[B.]

8

Educational (1906) Department.

2

ORDINARY PRINTED.

G.O., No. 586, 587

DATED 7-9-06

[Despatch Abstract.]

Mr J. H. Stones' notes on his furlough studies. Forwarding six copies of — while on deputation in 1905-06 in connection with Training schools in the United kingdom.

BACK PAPERS.

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

FURTHER PAPERS.

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

Government of Madras.

EDUCATIONAL DEPARTMENT.

2

Recd. } 1906. *Enclosures*

Regd. *Spare copies*

G.O., &c., Nos. 586, 587, 7th September 1906.

Mr. J. H. Stone's notes on his furlough studies

Forwarding to the Government of India, Home Department, six copies of — while on deputation in 1905–1906 in connection with training schools in the United Kingdom.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT

Read—the following papers :—

I

Memorandum No. 211, Educational, dated 5th May 1906.

With reference to G.O., No. 571, Educational, dated 18th August 1905, the Director of Public Instruction is requested to be so good as to obtain and submit to Government as early as may be practicable Mr. J. H. Stone's report on the work done by him while on special duty during his absence on furlough.

(By Order.)

C. A. Souter,
Ag. Assistant Secretary to Govt.

II

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—Madras, the 31st July 1906.
No.—Ref. on C. No. 3718.

With reference to memorandum of Government, No. 211, dated 5th May last, and the two subsequent reminders, I have the honour to state that Mr. Stone informs me that the report of his work while on special duty in England is in the press and that he hopes to be able to despatch it to me in about a week.

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—Madras, the 17th August 1906.
No.—Ref. on C. No. 3718.

In continuation of my letter, R.O.C. No. 3718, dated 31st July last, I have the honour to submit the report of Mr. J. H. Stone's studies while on special duty in England, and to suggest that I may be permitted to communicate it to the Educational Journals as its publication may do much good to managers, teachers and inspecting officers.

Enclosure.

Letter—from J. H. Stone, Esq., M.A., Inspector of European and Training Schools.
To—the Director of Public Instruction.
Dated—Madras, the 4th August 1906.
No.—D. 584.

With reference to G.O., No. 571, Educational, dated 18th August 1905, and your Proceedings, Ref. on C. No. 3718, dated 18th May 1906, I have the honour to submit the following report on my work while on privilege leave and furlough from 17th March 1905 to 21st April 1906.

I.—THE TRAINING OF TEACHERS.

English and Scottish training institutions may be roughly classified as University and non-University.

University training colleges or departments usually train both secondary and elementary teachers; non-University colleges are for the most part maintained by the religious denominations for the training of teachers for elementary schools.

The training work, except that of secondary teachers in a few universities, of which Cambridge is one, goes on concurrently with general education. It is generally admitted that this is an imperfection and that the training of imperfectly educated persons ought not to be undertaken at all. It is, however, also recognised that an ignorant teacher is worse than an untrained one, and at present, general educational work takes up the larger part of the time and energies of the training colleges for elementary teachers.

Anything that I have to say about this part of their work will find a place under subjects and methods of instruction. I shall confine myself at present to training proper, merely remarking that, in the elementary training colleges, only that time is devoted to it that can be spared from the general educational course.

As was to be expected, I found that the methods of training pursued in Madras are for the most part those used in England. I propose to take them up *seriatim*.

Class-room Study of the History, Theory and Practice of Education.

This is, of course, much more thorough in the University Colleges where students of a fairly high standard of education are being trained as secondary teachers than in the others. Some of these colleges possess a very strong staff of professors and lecturers. Of those I visited, Victoria University, Manchester, is notable for this. Courses of lectures are delivered here on "The Principles of Education", "Portions of the History of Education", "The observation of children and school hygiene", "Psychology and Logic in relation to method and the preparation of lessons", "The curriculum and methods of primary and preparatory school teaching", "Theory of Education in Plato's Republic", "Some ethical problems of school-life", "The oversight of girls and other problems of management in secondary schools for girls", "Principles and practice of school management". Of these the last five are short courses.

Courses in other Universities cover similar ground. The following differences between their scope and that of the existing curriculum for the L.T. degree in Madras may be noted.

Psychology is less prominent. In fact, a systematic study of psychology as a science is being less and less insisted on. On the other hand, logic and ethics, both quite neglected in our course, almost invariably find a place, as much of these sciences as can be directly applied to educational theory being taken up.

School hygiene, usually in connection with organisation, claims considerable attention. The history of education is not treated as a subject which can be completely reviewed during the training course. Selected books and periods are studied rather with a view to the awakening of professional interest and creating a sense of continuity of development in educational theory than to the attainment of systematic knowledge.

