Educational (189) Department.

ORDINARY PRINTED.

G.O., No. 578.

DATED 19. 9. 98.

MD [illegible] 81-81

C

[Despatch Abstract.]

Lawrence Asylum, Ootacamund

Passing orders on the proposals of the D.P.I. for the future working of the Male branch of the ——

BACK PAPERS.

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

FURTHER PAPERS.

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

FC 153/898
1001 Nos.

Government {1898} of Madras.

EDUCATIONAL.

Recd. } 1898. *Enclosures*

Regd. *Spare copies*

G.O., No. 578, 19th September 1898.

SEPTEMBER.

Lawrence Asylum, Ootacamund.

Passing orders on the proposals of the Director of Public Instruction for the future working of the Male Branch of the —.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

Read—the following paper :—

From the Hon'ble Mr. D. DUNCAN, M.A., D.Sc., LL.D., Director of Public Instruction, to the Secretary to Government, Educational Department, dated Madras, 11th February 1898, No. 1352.

With reference to paragraph 3 of G.O., No. 867, Educational, dated 8th November 1895, I have the honour to submit, in original, the correspondence noted on the margin, relating to the future working of the Male Branch of the Lawrence Asylum, Ootacamund, together with my own views on the subject, which Government will observe from a perusal of the whole correspondence, are generally consistent with the opinions expressed by the members of the Lawrence Asylum Committee, and have fully met with the approval of Mr. Logan, the Inspector of Schools, Western Circle, and the Revd. A. W. Atkinson, the Principal and Secretary.

Papers marked 1—8.

2. In his report on the inspection of the industrial classes of the asylum in May 1895, Mr. Chatterton, the Professor of Engineering, in the College of Engineering, brought to notice that the industrial training, as given to the boys, was practically useless and suggested (i) that the standard of the school, as far as the general education classes were concerned, should be raised to that of an upper secondary school; (ii) that until they are 13 years of age the boys should go on with their general education ; and (iii) that if, at that age, they have reached the sixth or the seventh standard, they should be allowed to continue their studies up to the Matriculation examination and, if not, that they should be transferred to the industrial section, their whole time being devoted to it.

3. On the 15th June 1895 opportunity was taken of my visist to Ootacamund to hold, under my presidency, a meeting, at which Mr. Logan, the Revd. A. W. Atkinson, Messrs. Winterton and Sim (members of the Asylum Committee) and Mr. Maddox (Headmaster) were present to consider the advisability of the continuance or otherwise of the industrial classes of the asylum. It was then resolved (i) that the teaching of industries as *trades* should be entirely abolished, carpentry being retained purely for educational purposes as a means of manual training ; and that music and telegraphy should be continued ; (ii) that the band class should be retained for educational purposes for boys until they have passed the Lower Secondary examination, after which such of them as might show an aptitude for music should be drafted into the music class ; (iii) that the standard of the school should be raised to the upper secondary grade ; and (iv) that the maximum age-limit of boys laid down in the Asylum Rules should be raised from 16 to 18.

4. The above proposals were communicated to the members of the Asylum Committee, whose minutes will be found in the file of papers submitted herewith, and at its meeting held on the 14th October 1896 the committee resolved (i) that *all* boys be taught up to the lower secondary standard before being allowed to join a technical or industrial class, and (ii) that the more intelligent boys should be carried on to the Matriculation examination, learning Shorthand or Type-writing also, and that the others should divide their time between literary work and the crafts which should be maintained as heretofore. In the meantime information was obtained from

the Lawrence Asylum at Abu and Sanawar and from the Madras Industrial school as to the character of instruction given and the practical value of the industrial training imparted. The result of the enquiries showed that the instruction afforded at Abu is purely of a literary kind, except that some of the elderly boys attend manual training classes, that literary education, being of paramount importance, is considered essential to the boys, that a knowledge of telegraphy and band music alone has been found profitable, and that European boys cannot hope to maintain themselves with the help of the other industries when native labour is so cheap.

5. Under the rules of the asylum, literary instruction is imparted to the boys up to the standard of the Lower Secondary examination, and there is no minimum standard at present. Consequently the majority of the boys do not reach even the lower secondary standard before leaving the asylum as the various annual reports will show. Moreover, as every boy has to be taught an industry on passing the third literary standard, he has only just time to study the *compulsory* subjects of the literary standards, and thus many of the boys pass only a portion of the Lower Secondary examination or of the standard examinations conducted by the Inspector annually. I have never been satisfied with this half and half measure, and the sooner it is abolished the better. For, on the one hand, literary education suffers severely under the present arrangements, while, on the other hand, the statistics furnished by the Principal show beyond a doubt that the industrial training, which is carried on side by side with literary instruction, is waste of time, labour and money. It has enabled very few boys to earn a living in the keen competition with native labour, and they consequently almost none practice the occupation (music and telegraphy excepted) have learnt in the asylum. Expert opinions collected from other institutions for European boys more or less lead to the same conclusion. If then the object of the asylum is to give the boys such an education as will enable them to make a decent living on leaving the institution, the industrial side should be subordinated to the literary side. Three of the members of the Asylum Committee who have recorded their opinions on the subject (Messrs. Rees and Winterton and Colonel Ventris) are inclined to the view taken Mr. Chatterton, but I hardly think that Mr. Chatterton's proposals as sketched ou the beginning of this letter will mend matters very much ; for, as a rule, very fe ys would reach the sixth or the seventh standard at the age of thirteen, and ma ould not be able to pass beyond the upper primary stage at that age. The tim making a choice between higher literary education and industrial training would thus come at too early a stage at a time when the predilection and aptitude of the boys either for the one kind of education or for the other cannot be correctly ascertained. I would therefore, require, as proposed by the committee of October 1896, *all* the boys to be taught up to the lower secondary standard, which will then become the minimum standard of literary education in the asylum. Nothing sho f the general knowledge implied in the Lower Secondary examination will be of e to the boys in-after-life, and by the time they have reached that stage their p s well as their mental, powers will have been better developed, either for literary or industrial pursuits as the case may be. On passing the Lower Secondary examination, such of the boys of good and approved character as are bright and possess literary tastes should be carried on to the r secondary course, the standard of the asylum being raised to the upper seconda rade and the staff being organized to impart instruction up to the standard of the er Secondary examination, the age-limit in the case of these boys only being rais om 16 to 18.

6. Turning to the industrial side, it will be observed that vision has been made in the asylum for the teaching of such special subjects as Freehand Drawing, Band Music, Telegraphy, Boot and Shoemaking, Tailoring and Carpentry. Freehand Drawing, being classed as part of an ordinary education and being included in the upper secondary curriculum, should be continued. The band and the telegraphy classes, from which much benefit has accrued, should also be retained. I am also in favour of continuing instruction in carpentry purely for educational purposes as a means of manual training, and with the same end in view arrangements may also be made for the boys acquiring an elementary knowledge of blacksmiths' and fitters' work. My objection to carpentry has reference merely to its being taught as a *trade*. I would abolish the tailoring and the boot and shoe-making classes altogether, as

there is almost a consensus of opinion in favour of their abolition and, as remarked elsewhere, few lads apprenticed to these trades follow them in-after-life owing to the kneen competition of native labour. So then leaving out of account all boys who are found fit to enter on the upper secondary course, the following avenues will be open to the rest who will also have passed the Lower Secondary examination and whose average age is expected to range from 14 to 16. Those who have a taste for music and are eligible for enlistment in the army may, as suggested by Mr. W. E. Schmidt, be drafted into the music class and prepared, if possible, for the Intermediate Technical examination in Music. A few others will enter the telegraphy class in the asylum, and a few more, who are hardy and evince a desire for mechanical work, may be sent as apprentices to the workshop of the College of Engineering, or to the School of Arts, or to the Lawrence Asylum Press, Madras, arrangements being made for their being fed and clothed in the Civil Orphan Asylum or elsewhere to the satisfaction of the Lawrence Asylum Committee. Revd. Mr. Atkinson, the Principal, suggests another method, whereby boys willing to learn even tailoring and shoe-making might be helped, viz., that they may be apprenticed in these trades under the contractors who would supply all the clothing and shoes to the asylum when the institution gives up these industries, it being stipulated in the contract that a certain number of boys should be taught those trades, free of charge, under instructions from the Principal. I have no objection to this if it can be conveniently arranged for. The Principal also desires that provision should be made for preparing some of the boys for the Civil and Military Medical Entrance examinations and for the examination of Inspectors' assistants for the Madras and other Railways. This, if possible, may be tried. In the case of all these boys, the present age-limit, viz., 16, will be maintained.

7. Having thus given a brief sketch of the scheme of education which I should like to see introduced into the asylum, I now proceed to give my reasons for preferring the Upper Secondary examination to the Matriculation in the case of those who choose to enter on the literary path. In the first place, the Matriculation examination cannot consistently, with the main objects of the asylum, be taken as the standard to work up to, seeing that it is really the entrance to a University career—a career which is almost quite out of the reach of the boys of this asylum. If now and then a boy is found to be exceptionally bright and fitted to benefit by a University education, he might be sent to the Breek's Memorial school, Ootacamund, or to any high school for Europeans in Madras, with a scholarship. In the next place, Physics and Chemistry, which every candidate for the Matriculation examination has to bring up, would prove formidable obstacles to the generality of the boys of the asylum, and provision for instruction in the above subjects, including the equipment of a good science laboratory, would add heavily to the cost of the upper secondary course. On the other hand, the adoption of the Upper Secondary examination would enable the boys to take some of the practically useful subjects such as Shorthand, Type-writing, or Commercial Correspondence, which are better fitted to secure appointments in Government service or private firms and companies than success at the Matriculation examination. Under the notification relating to the Upper Secondary examination, every candidate has to bring up a second language and two optional subjects. The examination in a second language would prove an obstacle to the success of the asylum boys in the compulsory subjects of the Upper Secondary examination. I would, however, prepared to seek the sanction of Government for European candidates being exempted from a second language, they being required, like female candidates for bringing up Geometry and Algebra, to pass in an additional optional subject under the Technical Examination Scheme to qualify for a certificate. In this connection I have to remark that the study of Latin as a second language would be of no practical use to the asylum boys in their after-life and that I am, therefore, not in favour of its introduction. If this proposal is approved, three subjects, selected from the Technical Examination Scheme, would have to be brought up. Provision for teaching two subjects already exists in the asylum, namely, Drawing and Music, and such subjects as Shorthand, Commercial Correspondence, Type-writing can easily be arranged for.

