools.

The state aids private continuation schools on the same terms as communal schools.

Payment of annual grant.

The school management send in the month of January their claims for grant for the previous year

to the Deputations of the province. The latter body decides before the 1st of May whether the school satisfies the conditions of aid, fixes the amount of the grant, and communicates it at once to the Minister, to the Inspector General of Elementary Education and to the school management.

LOCAL & MUNICIPAL
23 MAY 1906
SECRETARIAT.

Appendix 6D

46

46 s.d.

Commune of Edam.

Plan of studies for the public school for free Elementary Education in Edam.

School hours.

Monday - - - - 9-12 - - - - - 2-4

Tuesday - - - 9-12 - - - - - 2-4

Wednesday - - 9-12 - - - - - 1-3

Thursday - - - 9-12 - - - - - 2-4

Friday - - - - 9-12 - - - - - 2-4

Saturday - - - 9-12 - - - - - 1-3

Note: The morning school hours of the 1st and 2nd class are from 9-11 o'clock, excepting two days for girls of the 2nd class, when they have needlework etc.

Hours in which manual instruction is given: for the 2nd class from 11-12, for the 3rd and 4th classes on Wednesdays and for the 5th and 6th classes on Saturdays from 1-3.

Hours set apart for religious instruction out of ordinary school hours.

Hours in which continuation instruction is given: From October to March 1, on Mondays, Tuesdays, Thursdays and Fridays from 6-8 P.M.

Vacations: from Good Friday to Easter Monday inclusive; 14 days in the Summer beginning from the first Monday in August; the kermis-week to the first Thursday following (the kermis begins on the 4th Monday in September, or if the 1st September falls on a Monday, the 5th Monday); from December 24 to January 2 inclusive.

Number of classes: Six.

Table of Subject hours.

	1st year	2nd year	3rd year	4th year	5th year	6th year
Reading	6	6½	6	5	4	4
Writing	3	3	3	3	2	2
Arithmetic	5	5	6	5	5	5
Dutch language			5	5	5	5
Dutch History			1	1	2	2
Geography			1	2	2	2
Nature knowledge			1	1	2	2
Singing	1½	1½	2	2	2	2
Drawing	1	1	1	2	2	2
Needlework etc.		2	2	2	2	2
Object lessons	2	1½				
Stories	1½	1½				
Total	20	22	28	28	28	28

The admission of pupils is made once a year on ~~the~~ April 1st. At that time, in conformity with the resolution of the communal council, those children are admitted who have reached the age of six years before the following first of October.

Pupils whose parents or guardians settle in the commune between times are immediately admitted provided that they have already been receiving instruction; they are placed by the head teacher in the classes for which he deems them fit.

The head teacher is competent to close the classes on days on which an arrundissement or district gathering is held if the teaching staff wishes to attend the meeting.

The head teacher may if occasion arises give any member of the staff one day's leave, for longer absence the approval of the Burgemeester is required.

62 48 s.p

4.

Scope of the Instruction.

R e a d i n g.

1st year. The first step in instruction in reading. Decomposition and composition of words. Reading of words, sentences and short lessons of gradually increasing difficulty. Blackboard exercises with Jongejan's wooden letters and out of his books; Oostveen, School, Leopold, Meiregen; Mierwaldt and Nijk. In Woord en beeld I.

2nd year. Reading exercises and discussion of the matter out of the books of Jongejan 5, 6 and 7 or Leopold Danudroppels; Oostveen, Ons eerste boek; Eeen trapje hooger; Meerwaldt and Nijk. In Woord en beeld 2 and 3, reading exercises on the board.

3rd year. Reading exercises and discussion of matter out of the books of Leopold, Sneenwolokken or Oostveen, Hoe bevalt u dit? Weer wat niewos; Bosman, Root, wit en blanw. Meerwaldt and Nijk. In woord en beeld 3 and 4 Nederlandsch Leesboek 1, 2.

4th year. Reading exercises and discussion of the matter out of the books of Leopold, Mosroosjes; Oostveen, Wie leest er nee? Leest prettige; Bosman, Veelkleurige bloemen; Meerwaldt and Nijk. In woord en beeld 4 en 5, Ned. Lesboek 3, 4.

5th year. Reading exercises and discussion of matter out of the books of Leopold, Wildzang or Oostveen, Veel genoegen, In t Lockje van den haard; Honig and Vos. Inleidende reeks, Van Eigen Bodem C 1; Meerwaldt and Nijk. In woord en beeld 5 en 6. Ned. Leesboek 5, 6.