The class-room work of the elementary training colleges follows syllabuses laid down by the Boards of Education. These, as a whole, cover very similar ground to those laid down by the Universities but a choice is allowed as to which of a number of syllabuses each college shall adopt, so that no student studies all the subjects set forth above. The most recent syllabuses of the English Board should be very useful in framing courses of study for the training schools in Madras.

Practical Work.

This may be taken under the heads—

Demonstration lessons.	Criticism lessons.
Observation work.	Practice in schools.

(1) *Demonstration or model lessons.*—This means of training is not very greatly used and when it is used, it is because the professor or a master of method has some principle or some method to illustrate or wants to put a number of inexperienced teachers in the right way. Model lessons do not come week by week at a given hour and on all sorts of heterogeneous subjects as they do in our Madras schools, where teaching is still too much thought of as a routine which can be imitated.

I was only present at demonstration lessons by the Assistant Professor at Leeds and the Professor at Reading and I thought them admirable.

(2) *Observation work.*—This may be done either in the Practising school attached to the Training College or in independent schools. Where schools are available in which good teaching is being done, observation of it largely takes the place of attendance at formal model or demonstration lessons. This is notably the case at Manchester. Attached to the department of education are two demonstration schools: the Fielden school and Miss Dodd's. These are model rather than practising schools and are conducted with a special view to experiment in methods which are described as "reformed", *e.g.*, the "direct" method in modern language teaching and "practical" arithmetic. These schools have attained a large measure of success and I saw in them some of the most interesting and stimulating work that I met with. University students of education are encouraged to visit them for observation, seats being provided in each class room into which visitors can slip without disturbing the work and on these seats is to be found a book containing notes of the course to which the lesson in progress belongs.

Observation need not be confined to teaching. The school buildings and organization can also be profitably studied. At Leeds, every student makes a careful study of at least one school, that in which he does his two weeks' course of teaching, and submits an elaborate report on it. In the Ripon Training College, students visit schools and make similar reports in a book prepared for the purpose with printed headings, of which the principal are *Premises* (plan, lighting, warming, ventilation, furniture, apparatus), *Classification*, *Teaching staff* (number, qualifications, distribution and duties), *Curriculum* (correlation of studies and concentration schemes), *Time-table*, *Home lessons*, *School library*, *School museum*, *Savings bank*, *Pupil teachers*, *Distinctive features or points worthy of record.*—The Culham Training College has a similar form but in greater detail and employing questions addressed to the student in addition to the printed heads.

From the notes of visits made by students and from what I learnt from the Training College authorities, I am sure that this means of training has great value. It has not yet been organized for any training institution in Madras so far as I am aware. There are difficulties in adapting it to India, but I do not think they are insuperable. For men like the graduates in the Teachers' College who may aspire to posts in the inspectorate, it would seem particularly valuable.

(3) *Criticism lessons.*—These form a part of the work of all the colleges and I attended as many as I could. The teaching I heard, of course varied much in merit, but was on the whole a good deal above the average of that done by the graduates in the Teachers' College or the candidates for the L.T. degree, particularly as regards choice and arrangement of subject matter.

In all the colleges some means are adopted for letting all the students know the scope and method of the lesson about to be given. Usually a synopsis of it is posted on the notice board by the teacher who is to give it two or three days beforehand and the students are expected to take a copy. This enables them to come to the lesson with a knowledge of what the teacher's aim is and therefore in a better position to judge of his success in carrying it out.

Very careful preparation of the lesson is insisted on, and the teacher giving it is not usually helped in this by the college staff, although the subject of the lesson is usually given to him.

The students are very commonly provided with a list of headings under which they can arrange their criticisms. I have several of these before me and expect to find them useful. The adoption of a hard-and-fast scheme of criticism perhaps involves the danger of the lesson degenerating into a routine which is, I suppose, why some masters of method dislike schemes.

I think, however, that masters of method value schemes in proportion as their treatment of method is scientific or empirical. When a man is convinced that teaching to be good must be in accordance with certain laws, whether the laws have been formulated by the teacher or not, just as reasoning to be good must be in accordance with the laws of logic, he is inclined to draw up a lesson scheme and test lessons by the degree in which they conform to it.

If the teaching was generally better than in Madras, the criticism was not noticeably so, and I thought that that of both students and masters was rather weakened in its effect by the great care taken to spare the feelings of the teacher. The criticisms were sometimes so guarded and qualified as to give an air of unreality to the exercise.

Although the arrangement of criticism lessons in groups or courses is advocated by competent authority and is a plan obviously likely to make them more useful, it does not seem to be commonly adopted. This is partly, I think, because the old idea of the criticism lesson being primarily a means of determining the student's individual powers instead of a powerful means of correlating theory and practice is still very prevalent and partly because "practical" considerations are held to make it necessary that criticism lessons should be casual and miscellaneous.