8. One more point remains to be noticed, namely, the question of finding funds with to meet the additional outlay necessary to carry out the proposals herein

formulated. The addition of the upper secondary department involving a three years course would necessitate the appointment of three efficient teachers—one of whom should be able to teach commercial subjects up to the intermediate grade of the Government Technical examinations, and considering the peculiarities of the locality and the institution, the additional assistants should be paid not less than Rs. 175, Rs. 125 and Rs. 100, respectively. A vernacular teacher would, perhaps, be necessary if a second language were to be taught and also an assistant to prepare candidates for the Medical Entrance examinations, and the examination for Inspectors' assistants in the Madras and other Railways, if these courses are entered upon. The additional annually recurring expenditure may be roughly estimated at Rs. 500 per mensem, or Rs. 6,000 per annum, to say nothing of the initial charges on account of furniture, apparatus, &c. The cost of the additional staff would, of course, be less until all the three upper secondary forms come to be opened. The receipts and charges of the Male Branch for the past three years aggregated Rs. 3,09,360 and Rs. 3,05,054, respectively, resulting in an average saving of Rs. 1,435 a year—a very small reserve indeed to meet unforeseen contingencies. The institution has long been in receipt from Government of a grant-in-aid of Rs. 48,000 a year, and it is hardly likely that Government will be in a position, even if willing, to increase the above grant. The abolition of the tailoring and boot and shoe-making industries will result in a saving under establishment, but this saving will probably disappear as private and paid work has to be engaged in place of the unpaid work hitherto done by the boys. It appears to me, therefore, that the only way in which the financial difficulty can be confronted is to reduce the maximum number of pupils under Rule 27 of the Asylum Rules from 330 to 300. The average cost of maintaining each boy is approximately

	Rs.
1894–95	286
1895–96	303
1896–97	314

Rs. 300, but certain items of general charges are not susceptible of reduction, and consequently a saving of Rs. 200 per boy, or Rs. 6,000 on the whole, may be expected from the reduction in the limit. In view of the fact that the asylum has been sending out every year a number of pupils without making any adequate provision for them in life, or without giving them a suitable education to fit them for service, this arrangement would, I am persuaded, be no hardship for the classes of children for whose benefit the asylum at Lovedale is intended, while it would certainly enable a much larger number of pupils than at present to be better equipped for the various walks of life.

9. The Principal considers that the carpentry instructor will not have full work under the arrangements suggested by me, but I think otherwise.

10. In conclusion, I beg to state that my proposals, especially in regard to the preparation of the pupils for the Upper Secondary examination, have, as already mentioned, met with the approval of the Inspector of the circle and the Principal and Secretary, Lawrence Asylum, and that I am forwarding a copy of this letter to the committee of the asylum so as to afford it an opportunity to make any remarks it might wish to offer. I beg further to request that this important question will receive the early consideration of Government, and that the consideration of the revised rules now before Government be deferred till final orders are passed on this letter.

Order—No. 578, Educational, dated 19th September 1898.

On a careful consideration of the letter read above and the correspondence submitted with it, His Excellency the Governor in Council is inclined to approve generally of the proposals made by the Director of Public Instruction regarding the future working of the Male Branch of the Lawrence Asylum subject to the following modifications and remarks.

2. In paragraph 6 of his letter the Director discusses the question of apprenticeships. He considers that those boys, who are hardy and evince a desire for mechanical work, may be sent as apprentices to the workshop of the College of Engineering, to the School of Arts, or to the Lawrence Asylum Press, Madras, arrangements being

made for their being fed and clothed in the Civil Orphan Asylum or elsewhere to the satisfaction of the Lawrence Asylum Committee. The Government approves of these suggestions, but considers that it would be very inadvisable to accept the proposal of the Principal to apprentice boys to those contractors who will in future supply clothing and shoes to the Asylum. The Government agrees with the Principal in thinking that it is desirable to make some provision for preparing some of the boys for the Civil and Military Medical Entrance examinations and for the examination of Inspectors' assistants for the Madras and other Railways, but the suggestion is put forward in too vague and general a way to admit of final orders being passed on it, and the Director will be requested to submit definite proposals on the subject. The Government considers that the Railways should provide a wide field of employment suitable to Lawrence Asylum boys, and the Director should make enquiries in the matter, and should ascertain what sort of educational attainments are required for such posts as clerks, guards and stationmasters on the Railways.

The Government views with approval the proposal of the Director of Public Instruction to substitute, in the case of European candidates for the Upper Secondary Examination, a third optional subject, *e.g.*, Shorthand, Commercial Correspondence or Type-writing, for the second language.

3. Before, however, final orders are passed on any of the proposals contained in the Director's letter, it is necessary that the financial aspect of the case should be very carefully considered. The Director will, therefore, be requested to submit the proposals and the alterations necessitated in the [illegible] consultation with the Committee, a detailed scheme showing th[illegible]

(True Extract.)

H. TREMENHEERE,
Secretary to Government.

To the Director of Public Instruction.

d. A. F. Eccleston.

Educational (1898) Department.

CURRENT No. 212

Note for the Asst Secy.

May the current be printed? It is long and relates to an important matter. The enclos. need not be printed.

11/2 16/2/98

yes Dy 18/2

Order

For the Press.

Put this in type & send hmf in triplicate to Govt. from

MR 21/2/98

1 867/95 397/96 etc. 1 687/96 867/95

1 868/95 etc. 790/94

do 32/96 145/93 etc.

RECEIVED 13 FEB 98 JUDGE SECY. TO GOVT.

From The Dir. of Pub. Instruction,
Madras.

No. 1352

Dated 11 February 1898.

Received 13th " "

Registered 14th " "

Enclosures eight.

Spare copies

SUBJECT.

Lawrence Asylum, Ootacamund.

Submitting, with remarks, the correspondence relating to the future working of the Male Branch of the ___ and the abolition of the industries taught therein.

For Press

Please put in type & send proof

DESPATCHED 14 FEB. 1898 MADRAS GOVT.

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45 : 25-1-93 Copy
32 : 20-1-93 "

No. 6749.

Office of the Inspr.
Western Circle

Tellicherry, 12th December 1897

From

The Inspector of Schools,
Western Circle

To

The Director of Public Instruction
Madras

Sir

With reference to your Proceedings No. 12748 17-11-97

I have the honor to state that in my opinion the reorganization of the Lawrence Asylum in the manner suggested by you will prove highly beneficial to the Asylum Boys. I therefore recommend that the sanction of Government be obtained to bring it into force early next year.

I have the honor to be
Sir
Your most obedient Servant

C. C. Boyce
Inspector of Schools,
Western Circle

From

The Inspector of schools,

Ernakulam Malabar Circle

Letter No. 1852

11-2-98

To

The Director of Public Instruction

Dated 12
Despatched 15 December 1897.
Received 17 DEC 1897

No. 6749

Subject.

Recommending the reorganization of the Lawrence Asylum suggested by the Director of Public Instruction

Submitted,

1898
Encl. 8

212

Lawrence Asylum.
Ootacamund.
29th November, 1897.

No. 2370.

From
The Principal and Secretary
O.L.A.

To
The Director of Public Instruction,
Madras.

Sir,

I have the honour to acknowledge the receipt of your Proceedings, No. 12748 dated 17th Nov. 1897, on the subject of the reorganization of the Lawrence Asylum, and to state that, in my opinion, your recommendations exactly suit the situation, and are the best that, in the circumstances, can be put forward.

I shall, however, with your permission, take up seriatim, the points dealt with by you, in order to give expression to a few remarks, which I trust you will not consider irrelevant, and which I should like the Committee of the Asylum to be acquainted with:—

Your first recommendation is, that "Free-hand Drawing" should be continued. I fully recognize the importance of the subject, and shall make every effort to secure the services of a good man, whose appointment has already been sanctioned. The subject shall be embodied in the School Time-table, and shall be taught during School hours, under careful superintendence.

You next recommend that "The Band and Telegraph Classes" should be retained. In this I entirely concur, but I should like to point out (not as an objection) that little work will devolve on the Band Instructor until the Upper Secondary Classes are formed. One advantage, and that not an unimportant one, which will be secured by the retention of these Classes, will be that the Instructors can be made available in two Optional subjects, viz. Intermediate Practical Telegraphy, and Theoretical Music.

As regards the abolition of the Bootmaking and Tailoring Classes, I am entirely at one with you. Though I also agree with you in thinking that the savings effected under these heads of Establishment charges will disappear under the Contract system which it is proposed to introduce, It will still be possible, however, to secure that Lads who show a special aptitude for either trade shall be trained in them for the Government Technical Examination - the Contractor being made to understand that this is part of their obligations.

The Carpentry Instructor, like the Band Instructor, will have very light work with the boys for some time; but his services can be made available for instruction in Technical subjects.

I fully endorse your recommendation, which is also that of Mr. Chatterton and of our Committee, "that all boys who enter the School should be taught up to the Lower Secondary Standard before they join a Technical Class". In this connection I would solicit sanction (in

anticipation if necessary) to carry out this portion of the Scheme, (viz. the Keeping of all boys in the Literary Classes until they appear for the Lower Secondary Examination) on the re-opening of the School after our Christmas Vacation, in January 1898. No extra Expense will be thereby incurred, the present Staff and the proposed reduction in the strength of the School (subject to the approval of the Committee) enabling me to carry out at once this most desirable change in the present organization of the System.

I doubt whether this can be done in anticipation of Govt. Sanction

Your recommendation that such of the boys as show an aptitude for carpenters and fitters work may, after passing the Lower Secondary Examination, and completing their Sixteenth year, be sent down to Madras for a course of apprenticeship, has also my hearty approval.

Boys may also be sent to the apprenticed to the Locomotive Dept.

I note the careful distinction made by you between the relative advantages of a Matriculation and an Upper Secondary course and I fully agree with you in thinking that the latter is the more

"practically useful" course for pupils of this System. The recommendation which you contemplate making to Government to exempt European schools from bringing up a second language, and to permit them to substitute a Technical subject would remove a great difficulty.

I also approve of the suggestion that the limit of age up to which a boy should be permitted to remain in the school be extended only in the case of boys proceeding to the Upper Secondary Examination. After the word "boys" I would add the words "of good character." The extension of the age limit would necessitate an alteration in Section V. 35 of the present System Rules.

The employment of three efficient teachers on the salaries named by you and the meeting of the additional cost by a reduction in the strength of the System from 330 to 300 boys having my approval, agrees as I do with you in your contention that the reduction would be no hardship on the classes of children for whose benefit the System is intended, while it would certainly enable a much larger number of pupils than at present to be

better fitted and equipped for employment when they leave us, and must begin to earn a livlihood somehow. The carrying out of this suggestion will necessitate an alteration in Section V. (27) of the Asylum Rules.