6th year. Reading exercises and discussion of matter out of the books of Leopold, Klimop; Oostveen, Vit de portefenille; Bosmal Loutkorreltjes 1 en 2; Honig en Vos, Van Eigen Bodem C II en III, Meerwaldt and Nijk, In woord en beeld 7 en 8. Ned. Leesbock 7, 8.

63 49 S.P

Writing.

1st year. Exercises preparatory to writing. Holding the body and the pencil, Exercises in writing part of letters, letters and combinations of letters and words with pencil on paper or slate, according to Van't Hof's method, Nos.1, 2, 3.

2nd year. Further exercises in writing letters combinations of letters and words with pencil on paper or slate according to Van't Hof's method, Nos.1, 2, 3. Writing out short lessons or verses.

3rd year. Exercises preparatory to writing with pen and ink on paper. Holding the body, the copy book and the penholder. Writing exercises according to Van't Hof's method Nos.1, 2, 3. Writing of short lessons, verses and exercises.

4th year. Further writing exercises after Van't Hof's method Nos.4, 5, 6. Exercises in combination with reading and other subjects. Writing verses and music.

5th year. Continued writing exercises after Van't Hof's method. Nos.7, 8, 9. Exercises in combination with the different subjects. Writing verses and music.

6th year. Continuation of writing exercises after Van't Hof's method, Nos.10, 11, 12. Writing exercises, dictated pieces, letters, compositions, verses and music.

Arithmetic.

1st year. Treatment of the quantities 1-20 in succession by objects. Composition and resolution, first with actual objects, then with concrete numbers, followed with abstract numbers simple questions in mental arithmetic. Written practice in application, first with objects, then with ciphers.

2nd year. Objective concentric treatment of the quantities 1-100, viz, 1-40, then to 60, afterwards to 100. Tables

up to 10 x 10. Composition and resolution. Writing numbers, also with Roman ciphers. Exercises with the clock. Question in mental arithmetic and written exercises in application.

3rd year. Treatment of the quantities 1-1000 and higher. Tables to 20 x 20. Resolution of special numbers. Objective treatment of metre, litre and gramme with multiples and sub-multiples. The four prime operations according to the rules of arithmetic. Exercises with the clock. Mental and written exercises, also with Roman ciphers.

4th year. The four prime operations with higher numbers. Resolution into factors and tables. Objective treatment of fractions; halves, quarters, eighths, thirds, sixths etc. Simplifications. Metric system, now with square measure. Mental and written exercises. The written work is done on paper in this and the following classes.

5th year. Treatment of decimal and vulgar fractions. Prime and divisible numbers, Common measures, Proportion, Square and cubic measure, Calculation of the simplest areas and contents. Exercises in ciphering accurately written and mental sums.

6th year. The metric system. Area of parallelogram, triangle, trapezium and circle; contents of prism and pyramid exercises in ciphering accurately with integers and fractions. Proportion and divisibility. Percentages, alligation and stocks. Mental and written sums. General revision and application of rules.

Dutch language.

1st year & 2nd year. Instruction in the Dutch language in the first and second years coincides with that in other subjects such as Reading, object lessons and writing. It consists in exercises in speaking, the written reproduction

of clearly spoken words and sentences, the learning of verses In the second year also simple exercises a propos of the lesson.

3rd year. Learning and naming of the letters, division of the letters into vowels, consonants and dipthongs. Exercises in the rules of spelling a and u in open syllables, the mode of writing consonants as intermediate letters after imperfect and unaccerted vowels, final consonants in special words, Simple exercises in composition, answering questions arising out of the subject matter of history geography and nature knowledge. Simple dictation. Short verses.

4th year. The principle parts of the simple sentence, predicates subject, object and qualifications. Parts of speech, nouns substantive and adjectives possessive, demonstrative interrogative and indefinite pronouns, numerals, prepositions and adverbs. Exercises in composition, simple exercises arising from the subject matter in the history, geography and nature knowledge lessons. Simple dictation. Short verses.

5th year. The principal forms of inflexion in the articles, adjectives, demonstrative and possessive pronouns. The principal forms of conjugation, present and past tenses of strong and weak verbs, participles and the imperative mood. Exercises in composition, making a simple composition on a given plan, the matter to be taken from the subject of the lesson, dictation. Short verses, analysis.