In one college, however, I noted that some of the criticism lessons, of which a great many are put down for the year, occur in series. One was on "Trees in spring" from February to April and another on the "Ancient Britons." There were also a number of lessons on wild flowers running through the spring and early summer months which constitute another though less marked course. It may be noted, however, that the lessons of each of these series would not all be classed as of the same "subject" in our schools. They would fall under one or other of the following:—Object lessons, reading, history, drawing, brush work and composition. In fact, the way in which the series are worked out is a very interesting illustration of the correlation of different kinds of school work and the concentration of effort in different ways on the same or connected subject matter.

An interesting variation on the ordinary criticism lesson is practised in one college I visited, where the students are occasionally asked to give impromptu lessons on subjects announced in the room. This at least recognises the need for readiness and resource in the teacher.

(4) *Work in the Practising school.*—Training colleges are usually provided with practising schools but less teaching is done in them by the students than is usually the case in Madras, for the simple reason that their general educational work leaves them little time for teaching. Almost all the practising schools are fully staffed independently of the students and the idea that a useful practising school could be had on our Madras system where the students are the staff appeared to all the people interested in the matter that I consulted on the point untenable. Professor Findlay happens to have printed his views on the subject in a report on the Fielden Demonstration school and I think they are worth quoting: "It is of the first importance to have a well qualified regular school staff in charge of the school classes. The very fact that so many training students take a share in teaching makes it the more necessary that a thread of continuity both in teaching and in management should be secured in each class; this can only be done by having a form teacher for each class, a teacher with some experience and training who can assist the Headmaster in oversight and in individual care for the scholars. If too much responsibility is left to students (many of whom are beginners in teaching) the scholars will suffer and the school would cease to be suitable for ordinary educational purposes and, therefore, not a proper school to serve as a demonstration to students." The way in which such a school should be, and often is, used for the practice of students is set forth by the same authority as follows: "When a student wishes to take a course of practical work, he sees the Headmaster and after consultation is appointed to take charge of some branch in one of the classes (arithmetic, literature or whatever it may be for which he appears competent) during two, three or more hours per week. He is required to be present every time the class study that branch, and he either teaches it himself or follows the teaching given by the Headmaster or class teacher or occasionally by myself. He keeps detailed notes in diary form of each lesson and submits these for inspection. He

is expected to continue this work for at least a month and very often he may go on for many weeks, constantly improving and developing his grasp of method or he may change to another class or to another branch. He is also expected to visit the school at other times so as to follow the entire plan of teaching and become familiar with its daily life."

Correlation of Theory and Practice.

I made a point of enquiring in every institution I visited into the means by which this was secured. The following are some of them :—

Distribution of work among the staff.—The training work is usually shared by the Principal and the master or mistress of method. The former commonly lectures on the principles of education, the latter lectures on its practice and superintends the observation work, the criticism lessons and the teaching in the practising school. He is sometimes the Headmaster of that school. This makes possible a complete correlation of the various more practical parts of the work and very full use is made of the opportunity afforded. At one college, for instance, I observed that the Vice-Principal systematically uses criticism lessons for driving home the principles discussed in his lecture room and also constantly illustrates his lectures from what has occurred in practice and in another that the master of method makes similar use of the students' practical experience.

One master of method told me that his plan was first to lecture on the method of any subject, next to give a model lesson in it, next to hold a series of criticism lessons and finally to send his students to teach it in the practising school. The difficulty of fitting in such a well planned series of exercises into the time-table must, however, be extreme and I imagine that teachers usually have to be content with only an approximation to such a completeness of system. Even when this distribution of work obtains, there is possibility of a want of correlation between the treatment of the principles and the practice. How far there is such a want will depend largely on the nature of the personal relations between the men responsible for each and I have no reason to suppose that there are not usually such as to secure thorough co-operation. I have already arranged that in the training schools under me, the same teacher shall lecture on "method" and superintend the practical work, but in the Teachers' College, I believe, one member of the staff lectures on the principles of education, another on its practice and a third takes the criticism lessons and that practically nothing is done to harmonise the work of the first two, neither knowing more of what the other is doing than he can learn from the syllabus of the L.T. degree examination and the third similarly knowing very little of what either of them is doing.

Another way in which the correlation of theory and practice is helped by the distribution of work is by the members of the staff whose chief duty is to lecture to the students on the various subjects of their general educational course, having assigned to them the duty of being present when criticism lessons in their subjects are given, and by their special knowledge being made use of in other ways in connection with the instruction in the methods of those subjects. This might, I think, well be carried further than it is, and I think that in a completely organised training institution, the method of teaching each subject or group of allied subjects should be discussed by a man who has made special study of it.

Organisation of Practical work.—This, whether intentionally or not, by its thoroughness certainly helps to make prominent the relation between the theoretical and practical work.

Some features of organisation have been noted already. The following taken from the practice of various colleges might be usefully introduced in Madras.