I would, in conclusion, venture to suggest that Mr. Logan's views on the whole question be called for, as, from personal Experience, he is conversant with almost every phase of it. The present Acting Inspector is a perfect stranger to the whole situation: he has never yet visited the Asylum.

I have the honour to be,
Sir,
Your obedient Servant
Jas. Wm. Rankin

W. Logan's opinion greatly translated by the D.

Ed. Cor. 5,000—27-10-97.

R. No. 15301/97

DEPARTMENT OF PUBLIC INSTRUCTION.

Encl. to G.O. dated
with No. 1352
11-2-98

From

The Princ.l Ref.y:
L. A., Bobj.

No.

Dated

Received

Enclosures

SUBJECT.

Acknowledging the receipt of Pro:. No. 12748/97 on the subject of the re-organization of the asylum & forwg. certain remarks thereon for consideration and approval.

1898.
Edl. Dept.
Enclos. No. 7
To
G. No. 212

No. 97/D1.

REFORMATORY SCHOOL, CHINGLEPUT,
18th January 1897.

From

J. P. Lewis Esq,
Dy. SUPERINTENDENT,
REFORMATORY SCHOOL, CHINGLEPUT,

To

THE DIRECTOR OF PUBLIC INSTRUCTION,
MADRAS.

SIR,

In reference to your O.M. dated 12th December 1896, No. 13418, I have the honour to state that my answer to the query — whether a European* lad of 13 who has passed through the Upper Primary stage of instruction will be able to successfully pass through the industrial standards A, B, C, D and the Elementary Technical Examination by the time he completes his sixteenth year, provided his whole time is devoted to the study of industrial subjects, — is an emphatic No, if the object is, as it should be, to turn the lad into a skilful and efficiant workman with some artistic taste in him. If this object is not kept in view, the European workman will not

* I use the term European in this letter to include also the Eurasians.

be able to hold his own against the keen and strong competition of the native workmen. If a European is educated and trained like a native artisan with the ability to earn the wages only of a native, he will certainly not succeed in life, for he will not be able to live on such wages although they may be considered more than sufficient for a native.

2. If the object of the above query is to inaugurate a system of general and technical instruction for the European, I would suggest a slight modification.— For the last two years of the general instruction period that instruction and technical training should go side by side. The pupil will then have at least three years to devote exclusively to standards C and D and the Elementary Technical Examination. Even then I doubt whether a European will get the training he is specially in need of.

I have devoted a good deal of thought the subject of technical instruction for the European, and I am of opinion that funds will never be available to equip and conduct a technical school to meet his special requirements. Unless a technical school is equipped as regards accommodation, teaching staff and apparatus like a similar school in the United Kingdom, it will be unreasonable to expect such a school to turn out a skilled European workman. However, to make the best of the present situation, I would suggest that the European should be given the training specified in the preceding para until standard C— this may be done in an ordinary industrial school— and he should then be apprenticed to some respectable factory or workshop for three years, funds being found to give him a scholarship with a view to bind him down to three years' course of apprenticeship. I doubt not that Railway Workshops, Spinning and Weaving Mills, Jeweller's Shops, Cabinet Rooms, P.W.D Workshop, Tailoring Firms, Boot Shoe and Harness Makers will be glad to help in the cause by admitting European apprentices, provided they are not put to any expense thereby. The defect in this scheme is that it will not serve to develop advanced technical education amongst the community, but it will serve to help its poorer members to earn a decent living as practical workmen.

I have the honour to be,

Sir,

Your most obedient Servant,

J. H. Lewis

Dy Superintendent.

No 98 Forwarded

Rathnaileyes

R. S. Cor. 5 200—16-5-95.

From

J. P. Lewis Esq,

Dy Superintendent,

Reformatory School,

Chingleput,

DIRECTOR OF PUBLIC INSTRUCTION
RECEIVED
20 JAN. 97
R. R. No.
MADRAS.

To

The Director of Public Instruction,

Madras,

EDUCATIONAL DEPARTMENT
THE REFORMATORY
18 JAN. 97
SCHOOL.

No. 97 D.I

Dated 18th
Received " } January 1897.

INCLOSURE.

Subject.

Submitting an opinion on the question whether a European or a Eurasian lad of 13 can pass through the four industrial standards and the Elementary Technical Examination before his exteenth year.

Educational Department.

SCHOOL OF ARTS,

Madras, 1st January 1897.

No. 10

From

The Superintendent,

School of Arts,

Madras,

To

The Director of Public Instruction

Sir,

With reference to Official Memorandum No 13418 of 12th December 1896 I have the honour to state that under the circumstances mentioned a lad may in three years pass through the Standards I to IV and the Elementary Technical Examination in any industrial subject provided his heart is in the work; Ordinarily four years are necessary.

I have the honour to be

Sir

Your Most Obedient Servant

Edwin Holder

Forwarded for the

G.R. 416/97

189

EDUCATIONAL DEPARTMENT.

From

THE SUPERINTENDENT,

SCHOOL OF ARTS, MADRAS.

To The Director of Public Instruction

Dated

Received

No. 10

ENCLOSURES.

1898 Edl. Dept. Enclos. No. 5 To 22

Subject.

Stating that a student can write pass successfully the Stand^d Exam^n & also Elg. Exam^n written in 3 years to prove he works hard.

DIRECTOR OF PUBLIC INSTRUCTION RECEIVED 17 DEC. 96 R. R. No. MADRAS.

Lawrence Asylum.
14th Dec^r 1896.

Dear Sir.

In reply to your official memo no 13418 dated the 12th inst, I beg to inform you, that a boy working whole time, after passing the Upper Primary Examination, when 13 years of age, should have no difficulty in passing Standards A. B. C. & D and the Elementary Technical Examination, provided of course that, as regards Tailoring and Bootmaking, he becomes familiar with other than the garments & rough boots made in the Asylum, finer & more advanced work being required for the Elementary Technical Examination, & for which there is no call or demand

DIRECTOR OF PUBLIC INSTRUCTION RECEIVED DEC. 96 No. MADRAS.

in the Asylums.

2. I presume the question of retaining the Technical classes is under the Director's considerations. If so, may I suggest that a rule should be laid down for the formation of Special class for preparing boys for the Military & Civil Medical Departments and for the the Examinations of Inspectors' Assistants for the Madras & S.M. Railways. I enclose "Syllabus" for the latter lately received. We have the Telegraph class.

3. In my opinion, if the more advanced boys are put into a special class & attended class all day, the Asylums will have no difficulty in providing for nearly all the intelligent boys.

I am
dear Sir
Yours truly
Augt Wm. Atkinson
Principal Secretary

First Asst: to D.P.I.

DIRECTOR OF PUBLIC INSTRUCTION
RECEIVED
17 DEC. 96
R. R. No.....
MADRAS.

SYLLABUS OF EXAMINATIONS

FOR

INSPECTORS' ASSISTANTS.

MADRAS RAILWAY.

Syllabus of Examinations for Inspectors' Assistants.

Mathematics.

(1) ARITHMETIC.

Simple and compound addition, subtraction, multiplication, division, proportion, practice, vulgar and decimal fractions of all kinds, square and cubes root.

(2) MENSURATION (PURE).

(*a*) Determination of sides and perimeters of right angled triangles, and of figures similar to known figures. Determination of perimeters of regular polygons, circles, and sectors of circles.

(*b*) Methods for determining areas of square, rectangles, parallelograms, triangles, quadrilaterals, regular and irregular polygons, figures similar to known figures, circles, sectors and segments of circles; determination of areas in general by Simpson's rules. Determination of surfaces of right circular cylinders and cones.

(*c*) Methods of determining volumes of cubes and rectangular parallelopipedes, and of prisms, pyramids, cylinders and cones, volumes of wedges, prismoids truncated cones, and truncated pyramids.

(3) MENSURATION (APPLIED).

Application of the rules involved in the determination of the areas of land, surfaces, and volumes of earthwork, buildings and materials of construction.

Railway work.

(1) TECHNICAL.

Details of permanent way including simple signals Estimating for small works, indenting for materials.

(2) RULES AND REGULATIONS.

General duties of upper and lower subordinates Engineering staff, general rules for Indian Railways, Rules embodied in the working Time Table (M. R. C.), Rules relating to accidents.

Candidates must pass a satisfactory preliminary examination in Mathematics, Mensuration, (pure and applied), paras. 1, 2 and 3, prior to appointment as probationers and a *viva voce* and written examination bearing on all the foregoing subjects will also be held, 3 months after joining the service.

Five papers and one *viva voce* examination.

Time allowed for each paper, $2\frac{1}{2}$ hours.

Marks " " " 100

" " " *viva voce* 100

Candidates must, in order to pass, obtain a minimum of 66 per cent. in the total marks, and in no subject (paper or *viva voce*) less than 50 per cent. In order to qualify for re-examination they must have a minimum of 50 per cent. on the total marks.

Inspectors' Assistants must be unmarried and will be gazetted in the order in which they pass this examination irrespective of length of service.

Physical fitness.

They must undergo a Medical Examination to show that they are strong and healthy, able to bear exposure to sun and have good sight free from color blindness.

Preference will be given to candidates who have an elementary knowledge of Surveying, Levelling, Plan-drawing and Estimating.

A colloquial knowledge of Tamil is indispensable.

The Subordinate Staff in the Engineering Department is graded as follows:—

Inspector's Assistants	at Rs.	30 per mensem on joining.	
Do.	at "	40 do.	after passing the prescribed examination.
Sub-Inspectors	at "	50	Promotion to these Grades is made as vacancies occur.
Probationary Inspectors	at "	75	
Inspectors, 3rd Class	at "	100	
Do. 2nd "	at "	130	
Do. 1st " 2nd Grade	at "	160	
Do. 1st " 1st "	at "	190	

E. W. STONEY, M.E., M.I.C.E.,
Ag. Chief Engineer.

MADRAS,
16*th Oct.* 1896.

aft. Inclo. to Dr. as
letter no 1352
11-2-95

Ed. Cor.
11 5,000—21-5-95.

R. No. 16761.096

DEPARTMENT OF PUBLIC INSTRUCTION.

From The Principal & Secretary
Lawrence Asylum Ootacamund.

(4)

No.

Dated 4-12-96

Received

Enclosures

SUBJECT.

Expressing his views on the question of presenting Students for certain Technical Examinations called for in Dr No 1341 of 12-12-96.