6th year. Inflection forms of the personal, possessive, interrogative and relative pronouns, conjugation of the verb. Analysis of simple sentences. Composition exercises. Compositions, narratives, latters, descriptions, accounts, dictation short verses. General revision

66 52 S.P.

8.

Dutch History.

3rd year. Development of the first historical notions, taken in connection with historical narratives.

4th year. Pictures from the national history. The most important years.

5th year. Continued treatment of the national history, with more attention to connection. The principal years.

6th year. The national history in connection with the most important events of universal history especially after 1500.-Chronology.

67 53. Rien Kap 2184

Geography

3rd year. Prepacatory exercises: points of the compass, weather cock, plan of the school, the school and surroundings, the commune and surroundings, the principle features of the province of North Holland.

4th year. North Holland in more detail, the Netherlands with provinces, boundaries, divisions, physical features, ~~high~~ flow land, rivers, canals, railways, means of subsistence, places.

5th year ~~Continued~~ Description of the Netherlands continued; woods, waste lands, reclamations, marsh colonies, horticulture, dunes, more places than in the previous class. The principle features of Europe

6th year. The Netherlands & Europe — revision & extension, Netherlands India. Survey of the parts of the world.

Nature-Knowledge

1st year Discussion of objects taken out of the child's
2nd " surroundings, also of the best known animals and plants, and of the human body. In both classes in the form of object lessons and with the view of obtaining notions & clearing ideas.

3rd year. Repitition, together with the ~~description~~ consideration of less accurately known animals, such as the frog, cockchafer, butterfly, silkworm etc.

21

68 54 n28p

4th year. Further consideration of plants and animals. The dentition & motion of animals; the parts of the flower. Discussion of certain minerals: iron, salt, coal. Weighing and measuring

5th year. Plants and animals continued, also foreign varieties. Division into classes and their characteristics. Discussion of the nutrition & digestion ~~of~~ in man & of certain animals. Butter & cheese-making. Discussion of natural phenomena: ~~floor~~ floating, sinking, specific gravity.

6th year Revision. Circulation of the blood and breathing; the air, pressure, and ~~expansion~~ tension. Explanation of pumps, syringes, waterworks, siphons. Heat phenomena: expansion, melting, evaporation, boiling, freezing, condensation, solution. Discussion of simple ~~mach~~ instruments: the thermometer, lightning conductor, pulleys, barometer

(The instruction in nature knowledge is given ~~the~~ so far as possible by object lessons, and ~~the~~ in science the phenomena and laws which are treated are illustrated with experiments.

22

[2.]
500—8-1-08.

432 Educl 1906 69 Notes Commented with Go. no. 432-33 dt 6/11

C. No. 703. From the Govt: of India To No. 229, dated 20-4-1906.

SUBJECT.
Calling for a report from Mr. E. W. Middlemast on his furlough studies

In para 3 of their letter no.
T 432. Edl dy 12th September 1903, the Madras Government informed the Government of India that Mr. E. W. Middlemast had applied for permission to go on speci
duty for three months during his furlough in 1904
Q And in para. 3. of their letter no. 28. Edl dy 13th Janu 1904 they stated that Mr. Middlemast proposed du the special duty "to study the Dutch system of grant-"aid, the Dutch primary Curriculum and the Dutch Syst "of Conducting Examinations by local Commissioners.

2. In their letter no. 138 dy 24.2.04 printed w
S. Go. no. 143. Edl dy 3.3.04, the Govt: of India informed Govt: that they had addressed the Secretary of Sta on the subject.

Page 536 of the History of Services - 1905.

3. Mr. Middlemast went on 23 days privileg leave and one year's furlough in continuation on 8 April 1904 and returned to duty on 1st May 1905 under para. 3(6) of the despatch from the Govt: of I to the Secretary of State printed with Go. no. 49. Ed 30th January 1903 (page. 3.), Mr. Middlemast has submit notes of the studies which he pursued a of the observations which he made while on spec duty. He has not done this as yet. He may now asked thro' the Director of Public Instruction to

to submit them as early as possible.

4. The draft placed below is submitted for approval.

P.R. 21/5 Pj 21/5/06

Lee
Chs
2.5.06

[Endorsement on D.P.I. No. 204 dt 3-5-06]

From the D.P.I Roc no: 3597/06 dt 21-5-06.