In some colleges, students are required not only to prepare notes of the lessons they give in the practising school but also to write a brief report of each lesson, which should be an *exercise in self-criticism*, and contain the student's own impression of the success and failure of the lesson and an attempt to analyse their causes and to suggest ways in which the lesson might have been improved.

In others, students who are not actually teaching in the Practising school or otherwise employed observe the teaching of their fellow students and write criticisms of it.

Child study.—I gathered that this is not very generally practised. Regulations for carrying it out appear in the syllabus of one college I visited. Certain children are pointed out to each student whom it will be his business to observe in as varying circumstances as possible and as to whose physical, intellectual and moral characteristics he is expected to write a report. If the fact that they are under observation can be concealed from the children, this excercise should be a valuable accompaniment to the study of Psychology.

A similar method is followed in another college. Each student, when observing the teaching in the Practising school, selects a child or children to be studied in detail by conversation or by work set for the purpose, and writes a report of his work.

Necessary Accomplishments of the Teacher.

(1) *Blackboard work.*—No great attention is given to writing and working mathematical examples on the blackboard probably because it is so difficult to find time for it.

Blackboard drawing is commonly practised but much more attention is given to paper drawing.

(2) *Elocution.*—Teaching is always provided. Phonetics is a subject very commonly studied, especially in the Scotch Training Colleges, with a view to improvement in the speech of school children. It is clear that a teacher who has a knowledge of phonetics has at his command additional means of teaching children to articulate clearly and correctly and to pronounce foreign languages. The subject would be very useful in Madras Training institutions and should include (for teachers who will have to teach English) both English and Dravidian phonetics, though I do not know that any systematic study of the latter has yet been made.

II.—NOTES ON TEACHING AND ORGANISATION IN SCHOOLS.

Although I was particularly deputed to study training school methods, I visited a number of other schools elementary, higher elementary or higher grade and secondary, particularly to see how far the improved methods taught in the training colleges and set forth in the educational text-books were actually in use. I found that they were so very generally and I accumulated a considerable amount of information about them as well as about school buildings, furniture, appliances, text-books and organisation.

In the following paragraphs, I have summarised my observations and conclusions as to the teaching of certain subjects :—

English.—My impression that children in European schools in Madras take a very long time to learn to read was confirmed by what I saw and heard. The old-fashioned plan of teaching the alphabet and then the spelling of short words which still obtains in them has been largely given up at home. Children are usually taught first to recognise common short words and to learn from them by conscious and unconscious analogy the phonetic values of the consonants. Care is also taken that the sight of the consonant shall not suggest its name but the position of the vocal organs necessary for producing its sound. Children, therefore, become quick at reading words they have not seen before. A child is expected to learn to read in an English elementary school in about six months, whereas in the European schools that I inspect, I should suppose the average time is more nearly two years.

Another point that interested me was the way in which it is sought to give a literary turn to the reading lessons of the elementary schools. Considerable care is usually taken, for instance, to select poetry of real value for reading and recitation. In some Scotch schools, a play of Shakespeare is taken up in the highest class. In all reading work, the teachers are not satisfied merely to get the book read or even understood; they try to help the children to some sort of literary appreciation of it. In poetry, attention is given to the form and interest is sought to be aroused in the author. These things are practically not done at all in the schools I inspect and I find that the children have no idea at all of the difference between poetry and prose, though they are now generally ready for a question as to the name of the author of the pieces they recite.

Among the devices which might be used in Madras schools, I noted getting the children to read to themselves—providing specially interesting books for the better readers to read to themselves while the worse are receiving special instruction—the preparation of a passage to be afterwards dictated so as to ensure the real learning of the spelling of difficult words and the working out of compositions orally by conversation with the class.

Much attention is given to the cultivation of the power of expression in speech. This begins in the infant standard in which after a story has been told, a child is required to stand up facing the class and repeat it, and the same story is not dwelt upon long enough to allow this exercise to degenerate into a mere recitation of what is known by heart. In answering questions, the children are usually made to use complete sentences, and I noticed that frank and ready answers in good form were the rule, a circumstance all the more striking to me because of the mumbling single word answers I too often get when inspecting. The practice of written composition from a much earlier stage than it began at under the old Madras Code probably contributes to this result.

In one practising school, I was shown little books in which the girls kept a record of their private reading. These were periodically looked over and remarked on by the mistress. The plan seems a very good one for stimulating and directing home reading.

In another, private reading is encouraged by the preparation of statements as to the borrowing of books From the library by each Form, giving the percentage of regular borrowers in the Form and the names of the principal borrowers. A brief report of the kind of books most affected and of individual books most frequently borrowed is also made out periodically. These statements might well be given in this Presidency in every inspection report of a school with a library and posted in the school for encouragement and admonition.