1896
Dept.
Encloss. No. 4
To 312

Minutes of Members of the Lawrence Asylum Committee to whom this file of papers has been submitted.

———:o:———

The Minutes of other Members, as they come in, will be printed and attached.

I

FERNWOOD, COONOOR,
31*st July* 1895.

FROM

BRIGADIER-GENERAL J. H. PRENDERGAST,
Chairman,
Lawrence Asylum Committee,

TO THE PRINCIPAL AND SECRETARY,
Lawrence Asylum, Lovedale.

SIR,

Agreeably to the decision of last meeting of Committee, I have the honor to state my opinion on the resolutions of the meeting held at the Ootacamund Library on Saturday, 15th June last.

I approve of the 1st. proposition except as to starting a Blacksmith's and Fitter's shop, which I consider impracticable, principally on account of expense. At the same time, I would propose that the present shops be retained, as a means of recreation, and that any boy, showing aptitude for any particular trade, could be apprenticed outside the Institution.

Proposition II. I consider altogether sound, and not to be improved on.

Proposition III. I think requires amendment, as, from what I have seen of the boys, very few of them would be capable of receiving the instruction. I would propose that a special class be formed of such boys, who showed special aptitude for learning, and that these only should be retained until 18. If the age clause were raised to 18 for all boys, it would entail great extra work on the establishment, as boys, after 16, in this country require a great deal of supervision.

It should not, I think, be lost sight of, that this Institution is primarily intended for the education of soldiers' children, and to fit them, as far as possible, to become soldiers; even as it is, very few boys grow into men fit to enter the ranks, and if the standard of education is raised, as proposed, they will, of necessity, be kept more in the class rooms, and thus become even more stunted than they are at present.

I have the honor to be,
Sir,
Your most obedient servant,
(Sd.) J. H. PRENDERGAST, BRIGADIER-GENERAL,
Chairman,
Lawrence Asylum Committee.

Coonoor, 29th April 1896.

I am still of opinion, that it would be a great mistake to do away entirely with the industrial classes, *even* if they are worked at a loss, as I do not believe in a purely literary education for boys of this class; and, in my opinion, they *must* have some relaxation from book work, and what can be better than to teach them to use their hands in a way that may be useful to them, when launched into the world?

(Sd.) J. H. PRENDERGAST.

II

FROM

J. D. REES, ESQ., C.S., C.I.E.,

Collector of the Nilgiris,

Vice-Chairman,

Lawrence Asylum Committee.

I have read through these papers, and have previously had this subject under consideration, and I have also had the advantage of having discussed it with Mr. Atkinson.

2. There is a consensus of expert opinion to the effect that the industrial training now given, with the exception of that received in the telegraphic classes, is not sufficient to enable the recipients to earn a living, as handicraftsmen, after they have left the school. This is not surprising, not only because of the insufficient time available for proper training, but also because apprenticeship is a necessity, and more than all because European and Eurasian lads cannot compete with the artizans of a country in which labour is so cheap. I do not myself think there is any probability that they will ever be able to do so. None the less, the industrial training is of great use in itself to boys who have to work their way in life. It makes them handy, and tends to develop a taste which may determine them to make their living by the particular craft or calling they have learnt at the Asylum. I do not think that more than this can be said for such training, and against this must be set the fact that a great majority of the boys will have occasion to compete with others, who have had an exclusively literary training, when they endeavour to obtain clerkships and appointments of the like character.

3. Both Mr. Logan and Mr. Chatterton have agreed as to the necessity of raising the literary standard of the school, and have expressed their opinion that the literary education suffers severely from the loss of time spent in technical education. Mr. Atkinson, whose experience must give his opinion great weight, entirely agrees in these conclusions; and he explains very clearly that he does not wish that all the boys should be entered for the Matriculation Examination, but only that every boy who joins the school should be worked up to the standard of the Lower Secondary, taking up, of necessity, all the compulsory and at least three optional subjects, one of these being Geometry or Algebra. I do not think it is necessary to specify the extra subject which might perhaps with advantage be settled in each individual case in accordance with the capacity and inclination of the individual pupil. But, though to the rest of Mr. Atkinson's proposals I have no objection to offer, I would suggest, for the reasons below given, that it might possibly, for the present, not be necessary to go quite so far.

4. The Director of Public Instruction, in his Proceedings of August 1895, states that the literary attainments of the pupils are quite inadequate to enable them to secure a living, and that the industrial standards attained by the majority of the pupils when they leave the Asylum is not sufficient to enable them to compete successfully in the labour market. It was shown by Mr. Atkinson in his report for 1894-95 that only one out of forty-nine pupils who left the Asylum during that year followed the trade he had learnt. Clearly, therefore, the Director was justified in saying that, "looked at as a preparation for the battle of life; the time spent in the industrial workshops must be considered a mere waste and might have been more profitably utilized." Paragraphs 8 and 9 of Mr. Chatterton's report, of the 19th December 1895, must be perused in order to the complete understanding of the question, and I am of opinion that his proposal is the best suited for present adoption. These proposals, in some degree, meet the objections raised by General Prendergast. Those objections will, no doubt, be shared to some extent by most members of the Committee, but the Principal himself regrets, as much as any of us, the necessity for the partial abolition of technical instruction. The question is—What is best for the future of the boys, within the limitations obtaining as to time and money?

Mr. Chatterton says—"Until the boys are thirteen years of age they should go on with their school studies only, and if at that age they have reached the sixth or seventh standard they should be allowed to continue their studies up to the Matriculation Examination; but if, as will undoubtedly prove the case with many boys, their general intelligence is insufficient to enable them to reach this standard, there will probably be little use in attempting to prepare them for the entrance examination to the University, and they might, instead, spend the same proportion of their time as they do now at industrial work for which they may show more aptitude."

Mr. Chatterton says that—"a very large number of the boys belong physically and intellectually to a comparatively low class, and for them a partial manual training is probably the best solution of the difficulties which their education presents." My own experience induces me to express the same opinion, and it is for this reason, that I would accept Mr. Chatterton's proposal rather than that of the Reverend Principal.

5. Mr. Chatterton continues:—"The raising of the standard of education to that of the Matriculation Examination will throw open a much higher and wider field of employment in which those boys, who succeed in passing, may find ample scope for their energies. It will suffice to mention the Telegraph Department, the Subordinate Services in the Medical and Public Works Departments, which are at present open only to Matriculates, and nearly all the Public Offices in the Presidency, whilst the better education, which success in the Matriculation Examination indicates, will enable the boys of the Lawrence Asylum to compete, with greater prospects of success, in all the varied branches of Commercial work."

6. Mr. Atkinson does not agree with Mr. Logan in his desire to abolish the industries altogether, and Mr. Chatterton would not go quite so far as Mr. Atkinson. I do not agree with Mr. Logan in desiring to see industries abolished altogether, but I sincerely hope that the changes which will be the outcome of the present discussion will provide for tuition in Short-hand and Commercial subjects as that gentleman recommends. The waste of power in this Presidency resulting from the want of short-hand writers is enormous, and armies of clerks are vainly occupied in copying and drafting. A considerable multiplication of short-hand writers is the best method of breaking down the solid obstruction offered by the clerical element to sorely needed reform. At the same time a knowledge of this most useful art will chiefly and conspicuously be of use to boys who have otherwise satisfied the requirements which Government exacts from candidates for posts in the public service.

7. I do not understand whether any action has been taken upon certain proceedings of a meeting, dated 17th of June 1895, which recorded decisive findings upon debatable subjects. So far as I can gather from this file, these resolutions have not resulted in any action.

8. With reference to the Rev. Principal's Note of the 13th of April 1896, I am of opinion that the scheme which he has laid before the Committee is, for the reason he gives, more advantageous than the arrangements at present in operation. But, for the reasons I have given, I would myself prefer, for the present, to adopt the proposal made by Mr. Chatterton in paragraph 9 of his report of the 4th June 1895.

9. The Principal's scheme is supported, I think, by the soundest logic, but I cannot forget that so many of the boys belong "to a physically and intellectually low class," and, that it will not do to make arrangements which, proceeding on the assumption that all more or less will be able to benefit thereby, will in fact chiefly benefit the few smarter boys. Evils arising from the unquestioned adoption of this theory, are, I think, apparent in the largest and best public schools.

10. The information which Mr. Atkinson has been at the pains to collect from other Lawrence Asylums and Industrial Institutions is most useful. For instance, the Manager of the Madras Industrial School says—"the highest possible literary standard available is of paramount importance. Those who have received a poor literary and technical education, and who have followed the trade they have learned in school, earn only a subsistence wage, and remain 'poor whites,' not absolute paupers, but very little removed from that unfortunate position."

The Manager of the Abu Lawrence Asylum says that—"the education there is practically purely literary, and that boys are benefited by industrial instruction so far that, when they come to leave school to enter into a five years' apprenticeship, they have better use of their hands."

The Principal of the Sanawar Asylum says that—"in case of industries, other than Music and Telegraphy, the only advantage is that they prepare boys to be handy. Such tuition does not give them a trade, for, in India, boys cannot hope to maintain themselves by Carpentry when native labour is so cheap."

The Superintendent of the Chingleput Reformatory says—"it takes from 6 to 7 years to train a boy thoroughly in a trade." Mr. Atkinson in his last note, paper No. 11 of the file, corroborates this when he says that, after seven years, only one lad here got work as a carpenter and is earning 12 annas a day, while one lad is earning a pittance of Rs. 5 a month in a Bootmaker's shop. The Rev. Principal further states "that the meagre scholastic education the boys are now receiving is being felt in the Telegraph class;" as to the efficiency of which all friends of the Asylum have been most anxious. I think this is very clearly made out.

11. To notice briefly the recommendations of the last mentioned paper, I would approve of the proposed savings in Carpenter's, Smith's and Tailor's departments. I would, however, retain instruction in the Band and Gymnasium on the present footing. As regards Boot and Shoemaking, I am inclined to agree with the Principal. As to the Boarding House in Madras, I am not clear how this will work. In my opinion, the adoption of Mr. Atkinson's proposals, as they stand, would lead to a larger depletion of the school than he contemplates.

If, however, Mr. Chatterton's proposals are, as I would advise, accepted, I understand that the question of opening a Boarding House at Madras would not, for the present, arise.

(Signed) J. D. REES,
Vice-Chairman,
Lawrence Asylum Committee.

III

From

COLONEL F. VENTRIS,

Assistant Adjutant General,

Madras Command.

After carefully reading the whole of these papers I recommend the adoption of the suggestions contained in para. 9 of the Report of the Professor of Engineering, Madras, dated 4th June 1895, and the continuance of all the existing industries on those lines.