The D.P.I submits a report from Mr: E.W. Middlemast, together with his Covering letter, dated 13th instant, regarding his furlough studies in Holland. The Govt of India may now be furnished with a Copy of the report.

P.R. Thor 22/5/06. The report has been sent to the Press to be put in type at once. on its receipt the file will be resubmitted.

Pj 24/5/06

25.5.06.

Vide G.O. 208, 209. Edn for a precedent 31-3-05 D.

The report has been printed. A draft order is submitted below for approval.

P.R. 30.5.06. Before the draft is passed would it not be better if Mr Middlemast were asked to see the proof of his notes, which is sent to us, and make such corrections as he may consider necessary in the matter or in the printing? He may be asked to treat the matter as urgent.

Pj 31/5/06

3a

38

D.O. R-53 dt 8-6-6.

DIRECTOR OF PUBLIC INSTRUCTION MADRAS

THE OLD COLLEGE,
NUNGAMBAKAM.

6.6.6

My dear Souter,

I return herewith the proofs of my sketch notes with certain corrections. If it is allowable I should like to add to the Appendix by including the ~~add~~ Curriculum in Geography & Nature Knowledge. I don't however press the matter.

The first para seems rather out of place as it stands, coming as it does before

Edl. R. 8 B 300--1-7-04.

the subject. I would suggest that it should come as 'concluding remarks' after 'Grants-in-Aid'; and that after H.I. Fabius there should be inserted "Inspector of Elementary Instruction. First Inspection."

Yours sincerely

E. W. Maddement

D.O. No. 90 dt 1.6.06.

72

My dear Middlemast,

I am sending to send you a proof of your letter on education in Holland & to request that you will return it as soon as you can with such corrections as you may consider necessary. The matter should be treated as urgent.

Recd today 1/6/06

Yours C.A.S
1.6.06.

Sent to Press 1/6/06.

[H.E. [D.O. from Mr. Middlemast dt 6.6.06.]

Now have it sent to Press with the additions and ask Press to treat as urgent.

C.A.S
8.6.06.

A clean copy of the notes is submitted. A draft order and a letter to the Government of India are submitted below for approval.

Sec.

13/6/06 13/6/06 The report is very interesting.

Cas
13.6.06

H.S
14.6.06

Letter sent to Press for the printer 16/6/06

Recd 16/6/06

16/6/06

[B. / 12]
1,000—2-3-06.

Educational DEPARTMENT.

13
1/8

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

" " " " , " 190 .

READ ALSO:—

C. No. 703 , From the Govt: of India , No. 229 , dated 20-4- 1906.

" " Genl, to the D.P.I , " 204 " 3-5- 1906

" " 863 , " from the D.P.I. , " 3597 " 21-5- 1906.

ORDER. No. 432, dated 19-6- 1906.

P.S.

Recorded.

Secretary

(Instructed to lay) Mr. Middlemast M

2. A Copy of the Notes will be forwarde

to the Govt: of India, Home Department,

with reference to their letter no. 229 d

20th April 1906.

Govt letter papers printed & despatched at once.

Then get 20 copies of the Notes printed alone

Then 20 copies of the Despatch printed separately

Then write letter, enclosing 20 copies of the Notes, to Government, Home Dept. [Government of India]

To,

The D. P. I.

with 20 copies of the Notes

13/6/06

Desptd 27/6/06.

Chd 13.6.06

W 14.6.06

Letter.

74

Letter 433 dy 19-6-06.
P.S.

To,

The Secretary to the Govt: of India
Home Department (Educn

Sir,

With reference to Mr. Harris' letter No. 229 dy the 20th April 1906, I am directed to forward a copy of the "Notes of the studies of the elementary Systems of education in the Netherlands" made by Mr. E. W. Middlemash, Dy: Director of Public Instruction, Madras, when on special duty in 1905.

I have &c.

VR 13/6/06.

Recorded. Dy 13/6/06

Chd 13.6.06

Hbs 16-6-06

|Annexure|

Despd 21/6/06

First copy sent to Press.

Returned for signature.

Despatched in print.

NUMBER OF COPIES REQUIRED. { Order complete. / Letter only. / Order complete with Letter.

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

CURRENT No.

ENCLOSURES TO C. No.

ORDER OF GOVERNMENT

LETTER TO GOVERNMENT

STATEMENT WITH DITTO.

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

2.

N.B.—

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