The "direct" method of Foreign Language teaching.—I paid particular attention to this because of the probability that it may be used with advantage in teaching English in Indian schools. It is commonly employed in schools at home for teaching French and German and also to some extent, Latin. The value of the method depends very much on the powers of the teacher who employs it. He must, of course, be thoroughly familiar with the language of the lesson, but this is by no means enough. I saw a very clever little Frenchman take a lesson which, though charming to listen to, can have done very little for his pupils because he talked so much himself and so largely failed to get them to talk. Other teachers of French used the method in a half-hearted way interpolating their French with English and using translation unnecessarily.

One great difficulty is in the early stages to connect the reading lessons with the oral work. This I saw best met in the Fielden Demonstration school. The German master there complained that he had not been able to find a suitable reading book. He, therefore, used none and his procedure was as follows :—He chose as his topic a walking tour of two boys down the Rhine. He first described each stage of the tour orally to the class, conversing with the boys as far as their powers would allow, and spelling and writing on the black board the new words introduced. He then dictated his description, and the series of lessons taken down in this way was to form the first reading book. German Geography, History and Mythology were introduced as occasion offered. This method is consistent with itself, because all the work in German is closely connected and it makes possible a gradual and systematic growth in the boys' knowledge of the language because the teacher can limit the number of new words and grammatical forms introduced into each lesson and can take care that those already learnt shall recur. A formal grammar of the language is at the same time systematically built up by the class, new tenses, cases, prepositions, and so forth being entered as they come into use in an appropriately arranged note-book. All the business of the class is conducted in German and the German hour usually begins with a little conversation on topics of interest at the moment (*e.g.*) the absence of a boy and its cause. He is ill. What is the matter with him? Is he in bed? Has the doctor been sent for? and so on. A reward for good work is permission to sing a German song. In one lesson at which I was present, the teacher was bombarded

with requests, of course in German, for *Die Wacht am Rein* which it appeared he had promised the previous day. I thought that the class had made wonderful progress in the language in the year during which they had studied it on this system.

In the Perse school, Cambridge, I heard a French lesson to one of the higher classes which was reading a play of Moliere, in which all the work was done in French, translation into English being used very sparingly if at all. Here again, I was struck with the command of the language the boys had attained.

In teaching pronunciation, some teachers rely a good deal on phonetics and on drill with a phonetic chart. Another device is simultaneous reading and speaking, which I think should be a good deal more employed in English teaching in Indian schools, as it enables the children to do the maximum amount of actual speaking. In an hour's ordinary 'conversation lesson,' each pupil commonly says only a few words.

The strong point about the direct method is that it frankly recognizes language as an art or group of arts in which skill has to be acquired, the underlying sciences being of subordinate importance for a learner. Much of the English teaching in this Presidency, on the other hand, treats the thing to be acquired as science and expects the arts, especially of speaking and writing, to be picked up incidentally.

I must confess, however, that in listening to French and German lessons, I was constantly struck by the extent to which the facts of their vocabularies and that of English overlapping to so great an extent and of the very substantial likeness (notwithstanding the obvious differences) of the method of sentence building in all, helps the English boy: and I fear that progress in the early stages of teaching English by the direct method in India will always seem so slow that teachers will never willingly give it a thorough trial, although of course the extreme difference between South Indian vernaculars and English is, properly speaking, a reason for the avoidance of translation—that is, for the employment of the direct method.

Geography and History.—These are, as a rule, taught with much intelligence and great insistence on causal relations; the setting of a task to be got up out of the book is a thing of the past. It is also pretty generally recognised that, essential as maps are, a map is after all only a very highly conventional representation of facts and needs itself a great deal of explanation before it can be known.

In the Training colleges, therefore, great pains are taken that the students shall realise what a map is, and they are often required themselves to make one by personal observation and the use of the plane table. In one college in particular, I saw excellent maps of the neighbourhood that had been made in this way and also a map in accurate relief made by pasting paper of ascertained thickness over appropriate areas, one thickness corresponding to so many additional feet of altitude. It is obvious that this sort of work gives a far truer idea of relief than inspection of the ordinary relief map with its tremendous exaggerations of heights.

In history also, care seems to be generally taken to connect the school lessons with the children's out of school knowledge and experience. Of course in India, especially in connection with English history, such knowledge and experience is very much less than in England, but I notice that even what there is seems to be hardly ever used. Teachers seem unable to get away from the idea that history is something to be learnt out of a book and that all that can be known about it is, if not in that particular book, then in some other: so that if they are really anxious to do well they supplement the book with notes from larger books merely adding another mass of unsuggestive detail to the mass, already great enough, of the text book.

Another point is the use made of the geographical and historical "readers" of which so many are published. This is connected with the recognition of the fact that these are subjects which obviously can never be completely known and in which it is not so much necessary to cover any strictly defined ground as to create an intelligent interest. Of course, the absence of the fear of examinations and the certainty of sympathetic inspection helps teachers very much in acting on this view. It has been impossible hitherto in Madras and the habit of mind induced by always working up to some definite examination standard will probably long persist and teachers will continue to talk about the two "histories" that have to be learnt and to mark off the "portions" as so many pages in the text book.