It should be noted that the Principal's proposal to apprentice boys in Madras—he does not say at what age—would deprive them of the benefit of the hills, one of the objects of the Institution.

Perhaps when the Nilgiri Railway is opened opportunity may occur for the instruction of boys in Railway workshops with a view to ultimate similar employment.

(Signed) F. VENTRIS, COLONEL,
A. A. G., Madras Command.

OOTACAMUND,
30*th May* 1895.

IV.

From

A. R. WINTERTON, Esq.

1. The first considerations seem to me to be:—

(*a*) The present station in life of the children.

(*b*) The stations in life which they may fairly seek to attain.

(*a*) Taking it for granted that they are, for the most part, Soldiers' children, but will not nearly all become soldiers, it would seem unreasonable to attempt to bind them to their present stations in life, especially as it has been amply shown that if they were they would not be able to compete with natives of parallel status.

(*b*) I conclude, therefore, that it is reasonable to allow them to aim at the best education the Institution can afford, in order that boys of naturally good ability may find no difficulty in securing safe positions in life on leaving the Institution; and I therefore support Resolution IV of the Meeting held under the presidency of the Director of Public Instruction on the 15th June 1895, having for its object the raising of the limit of age to 18 years, and also Resolution III to raise the standard of the school to that of an Upper Secondary School.

Resolution IV.

Resolution III.

2. The Reverend Principal has for some time been of opinion that some, at least, of the Industrial classes should be discontinued, for the better promotion of the Literary Standard; Mr. Logan, the Inspector, states that statistics prove that the Industrial work (save Telegraphy) is mere waste of time; Mr. Chatterton supports these views, with modifications. The Director of Public Instruction is of similar opinion; and the information obtained from other Institutions in India of similar character shows such views to be well founded.

3. The only questions on which there appears to be any material difference of opinion are those as to the extent to which the abolition of Industrial classes shall be carried, and whether a uniform standard of literary education shall be compulsory for all boys alike. Those questions hang together.

Resolution II.

(*a*) I support Resolution II of the above mentioned meeting, to retain the Band class for educational purposes, in the terms of the Resolution.

(*b*) I support the general opinion that the Telegraph class should be continued.

(*c*) The Reverend Principal proposes the abolition of Boot and Shoemaking and Tailoring and the retention of Carpentry; and he proposes to work every boy up to the Lower Secondary Examination; and I have but little doubt that his latter proposition is intended to secure uniformity and fairness for all boys alike, and regularity in the Institution. I think however, that, on the other hand, it would be a hardship upon boys of intellect under the average to push them beyond their abilities, and that more variously fit stations in life, according to the boys' mental and physical aptitudes respectively, would be fairly secured by the adoption of Mr. Chatterton's suggestion made in paragraph 9 of his Report, which differs a little from that made by the Principal. Mr. Chatterton suggests that boys should go on with their school studies alone until 13 years of age, and that if, at that age, they have reached the 6th or 7th Standard, they shall be allowed to continue their studies up to the Matriculation Examination. I support that suggestion, and to provide for Industrial Education of boys who have at 13 years of age failed to reach the 6th or 7th Standard (if they cannot be apprenticed out) and also to provide for the latent physical energies of other boys by way of useful but limited manual work, I am in favor of retaining the Carpenter's shop.

I don't think that the boys will as a rule have reached the sixth or seventh standard at the age of 13. It will take the majority of them all their time to pass the L. S. exam by the time they reach 16, the

I therefore support Resolution I, passed at the Meeting; but, on further consideration, with the modifications that the Carpenter's shop be also retained for industrial training for boys who at 13 years of age have failed to reach the 6th or 7th Standard, and that the Boot and Shoemaking and Tailoring classes be entirely abolished, as proposed by the Principal.

Resolution I.

I think that the Institution should be able to say to boys who, at 13, have not profited to the average extent from Literary training:—"We will not spend more on your literary training, if you cannot or will not profit by it."

The actual working of the Institution, on the altered lines, will test the changes about to be made, and will very likely show some other modifications to be desirable, especially if the Reverend Principal should find that any special difficulties arise.

25*th August* 1896.

A. R. WINTERTON.

V.

From

W. E. SCHMIDT, Esq.

The papers now before the Committee, and the minutes of the members to whom they have been already circulated show that there is an almost unanimous opinion that the Industrial classes in the Asylum have proved a failure. The best testimony to this fact is to be found in the statements A and B appended to the Principal's letter of the 15th June 1895. There is also the fact that the only two lads who, so far as statistics show, have stuck to the trade taught them in the Asylum are earning wages which are insufficient to keep body and soul together. That the same unsatisfactory results will attend any further attempts at Industrial education in the Institution for many years to come may, I think, be taken for granted. I, therefore, quite agree with the first portion of the Resolution passed by the Special Committee on the 15th June 1895.

The Carpenter's shop might be kept up as a means of recreation for such lads as care to take up carpentry in their leisure hours, but the Asylum should not look for any profit from it, and it should be understood that no time be taken from school hours to enable the boys to go in for carpentry. I am of opinion that hours of recreation should be devoted as much as possible to out-door sports.

As regards Resolution II, the statements appended to the Principal's letter of June 1895, show that most of the lads trained as Musicians have developed into Telegraph Signallers or Railway Guards. The majority of the lads educated at the Asylum are debarred from enlisting. I would, therefore, restrict the teaching of Music to such lads as show an aptitude for it, and who are not disqualified for enlistment.

I approve of the proposal to raise the Standard of the school, and to teach up to the Matriculation Standard such lads as up to 13 years of age show that education above the Lower Standard is likely to benefit them. This will necessarily involve the raising of the age limit to 18 years. I am in favor of the proposed system of apprenticing sketched in the Principal's last memo. If the lads are to be taught trades, they are more likely to succeed as Artisans if trained in some of the workshops at Madras, where facilities for Industrial training exist for which this Asylum has neither the means nor the opportunity for affording. This scheme will require to be worked out in its details, but as a general out-line I consider it very good. It will be the means of giving the lads the best technical education available. Of course the best Institutions of their kind must be selected. In this connection, I am of opinion that, as the Committee will, very likely at an early date, sever its connection with the Lawrence Asylum Press, it would be desirable to try and make some arrangement under which the lads selected for training as printers might be apprenticed to the Government Press, Madras, where the instruction must necessarily be superior to that now afforded them.

As remarked by the Hon'ble Mr. Rees, a large field for the employment of Short-hand writers and Type-writers is now opening out in this country, and it is highly desirable that the lads should be instructed in these subjects.

Throughout my service of 22 years as a member of the Lawrence Asylum Committee, I have, I may say, always considered that, with the exception of the Telegraph class, the time devoted to Technical instruction at the Asylum has been simply thrown away. The lads cannot and do not, under present circumstances, receive a thorough training, and it will be impossible for them, even if properly trained, to compete with native labour.

W. E. SCHMIDT.

18*th September* 1896.

VI.

From

Surgeon-Lieutenant-Colonel H. D. COOK, M.B.

Having visited the Lawrence Asylum for the past 18 months every week and oftener; I have had opportunities of seeing the boys at work; and have had many a conversation with the Rev. Principal, as to the future working of the Institution. It is, as the Rev. Principal has stated, very nice to see the boys working away at Carpentry, Tailoring, Boot-making, &c., and I think the boys like it; but the question is, what is the best for the boys in future? I have been in charge of the Madras Industrial School for several years and have seen many a lad turned out of that school in every trade that is done there; which is Carpentry, Boot-making, Black Smiths (after to be fitters). Boys that learn Black Smith work and "fitting" always get a living; there are many openings for them in Madras and other large cities, and I think it a real pity that the boys of the Lawrence Asylum are not taught in this trade and that throughly, even if they are to be soldiers; what is more useful than a young soldier being able to shoe a horse, or repair a carriage, &c.

I would not give up the Carpentry whether the boys go to a higher educational standard or not; Carpentry teaches them to use their hands, and a useful trade to know

Tailoring and S[illegible]e making, I would abolish. No European or East Indian can cope with native [illegible]ork men, who excel in these two trades. Besides what is the limit of tailoring [illegible]nd boot and shoe-making that is taught in the Asylum? Only to make a certa[illegible] uniform and a certain pattern of boots! Will this get the boy a living when he leaves the school?

Music must be kept up, lads can get a living by that. Europeans draft into European Regiments, and East Indians into Native Regiments; and a Band is very necesssary for the Asylum.

Finally I would suggest that all boys should be taught school studies *only* up to 13 years of age. If then their mental capacities prove that they cannot go higher, then let them learn Carpentry or Black Smith or Music thoroughly and should be in the Asylum for 5 years to do so.

Boys who show that they can go further, let them go on to the Matriculation Standard, which will fit them for many branches of the services.

The Telegraphic Class, I must mention, must be kept up.

H. D. COOK, M.B.

No 1378.

Lawrence Asylum.
28th October 1896.

From The Chairman
Ootacamund Lawrence Asylum

To The Director of Public Instruction.
Madras.

Sir.

I have the honor to forward herewith a printed copy of the minutes of the members of the Lawrence Asylum Committee on the Technical Classes maintained in this Institution, and to inform you that the following Resolutions were passed at the meeting held on the 14th instant:-

(i). That all boys be taught up to the Lower Secondary Standard before they join a technical class.

(ii). That the more intelligent boys be carried on to the Matriculation Examination, learning Short hand, or Typewriting also; and that the others divide their time between literary work and the crafts, which are to be maintained, as heretofore.

I have the honor to be
Sir
Your most obedt servt

J M Henderson
Major General
Chairman
Ootacamund Lawrence Asylum

Cl. (3) 6 of 14
Letter No 1352
11-12-96

O.R. 14,757/96

From

The Chairman
Astacan and Lawrence
Asylum.

To

The Director
of Public Instruction.

No 1378.

Dated 28th October 1896.

(3)

Resolution of Committee re
Technical Education in the
Asylum.

Appendix

Whether the Industrial classes at the Lawrence Asylum should be retained or abolished

---

Q. When and for what purpose were these classes first started?

A. Mr H.B. Pigg late Director of Public Instruction organized the industrial classes at the Reformatory School Chingleput and seeing how successfully they appeared to be working and what good results they seemed to promise, he induced the Directors of the Lawrence asylum to introduce similar classes in that school also. this was about six years ago. But whether Mr Pigg considered that this industrial training would eventually prove to be a means of livelihood to the

boys after their leaving school or whether he merely proposed it as a useful adjunct to the general Education of the boys is a point not clearly known. There is however no doubt that the former is the view the directors of the institution have taken of it judging from the very low standard of general Education which they have prescribed for the school.

Q 2. Does the industrial training given at the Lawrence asylum really prove to be a means of livelihood to any of the boys after they have school?

A. 2. This question has often been asked and has always been answered in the negative by those who have watched the career of former students and are in a position to afford accurate information on the subject. Only one case is known of a student who after seven years training at the Lawrence Asylum was able to find employment in a workshop on fine annas a day.

Q 3. What is the reason of the students not attempting to follow the trade they have been taught at the school?

A. 3. The students have no choice in the matter. It has been shown on several occasions that the industrial training given at the Lawrence asylum is not sufficient to enable the [illegible]

recipients to earn a living as handicraftsman. And even if they were sufficiently trained and were in a position to choose between the industry they had learned and some other occupation such as most of them follow now, it is very doubtful if one out of a dozen would select the former. If he did unless he had capital of could be employed as a foreman he would have to compete with the native workmen the bulk of whom seldom earn more than a rupee a day.

Q. 4. Does the industrial training received by the boys of the Lawrence asylum tend to improve them in any other way if not sufficient to enable them to earn a living?

A. 4. If it could be proved that the boys from the Lawrence asylum except those who enter the Telegraph department generally do better in life than boys from other similar schools where industrial training is not given together with general education, the conclusion might safely be arrived at that the superiority was due to the industrial training; but this can hardly be said; while on the other hand judging from results of public examinations and from statements made by the Principal and masters it is evident that the industrial work interferes

Considerably
very much ~~considering~~ with the boys studies

[redacted]. In the foregoing remarks the following points it is hoped have been clearly put forward:— first that the industrial training at present is not sufficient to produce any practical results; second that even if it were improved it is not likely that any of the boys would follow the industry taught unless backed with a capital of paid very much higher wages than (usually) nature would warrant; and third that no apparent good is resulting from the teaching of these industries, but that on the other hand the general education is being considerably interfered with. And to these the question of the utter waste of money in keeping up these classes and I do not think much more is wanted to show the necessity of very early steps being taken to entirely abolish them; to raise the standard of general education and if necessary to introduce some technical subjects in place of the industries such as type writing shorthand, &c. Similar suggestions have been made by others, but the directors have always held it as their opinion that the class of boys at the Lawrence asylum would find it very hard to compete with nature for clerks, and other similar appointments hence the necessity they think

of teaching them some handcraft.
From this she would naturally
infer that the directors thinks the
boys would have a better chance
in the competition with the carpenters
tailors and shoemakers; if so they
are very much mistaken. The
question might be asked "what
is to be done with those who show
no aptitude for learning". the answer
is simple, such students would
be in the minority and not in the
majority and it seems un-
-reasonable for the sake of
the few to continue a system
of education which debars
every Lawrence asylum boy
from entering any other public
department

department than the telegraph
department. The less gifted minority
can no doubt always find
employment on the Railway
while the better ones if properly
educated could compete for appointments
in the public service

Edwin Holder
Superintendent.

Lawrence Asylum, Lovedale.

PRINCIPAL'S REPORT.

READ ON FOUNDER'S DAY, THE 6th SEPT. 1895,
THE THIRTY-SIXTH ANNIVERSARY.

PRESIDENT:
HIS EXCELLENCY THE GOVERNOR OF MADRAS.

YOUR EXCELLENCIES, MY LORD BISHOP, LADIES AND GENTLEMEN,

The report, which I have the honour to read in your presence this afternoon, is in no wise an official one. It is simply a domestic record of this huge household, consisting of nearly five hundred inmates, and of events connected therewith, of more or less importance, which have occurred since this day year.

I may, perhaps, be permitted to reproduce here a paragraph from my last year's report: it ran thus:—"It was customary, I am told, to have two fêtes here each year—one for the celebration of Founder's Day, and the other for the Distribution of Prizes: and the dates of these Festivals were moveable ones. I have determined, for more than one reason, that henceforth the Celebration and the Distribution shall take place on one and the same day, and that that day shall be the 6th of September—the anniversary of the day on which the school was opened thirty-six years ago at Fernhill, Ootacamund, with twelve

pupils or thereabouts. There is a fitness, I think, in the selection of this day, and there is a suggestiveness about it also. For our minds can scarcely help looking back over the six and thirty years that have elapsed since that sixth of September in the year 1858,—the year after the Mutiny—when this school was founded in memory of one of the noblest Heroes of that ever memorable time—can scarcely help looking back—and pondering gratefully on the work which this Institution has done, during this long period, in training its boys and girls, amid healthy physical and moral surroundings, for their work in life."

I have wished frequently during the last month that the date of our Commemoration might have been yesterday or could be to-morrow, for as it happens this year it synchronizes with a happy household celebration which is taking place in Ootacamund this afternoon, and which fittingly deprives us of the presence of many to whom we should have given a hearty welcome. My own little "Buy-a-broom" girl, who has just welcomed the gracious lady honouring us with her presence this evening and who, having done so, has scampered off to Harrow-on-the-Hill, testifies to the fact that another commemoration is taking place this evening which has paramount attractions. In a kindly notice, which appeared in one of the Educational Journals, regarding our proceedings on this day last year, the writer was good enough to say that the Report read was an interesting one, and that one of its merits was that it was not expressed in the ordinary cast-iron phraseology of official reports. I am sure I may take it upon me to adopt this metallic metaphor and to express, on my own behalf, and on behalf of all present, our heartiest good wishes for the long continued health and happiness of our consulting Medical Officer, Surgeon-Lieutenant-Colonel H. D.

Cook, and of Mrs. Cook; and our hopes that they may both be spared to celebrate in the distant future a golden reproduction of this happy silver celebration, not in this country, but at Home.

The day began here with a Choral Commemoration Service in the School Chapel, the special preacher, being my friend and fellow-countryman, the Rev. Dr. Durham, Chaplain of Ootacamund, to whom I return the best thanks of all of us.

The Chapel, no longer a spiritual and material Refectory combined, is gradually being improved in many ways. A number of handsome and substantial choir stalls have been made, the gift of my friend the Rev. A. A. Williams. It was recoloured during the year and a new dado painted round it. A room has been set apart to be used hereafter as a Vestry.

Through the kindness of H. Irwin, Esq., C.I.E., Government Architect, two handsome designs have been made in his offices, one for a Reredos, and the other for a stained-glass Chancel window. They are both being made at present. I had hoped that they would be in position to-day, but I was somewhat late in giving orders for the work to be commenced. They will both be finished and in their place long before Xmas, to be a permanent and long wanted improvement in our School Chapel. Much remains still to be done in the way of improvement before it is made worthy of the sacred purpose for which it is now exclusively used. The care of the fabric, and important repairs of all kinds are done by the Department of Public Works. But there are improvements of an aesthetic and purely ecclesiastical character which I trust I shall be enabled to carry out. Such as another set of choir stalls for the girls, more stained glass windows, &c. And for the accomplishment of these and such like purposes I would appeal to all friends, officially or otherwise,

connected with the Institution to help me with subscriptions. I gratefully acknowledge that I have already received kind help and encouragement from several friends, from His Excellency our President to-day, from the Rev. A. A. Williams, from Messrs. Orr and Sons, from Colonel and Mrs. Liardet, from Colonel and Mrs. Hutchins who, before they left India, presented us with a very handsomely carved Gothic Lectern, and from others also. But I want more help.

Numbers.—I noted above that the school was originally opened with about a dozen boys on the roll. To-day the numbers are: on the boys' side 315, and fifteen have been summoned to bring the total up to the maximum number which the school will hold, *viz.*, 330. Besides this 68 boys are waiting for vacancies to occur.

The Girls' School is, as always, as full as it can be. It can only accommodate 65, and there are at present 85 children waiting for admission.

The above is, I submit, a satisfactory situation, at any rate so far as it indicates the confidence of Parents and Guardians in us to whom they entrust their children. It is much to be regretted that we have accommodation for so few girls, we should have three times the number on the roll if we could receive them. The Lawrence Asylum at Sanawar has accommodation for more than 200 girls, though we have more boys than they have.

EXAMINATIONS.

Government Inspection.—The Boys' School was inspected by T. T. Logan, Esq., B.A., on the 30th of May and the two following days: the following are his remarks almost *in extenso*:—

"The tone and discipline of the School left nothing to be desired."

"As regards dress, some improvements have been made, but there is still room for more. The old dull colour has been removed from the walls of the class rooms, and they have been recoloured with a terra cotta wash. This work has been done so badly that the walls look, if possible, worse than they did before. They should be painted. This would, I feel sure, be cheaper in the long run than wash, and, needless to say, be very much nicer to look upon."

These remarks of the Inspector regarding the walls of the class rooms and passages are borne out by those of His Excellency the Commander-in-Chief, one of our Patrons, who paid us a visit, without notice, on the 27th of June. His Excellency wrote in the Visitors' book, "some of the work executed by the P. W. D. is certainly far from creditable."

To resume the Inspection report:—

"The results of the Lower Secondary Examination may be said to be satisfactory."

"Gymnastics: Good," "Drill: Very good."

"The appointment of a Drawing Master is noted with satisfaction."

"Owing to the Industrial work which, with the exception of Telegraphy, statistics prove to be a mere waste of time, the time devoted to literary work is considerably curtailed. In the 4th, 5th, 6th, and 7th Standards only $2\frac{1}{2}$ hours a day are given to literary instruction. If writing exercises are given, this already very short period of $2\frac{1}{2}$ hours suffers a further reduction. The object for which this Institution was founded was, I take it, so to educate and train the children that, when they go out into the world, they should be fully equipped to fight the battle of life. The attainment of this

most desirable result is, I maintain, hindered by the present system of trying to do two things at the same time. I would therefore suggest, that a larger number of hours be devoted to literary work and, that the standard of the school be raised. To do this the age restriction should be removed, and the boys allowed to remain at the Institution till they are 18 years of age."

Mr. Logan, in these words, takes up a subject which for a long time past has been a source of anxious thought to me as Principal, and to all who are daily engaged in the working of the Boys' School. I shall return to the subject again as soon as I shall have given an account of the inspection of the Trades. I wholly agree with Mr. Logan as regards the desirability of, not to say imperative necessity for, raising the standard of the school in Literary training, but I am very doubtful as to the advisability of keeping boys in the school till they are 18 years of age; however, I shall return to the subject again as I have said above.