Drawing.—This has quite ceased to be considered as an accomplishment or an extra subject in elementary and higher grade schools and in Training colleges and is recognised as an integral part of the educational course and as an important aid to mental development.

The kinds of elementary drawing which, under the influence of the South Kensington examinations, held the field for so many years in English schools, the free-hand drawing of ornament and of geometrical "models," have almost disappeared. Pencil drawing on white paper has to a great extent been replaced by free-arm drawing in coloured chalk and drawing with the brush. It is no longer thought necessary to confine children to outline till they are perfect in it or to straight lines till they can get them even reasonably straight—a good many teachers even recognise the fact that curved lines are easier.

There is, however, a good deal of disagreement among teachers as to the best methods of teaching drawing and this makes it impossible to describe drawing teaching at home as a system. I purpose, therefore, to say what I saw being done in certain Training Colleges and Art schools (which I shall indicate by numbers) where the work struck me as being particularly interesting.

I. Here the drawing is entirely from objects and mostly in coloured chalks and water colour. The teachers under training executed beautiful studies of two or three objects in correct light and shade and colour. I saw several classes of the practising school drawing from objects which they had been instructed to bring with them to school, *e.g.*, knife, spoon, fork, clothes, peg-gimblet, cork-screw, egg-cup, cup and saucer. These were done, except by the lowest standards, in light and shade. Some very effective drawings of a tin-mug had been done on the wall black-boards by one class, the bright surface of the tin being very successfully rendered. The drawing was, by no means, always correct however, and I enquired whether the use of light and shade did not tend to slurring over of faults in drawing. The teacher thought not, that the mug would have been equally incorrectly drawn in outline only and the value of the work put into the light and shade lost. Other teachers whom I consulted on this point admitted some danger in the early use of light and shade, but most consider that there is a balance of advantage in it. There is no question that it adds immensely to the interest of the work. In this college, as elsewhere, I noticed great evenness in the drawing work. Only very few children in each class were noticeably above or below the average. In fact, what I saw in schools at home quite disposed for me of the fallacy that drawing can only be learnt by a few people with a special aptitude for it.

II. Here again I saw beautiful work by the pupils of the higher classes in coloured chalks and water-colour.

III. The Municipality's drawing-master was taking a class of teachers in drawing suitable for elementary school work. He set them as an exercise in memory-drawing an ordinary painter's palette, telling them in particular to observe the proportions and the size and position of the thumb hole. The failures to do these apparently simple things were very numerous. He insists less than some teachers on the avoidance of drawing from the flat.

IV. Here again I saw beautiful work by the students and the pupils in the practising school. The master confines the work to object-drawing although he considers that work from the flat is not without its uses.

V. Here I saw three classes of student teachers at work, all drawing from objects. One lesson was notable from insistence of observation of mass and proportion. Another from the little lecture on Greek armour (and Roman) suggested by the object—a clay model of a Greek helmet. The third began with memory-drawing of the subject of a previous lesson—a watering pot.

In many of the Elementary schools, I was much struck by the excellence of the drawing. Pupils, who take it merely as a part of their ordinary school course, reach a standard that is often not attained after many years of special study in the Madras School of Arts. I hope to get together a collection of drawings done in English and Scottish schools for exhibition in Madras with the object of showing what can be done by efficient teaching on modern lines.

Domestic Economy.—Extremely complete arrangements are now found in the higher grade and larger elementary schools for teaching cookery and sewing and dress-making. Special rooms with elaborate fittings are provided for each of these subjects. It is obvious that the introduction of practical cookery and domestic economy in European schools in Madras would be of great use. The reading of a text-book in the subject, which is done in some schools, seems to me almost a complete waste of time.

Manual Training.—This is as common for boys as domestic economy for girls and taken up quite irrespective of any direct use for bread-winning that may be made of the skill acquired.

I observed a very complete system in operation in a school in a country town in Somersetshire which is very notable for the evidence it affords that the devotion of a large part of the school day to carpentry and smith's work does not prevent the prosecution of secondary education to the standard of the London Matriculation Examination, that, in fact, the manual work so materially assists the other that merely as a secondary school this institution attains marked success.

It is in my opinion a thousand pities that the Eurasian youth of this Presidency instead of pursuing what is to most of them the *ignis-fatuus* of a literary culture cannot be educated in schools of the type of this and similar "higher grade" schools.