The results of the Inspection of the Literary work of the school may be briefly summarized thus :

Standard.	Percentage of passes.
VII	84
VI	100
V	87
IV	86
III	97
II	92
I	100
Infant (*a*)	100
Infant (*b*)	56

Statistics as a rule are dry reading, but I think the above table speaks eloquently as to the good

work done throughout the school during the year under review, and reflects great credit on all concerned—Teachers and Pupils. In three classes 100% passed, that is every boy presented. In two classes more than 90% passed. In three others more than 80%, and in the Infant class, (*b*) Section, 56% passed, the comparatively low percentage of the last class being accounted for by the fact that a large number of the children had only lately joined. The Headmaster, Mr. Maddox, and his staff deserve our warmest congratulations.

I shall quote a few more sentences from the Inspector's report and then pass on. With regard to the Library he says "I am glad to notice an improvement, on the part of the boys, in the matter of reading, out of school hours. The Library, however, is still too small. More story books, and books of travel and adventure should be purchased at an early date."

With regard to the School Museum he says. "The Museum needs funds without which it cannot be expected to grow : it would be a thousand pities to let such an Educative feature of the Institution languish for lack of support, in the shape of a small annual grant." I may myself add to these remarks on the Museum that Mr. and Mrs. Cardew continue to take a warm interest in it. They both visited it two or three times during the year. We are very grateful to them for their kindness.

The Industrial and Technical classes.—These classes were examined by A. Chatterton, Esq., B. Sc., Professor of Engineering, College of Engineering, Madras, on the 8th of May and the three following days, and from the tabular statement, which can be read on the printed programme, it may be deduced that, of the total number of Carpenter boys presented, more than 63 per cent. passed; of the Boot and

Shoemakers more than 85 per cent. passed; and of the Tailors more than 70 per cent.

Mr. Chatterton's Report has not yet been issued officially, but, from some extracts which I have seen, and from the conversations which he and I had when he was examining the Industrial classes, I know that his judgment coincides with that of Mr. Logan as to the necessity for raising the Literary standard of the school. He concludes an almost exhaustive review of the situation thus. "What then is the value of the Industrial training given at the Lawrence Asylum? Very little, except from an educational point of view, and even in this respect the results are in no way proportionate to the time expended in obtaining them. The boys spend three hours a day, for five days a week, in the workshops, and I have no hesitation in saying that the vast majority of them would be much better off, when they leave the school, if they had spent this time at their ordinary school work. The literary education suffers very severely, and the only gain is, that some of the boys become fair amateur carpenters, others can do tailor's or chuckler's work by which they could earn from six to eight annas a day in the bazaar." * * * "The raising of the standard of education to that of the Matriculation Examination will throw open a much higher and wider field of employment, in which those boys who succeed in passing that Examination, may find ample scope for their energies. It will suffice to mention the Telegraph Department, the subordinate services in the Medical and Public Works Departments, which are at present only open to Matriculates, and nearly all the Public offices in the Presidency; whilst the better education which success at the Matriculation Examination indicates will enable the boys of the Lawrence Asylum to compete with greater prospects of success in all the varied

branches of Commercial work." With the above views of the gentlemen who lately inspected our Literary and Industrial classes, &c., I am wholly in accord, and I have had more than eighteen years' experience of educational work in India. Three years and a half have elapsed since I took over charge of this Institution, and I have become more and more convinced each year that our boys, to use a homely expression, "fall between two stools." They are not sufficiently trained either in the head or in the hand. Some reformation is imperatively necessary, not alone to save time and money, but to give the boys a fair chance when they leave school, and must begin to work, in some fashion or other, for themselves.

I am aware that the proposal to raise the Literary standard of the school, and to discontinue some of the industrial classes, whilst radically reforming the working of others, does not commend itself to some friends of the school, official and other, whose opinions and judgment are entitled to our deepest respect, but I am disposed to think that the proposal is not fully understood. It is not proposed to run *every* boy who enters the school for the Matriculation Examination of the Madras University. It is proposed to work every boy who joins the school up to the standard of the Lower Secondary Examination, taking *all* the compulsory subjects, of course, and at least three optional subjects, one of them being Geometry and Algebra. And until a boy presented himself for this examination all his time should be given to literary work. Those who succeeded in passing this examination creditably would be taken on to the Matriculation Standard. Those who failed to pass would be relegated to Carpentry or to Music for five hours a day. Boot and Shoemaking and Tailoring being done away with altogether. Such in brief is the revised scheme which

I would gladly see sanctioned in the interests of the boys of this school. But it is a big subject and it will require much thought before it can be finally settled. Whatever may be the ultimate decision with regard to the Industries, there is one result which I fear I shall have to deplore and that is the resignation of a Veteran Colleague, still on our staff, who, after loyally serving his Queen and country, in many lands, for twenty three years, has served, with like fidelity the interests of this school for an equally long period; who has commanded the esteem and respect of all with whom he has been associated during all these years; and whose cunning younger hand, guided by skill and experience, could tackle any piece of mechanical work, I believe, from the mending of a pair of spectacles to the building of an iron-clad; I mean, as all will anticipate, the capable, straightforward, worthy Englishman, Mr. Ambrose Perkins—one of Nature's gentlemen.

The Telegraph Class.—This class is still worked by Mr. S. Atkinson. In September 1894 six boys were presented for examination, in order to enter the Government Telegraph Department, one boy was successful, the others failing only by a few decimal points in receiving the Code Test. On the 20th of July and following days, this year, six boys were presented for examination, and all six passed. They are all here to-day but will leave us for different and distant parts of India in a few days. The above result, viz., the passing of 100% might seem to indicate that the literary standard attained by the boys before they joined the Telegraph class was not inadequate. It was inadequate. The success was due to the hard work and able teaching of Mr. Atkinson. The material he had to work on was anything but brilliant. But even supposing that all the boys presented for every examination succeed in passing into the Department, it is still essential that they

should be worked up to a higher literary standard before they join the Telegraph class, for if they are not so worked, they will never succeed in reaching the Superior Grade in the Department, as so many boys from the school did in former years who had given their whole time to school work proper before they joined the Telegraph class.

The Band Class.—This class was examined by Band Master Sergeant S. Taylor, of His Excellency the Governor's Band on the 18th of May. I quote from his report the following passages:—"The strength of the Band classes is 24, divided into 3 standards. In the *Theory of Music* every boy passed but one. They showed that they had taken every advantage of the careful tuition which they had received; and from their prompt, ready and accurate answers they clearly evidenced that they are well up in the portions of the Text books set down for examination." *Practical Music.*—"To procure a definite idea of the Practical training of the classes, I first put each lad to an individual test by placing before him a short piece of Music to execute. I then tried the combined band together. The instruments were better in *tune* than last year, and there was also a great improvement in *expression*. I was convinced that marked progress had been made from the time of my last inspection. I found Band Sergeant Hillman still in charge of the Asylum Band, and from his interest and zeal in his work I am confident of better results at the next examination." The only one who failed at this Band examination was a boy whose parents kept him away from school for two months during the half year. I regret to say that Band Sergeant Hillman leaves us to-morrow. Family reasons require his departure. He has been on the staff here just about as long as I have been, and he has done his work thoroughly well.

Cadet Company.—This company during the year was 157 strong. It consisted of 19 members of the Asylum staff and 138 boys. Of the 138 cadets, 137 qualified as efficients, and of these again 40 were returned as *extra* efficients. This high state of efficiency is due mainly to the untiring exertions of the officers generally, to the enthusiastic devotion of Mr. Closson our Lance-Corporal, to the Butts, and to the careful training of the Sergeant-Instructors. In the cadet match of the S. I. R. A. meeting, open to all cadets, and to volunteers under 17 years of age, the distances fired being 200 and 500 yards, the Lovedale Company won eleven out of fifteen prizes! securing, in addition, two prizes for the highest individual scores at 200 and 500 yards respectively. Cadet Hessing won the former, and Cadet Boggie won the latter, each with a score of 30 points—excellent shooting, if I may be allowed to say it, for boys with carbines. In the cadet match, connected with the Annual N. V. R. meeting, (1895) our company carried off 8 out of 9 prizes, and in the Lawrence Prize Competition for Cadets, we won 6 out of 7 prizes. These results speak for themselves. The Lovedale Company joined the Ootacamund and Conoor Companies in all the Field manœuvres and Battalion Drills, held during the year, and maintained its reputation for steadiness and for smartness both on the Field, and on the Parade ground. At the last Annual Inspection, the General Commanding characterised the "March past" of the Lovedale company as "excellent."

Sports and games.—On Saturday and other holidays Cricket and Football are played. But there is nothing like the enthusiastic devotion to sports and games that should exist amongst boys sprung from English forefathers. The love of games, manly games, and sports proclaims kinship with an imperial race, and the love of such games should be

stronger here. I do not know to what the lack of it is attributable. The fact that the play ground is so far away from the class rooms may partially account for this lack but does not justify it.

Departures.—There have not been many changes in the Teaching staff during the year. Miss Tripp second Teacher in the boys' Infant School resigned on the 18th October 1894 and was succeeded by Miss Wright, who left on the 17th July and has just been succeeded by Miss Grant. Mr. D. Kelly 3rd. Assistant Master in the Upper School left on the 17th July. The vacancy thus created was filled by the well deserved promotion of Mr. Burby and of Mr. DeRozario, Junior. Mr. Vigor has just joined as 5th Assistant Master.

The Teaching staff has been fairly constant, but the comings and goings of those members of the staff whom we call Platform Sergeants—that is of those men who have charge of the boys out of school hours—have been very very frequent and distracting. They have been due to the men's inefficiency or intemperance or misbehaviour. We have now secured two good men, one of them is a trustworthy old employé, Sergeant Butters.

Something of the dissatisfaction which from time to time shows itself in some members of our staff, and which leads to a desire for change is undoubtedly due to the monotony of life out here far from a station. Idle hours and introspection lead to the magnifying of little molehills of misunderstanding into mountains of dissatisfaction, and the situation is but rarely enlivened by such an objective and objectionable reality as that of the irruption a tiger into our neighbouring Shola.

I hope to be able to start a Billiard room, with an adjoining Reading room, for the Civil and Military members of our staff alike. And I trust that these

rooms will afford pleasant and healthy recreation, as well as opportunities for friendly intercourse during the hours when we are off duty. I know that such rooms exist in the sister Institution at Sanawar, and I am in correspondence with the Principal to learn how he started them. I think Simla helped him. I can get an excellent Billiard table in Ootacamund for Rs. 500, and we have rooms available.