School organization.—This is very carefully worked out at home even in elementary schools and tends to become very complicated in higher grade schools where pupils begin to specialise. This is, I dare say, partly because so much is now left to the managers and teachers. In Scotland, even the old standards are gone and the school authorities classify the school as they see fit. No hard-and-fast curricula are imposed, so that the work of a term can be planned by the class teacher with the help of the headmaster, and a careful record has to be kept of what is done week by week so that performance may be compared with promise and experience gained of what is possible. All this involves not only careful thought as to what and how teaching should be done but consideration of its success or failure and the causes of them, and arouses and keeps alive in teachers an astonishing amount of keenness in their work.

In Madras, our system has hitherto been to lay down a minimum of organization and a skeleton curriculum in the expectation, I suppose, that teachers would fill in necessary details. I think, in most cases, they rest content with the minimum and that more organization is a crying want of our schools. In particular, and especially in the secondary classes, more or less cross classification is wanted. Teachers should also plan out the work of the term week by week far more than they do. Some little elasticity should be introduced into time-tables. The device of leaving so many hours a week unassigned to any subject to be utilized for pushing on with work that has fallen behind or for examination or revision work might be usefully adopted. It would practically oblige teachers to review the progress of their work in order to use the unassigned periods to the best advantage. Apart from this, however, teachers should be required to plan out their work and keep a record of how far they realize their intentions. I am convinced that much of the weakness of High school education is due to the habit of teachers of going on from week to week with no better guide than the list of "portions" to be done in the year given in the Educational Rules.

I have before me a "class teacher's book of work and progress and register of the marks of pupils for a school year" issued by the Leeds Education Committee. It contains instructions for the guidance of teachers in matters of organization, the time-table of the class in which the time given to each subject is summarised at the foot, pages for a detailed syllabus in each subject—pages for the Principal's report on examinations throughout the year—register of the progress of scholars, *i.e.*, examination marks in all subjects and pages for memoranda. A book of the kind, though not necessarily identically the same, conveniently arranged and with printed headings should, I think, be kept for each class in a school.

The practice of assembling the whole school in the hall at the beginning and end of the day might well be followed in schools that have suitable accommodation as it tends to that sense of corporate unity which is, I fear, but feebly developed in most Indian schools.

In conclusion, I may remark that I did not find English schools so depressingly perfect as I had feared that I should do. I saw very much to admire but I was often conscious of defects of exactly the kind that I have to note officially in Madras. The elementary schools are only gradually getting rid of the bad habits of the result grants period. The supply of trained teachers is insufficient. Teachers, though absolutely so much better informed than they are in Madras, are not so much so relatively to the kind of work that is expected of them. Almost all the kinds of ignorance and want of technical skill that vex one out here I saw exemplified in one school or another at home.

I cannot too warmly acknowledge the kindness and helpfulness of the Inspectors of Schools, the professors and the teachers to whom I applied for assistance in my studies.

8

List of Institutions visited.

Tg.=Training College.
Sy.=Secondary School.
Ey.=Elementary School.
H.G.=Higher Elementary or Higher Grade School.

Culham Training College	Tg.
Abingdon Grammar School	Sy.
Abingdon Board School	Ey.
Sexey's Trade School (Bruton)	H.G. or Sy.
Sidcot School (Somerset)	Sy.
Clifton College	Sy.
Bristol University College	...
Birmingham School of Art	...
The Froebel Institute	Tg.
Bedford College	...
St. Martin Church School, Scarborough	Ey.
Falsgrave School „	Ey.
Gladstone Road School „	Ey.
Training College, Ripon	Tg.
Practising School of Training College	Ey.
Friary Schools, Scarborough	Ey.
Central Schools „	Ey.
Bellevue Road Schools, Leeds	Ey.
Hare Hill School „	Ey.
Central High School „	H.G. (also evening classes).
The University Educational Department, Leeds	Tg.
Leyland School for Jews „	Ey.
Another School for Jews (name not noted) „	...
Aberdeen Physical Training College	Tg.
Church of Scotland Training College, Aberdeen	Tg.
Free Church Training College „	Tg.
Higher Grade School „	H.G.
Glasgow High School	Sy.
Pupil Teachers' Institute, Glasgow	...
Murchison School, Edinburgh	Ey.
Linlithgow Higher Grade School	H.G.
Abbey Hill Public School, Edinburgh	Ey. with H.G. classes.
Daniel Stuart's Hospital „	Sy.
Boroughmuir School „	H.G.
Notre Dame Training College with Practising School	Tg.
Preston St. School, Edinburgh	Ey.
Church of Scotland Training College „	Tg.
Wesleyan Training College, Westminster	Tg.
Battersea Training College	Tg.
Reading University College	Tg.
Redland's School, Reading	Ey.
Cambridge University Day Training College	Tg.
East Road School	Ey.
Perse School	Sy.
Manchester University, Education Department	...
Fielden Demonstrative School, Manchester	Sy.
Miss Dodd's School „	Sy.

Order—No. 586, Educational, dated 7th September 1906.

Recorded.

2. Six copies of Mr. J. H. Stone's notes on his furlough studies will be forwarded to the Government of India, Home Department, with reference to paragraph 3 (6) of their despatch to the Secretary of State, dated 2nd October 1902, No. 6.

(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 7th September 1906.
No.—587, Educational.

With reference to paragraph 3 (6) of the despatch of the Government of India, Home Department, to the Secretary of State, dated 2nd October 1902, No. 6, and endorsement of the Government of India, No. 512 (Home Department—Education), dated 4th August 1905, I am directed to forward six copies of Mr. J. H. Stone's notes on his furlough studies while on deputation in 1905–1906 in connection with training schools in the United Kingdom.

Educational Department.

NOTES CONNECTED WITH G.O., Nos. 586, 587, EDUCATIONAL, DATED 7th SEPTEMBER 1906.

[Subject.—*Regarding the Report of Mr. J. H. Stone on his furlough studies.*]

Mr. J. H. Stone may be asked to send in his report on the furlough inspection, etc., works done by him during his absence on leave as early as may be practicable.

H. D. Taylor—4-5-06.

A draft memorandum is submitted below for approval.

P.R.—5-5-06.

P. T. Tharyan—5-5-06.

Issue.

C. A. Souter—5-5-06.

[Memorandum No. 211, dated 5th May 1906.]

From the Director of Public Instruction, dated 31st July 1906, No. 3718.

Submitted that this may lie over pending receipt of the report promised.

P.R.—4-8-06.

P. T. Tharyan—4-8-06.

Yes.

C. G. Mackay—8-8-06.

From the Director of Public Instruction, dated 17th August 1906, No. 3718.

The Director of Public Instruction submits the report of Mr. J. H. Stone's studies while on special duty in England and suggests that he may be permitted to communicate it to the Educational journals as its publication may do much good to managers, teachers and inspecting officers. With reference to the Secretary's query whether spare copies of reports of this kind are usually received, it is submitted that Mr. Middlemast's report on his furlough studies in Holland was received here in manuscript and then printed with the Government order. In the present case as the report has been already printed, the Director of Public Instruction may be asked to furnish the required number of spare copies.

So also was Mr. Logan's—G.O., Nos. 208, 209, Educational, dated 31st March 1905.

P.K.M.—22-8-06.

The type will be standing at the Government Press and Mr. Stone's report will be printed with the Government order and 32 spare copies (of the Government order with the report) will go to the Government of India in the usual course.

2. The draft placed below is submitted for approval. As the report goes to the Government of India it should not apparently be made public here before it reaches them. Otherwise there seems to be no objection to its communication to Educational journals. Separate orders may be passed on the subject.

For Mr. Stone's deputation please see G.O., No. 571, Educational, dated 18th August 1905.

A

H. D. TAYLOR.

P. T. THARYAN—23-8-06.

The course as at **A** may be adopted.

C. G. MACKAY—25-8-06.

H. D. TAYLOR—27-8-06.

G. S. F[ORBES]—28-8-06.

Issue.

H. D. TAYLOR—28-8-06.

[G.O., Nos. 586, 587, Educational, dated 7th September 1906.]

Educational Department.

10

C. No. 1257, from the D.P.I., No. 3718, dated 31 - 7 - 1906.

C. No. 1386, " " " " " 17 - 8 - 1906.

586 dy 7.9.06

ORDER:--
P.S.

Recorded.

2. Six copies of Mr. J.H. Stone's Notes on his furlough studies will be forwarded to the Government of India, Home Department, with reference to para.3(6) of their Despatch to the Secretary of State, dated 2nd October 1902, No.6.

P.K.M.
23-8-06.

P.T.T.
23-8-06.

C.G.M.
25-8-06.

G.O. No.49 Edl., d/30-1-03. Z

To the D.P.I.

587 dy 7.9.06.

LETTER:--

To

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

Sir,

With reference to para.3 (6) of the Despatch of the Government of India, Home Department, to the Secretary of State, dated 2nd October 1902, No.6, I am directed to forward six copies of Mr. J.H. Stone's notes on his furlough studies in

1905

G.O. No.49 Edl., d/30-1-03. Z

11 168

1905-06, in connection with Training Schools in the United Kingdom

I have etc.

P.K.M.
23-8-06.

H.D.2

P.T.T.
23-8-06.

C.G.M.
25-8-06.

28/8/06

Despd with enclosures
9/9/06.

First copy sent to Press.

Returned for signature.

Despatched in print.

NUMBER OF COPIES REQUIRED. { Order complete. 30 / Letter only. 40 / Order complete with Letter. 30

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

178

CURRENT No.

ENCLOSURES TO C. No.

ORDER OF GOVERNMENT.

LETTER TO GOVERNMENT.

STATEMENT WITH DITTO.

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

N.B.—

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