Enlistments.—We had the privilege of meeting on this day last year under the presidency of one of our Patrons H. E. The Commander-in-Chief of the Madras Army. In the course of his address he said. "I notice from the statistics of the school that since the 1st of April 1893 only six boys have enlisted in the Army. I hope that this number will be largely increased. There are few better openings for the boy or man who is determined to do his duty and to behave well, than are afforded by the Army now-a-days, and, take it all round, there are few pleasanter lives."

I explained to His Excellency, sometime after our last Prize Day, that the smallness of the number of boys going into the Army from the school was due, neither to apathy on the part of us placed over them nor to want of eagerness on the part of the boys to become soldiers, but to the resolute indisposition of Commanding Officers to accept boys, as recruits, whose register showed any departure from a pure European strain. Boys whom the Recruiting Sergeant at Home in London, or in any of the large English towns, would gladly enlist have been rejected again and again when sent forward by me for approval. And that the boys themselves are eager "to go a soldiering" is proved by the fact, of which I assure you, viz., that whenever one or two boys have succeeded in passing muster, and in securing admission into a regiment, an epidemic of enlistment invades

the school. I am confronted morning after morning by squads of boys begging me to get them also "'listed in the 'tillery" or in some other department of the army. However, I am glad to say that the hope of General Mansfield Clarke, expressed on last Founder's Day, that the number of boys enlisted might be largely increased, has been largely fulfilled. This has been a record year in the way of enlistments. No less than 17 boys having already joined the army, and two more are about to join. For this very satisfactory record I have to render our warmest thanks to Captain A. W. B. Gordon, D. A. A. G., R. A. His help and kindness have been constant and most encouraging. But, pleasant as this record is, I am sorry to say that it appears to me inevitable, that, as time goes on, enlistments from this Institution will become fewer and fewer, owing to the short supply of British soldiers' children whom we can hope to receive as scholars in the future, a result of the short service system, and perhaps of other causes also. +

Health.—The health of the children has been very satisfactory this year. Even at a time when the health of Ootacamund was anything but satisfactory, our School Hospitals were virtually empty. The average daily sick amongst the boys was 5·61 as against 8·74 last year; and amongst the girls it was ·22 as against ·64 last year. In this connection I cannot but express my sense of the admirable way in which our Resident Medical Officer Mr. J. Kelly, L. M. S., has performed all his duties since he joined us.

THE GIRLS' SCHOOL.

Conformity to the well known chivalrous dictum of the French would have placed this section of the Report very early in it if not on its front page. But the very building on the Boys' side looms large, in any

+ As I speak today there is not a single child of a European Soldier, pensioned or effective waiting admission

Principal's regard, the numbers predominate, and 330 unruly boys require a lot of ruling! Besides the girls' school is like the "happy nation that has no history." Everything goes on with such precision, order, system, and success that the historian has really no material.

Government Inspection.—Miss Carr, the Inspectress of schools, Western Circle, inspected the school on the 7th and 8th of June and she reports thus:—*Efficiency* "very satisfactory." "The excellent progress made in the Swedish Drill, and the improvement in reading and writing are worthy of note." *Dress* "very neat." *Manners* "good." *Tone and discipline* "good."

These brief notes indicate the general impression of the Inspectress with respect to the efficiency of the institution, from a scholastic point of view, and regarding the dress and manners of the pupils, and the discipline and tone of the school, but though they are brief, they are eloquent, justifying my forecast, made in the report last year, as to what the school would gradually become under Miss McCombie's rule, due to her enthusiastic devotion to the best interests of the girls generally and to her sympathy with and care for the little ones who will constitute the coming generation of big girls. Where all have worked so well it may seem invidious to single out any member or members of the staff as entitled to a word of special commendation. But I know that I shall carry with me the approval of their colleagues when I make special mention of Miss Newing and Miss Sprowles. To the former are due almost exclusively the excellent results obtained by the pupils at the Lower Secondary Examination. This examination was held in December last. Six candidates were presented after five months' preparation under Miss Newing's assiduous care. Eighteen months would have been a more legitimate period of preparation. Yet two girls passed in the first class and two in the second. A most creditable result. The two girls who failed to pass were found wanting in Indan History. Miss Sprowles, a former pupil of the school, has developed into an excellent Teacher, partly due to her own perseverance, but in no small degree, due also to the sympathy and kind encouragement which she has experienced during the last two years. Miss Sprowles takes pretty well the whole of the work of each of the three standards—the 3rd, the 2nd, and the Infant Standard, and the following are some of the judgments set down in the Report by the Inspectress after examining Miss Sprowle's Classes, *Reading* "very good" *Meaning and Subject matter* "Excellent," *Recitation* "Excellent," *Arithmetic* "Excellent," *Singing* "Excellent," *Swedish Drill* "Excellent." That is a good record, I submit.

The giving up of two or three hours on Saturday evenings to recreation, an improvement introduced by Miss McCombie, to which I alluded as a new departure last year has now become a rule in the household, and the children enjoy these evenings thoroughly. They have indoor games, singing, reading and other amusements till bed time; the incidence of constant work is lightened, and their School life is brightened.

Throughout the week, out of school hours, Tennis and Badminton are encouraged, and the Teachers join heartily in the games. Just before the last Xmas holidays a Cantata was performed entitled "Mildred and Patty." In that performed at the preceding Xmas the bigger girls of the school had taken the chief parts, and admirably they played, danced and sung their parts, as all who saw the performance admitted. The various rôles in

"Mildred and Patty," chiefly "Fairy" rôles, were taken by the mites of the school, the coming race, and by their performance they gave ample promise of brightness and intelligence, as they grow up amid their present surroundings.

Before I conclude my Report there are just a few more words which I desire to add, for the writing of them always gives me more pleasure than all the rest which I may have written.

I desire to acknowledge with warm thanks the constant and loyal help which I have received throughout the year from all with whom I am associated in work here. From the Headmaster, and from the Headmistress, and from their staffs, from the Matrons who attend to the house-hold affairs of both schools. From the Technical and Industrial Instructors. From the Military employés who help to maintain proper discipline—and though last not least from our invaluable Office Manager, Mr. Thomas Burrows. This latter most helpful friend of mine has given faithful and valuable service to the school for more than 32 years. I regret to say that at the beginning of this year and of last year his health broke down for a few days. I am sure the time has come when consideration for his long service, and the exigencies of the office work prompt that some assistance should be given to him in the performance of his never ending duties.

I am done, your Excellencies, and I beg to thank most warmly all who have listened so patiently to the long domestic history of our past year. I can only venture to hope that the tedium of its length has been somewhat relieved by its satisfactory character.

AUG. WM. ATKINSON, M.A.,
Principal and Secretary
Fellow of Calcutta and Madras Universities.

Proceedings of a Meeting held in the Library, Ootacamund, on Saturday the 15th June 1895, to consider the advisability of the continuance or otherwise of the Industrial classes of the Lawrence Asylum, Ootacamund (Boys' Branch).

PRESENT:—Dr. Duncan (in the chair), Mr. Logan, The Rev. A. W. Atkinson, The Committee of the Asylum as represented by Messrs. Winterton and Sim and Mr. Maddox.

I. Proposed by Mr. Winterton and seconded by Mr. Logan and carried—That the teaching of Industries *as trades* be entirely abolished, with the exception of Music as proposed in Resolution II, and that its place be taken, as far as possible, by apprenticing boys outside the Institution to trades for which they show an aptitude; that the Carpenters' shop be retained *purely for educational purposes* as a means of manual training, and that a Blacksmith and Fitter's shop be opened for the same purpose if funds are available.

II. Proposed by Mr. Logan and seconded by Mr. Sim and carried—That the Band class also be similarly retained for educational purposes for boys until they pass the Lower Secondary Examination, after which those who show an aptitude for Music be drafted into a class, devoting their whole time to Music.

III. Proposed by Mr. Logan and seconded by Mr. Sim and carried—That the Standard of the School be raised to that of an Upper Secondary School.

IV. Proposed by Mr. Logan and seconded by Mr. Sim and carried—That the age restriction as laid down in Rule 35 of the Asylum Rules be altered from 16 to 18.

N.B.—It is to be understood that the above Resolutions do not affect the Telegraph Class of the Asylum.

(Signed) D. DUNCAN,
Chairman of the Meeting.

True copy.

AUG. WM. ATKINSON,
Principal and Secretary,
Lawrence Asylum,
Ootacamund.

LOVEDALE,
17*th June* 1895.

1898
Jul. Dept.
Pkt. No. 2
To 212

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Memorandum read by the Principal of the Lawrence Asylum at the Meeting held on the 15th June 1895 in the Library, Ootacamund, The Hon'ble Dr. Duncan, Director of Public Instruction, presiding.

THROUGH

THE CHAIRMAN, LAWRENCE ASYLUM COMMITTEE,

Ootacamund, 15th June 1895,

TO

THE DIRECTOR OF PUBLIC INSTRUCTION,

Madras.

After an experience of more than three years of the working of this Asylum, I feel myself compelled, in the interests of the pupils whose welfare is entrusted to me, to express my very strong conviction as to the absolute inutility of the Industrial Classes of the Lawrence Asylum. On my first arrival here, these Industrial Classes were a source of much pleasure to me, and I always felt proud to show visitors round the Workshops, but though they still afford me the same pleasure, I cannot shut my eyes to the fact that, as a means of providing for the future welfare of the pupils who are trained in Carpentry, Shoe-making and Tailoring, these workshops are next to useless, to say nothing of the heavy expenditure involved in their up-keep.

I have not arrived at this conclusion hurriedly. It is a question that has occupied my mind for some time, and I feel myself bound to lay before you, through my Committee, the very strong reasons that compel me, as a matter of duty, to point out what appears to me a thorough waste of time and labour. Three hours a day (or half a working year) are spent in training pupils of the Asylum in the Standards of Industry laid down in Sec. M.of the Grant-in-Aid Code. The qualifications which these Standards provide (admitting that the pupils are worked up to them as they have been for the most part satisfactorily) fall far short of the skill a pupil would require to fit him to earn a livelihood for himself. The labour and money spent on these industries could well be spent in improving the literary abilities of the pupils, in preparing them for Clerkships, for the Sub-Medical entrance examinations, for the Government Telegraph Department, the Cable Telegraph and other departments which do not involve any knowledge of any trade.

One of the objects, nay, the chief object, for which the Lawrence Asylum is established is to fit the pupils attending it to earn a decent livelihood on leaving it. Now this, for the past 37 years during which the Asylum has been in existence, I beg to submit, has never been done *through the medium of the Workshops*. It is true that the pupils were not systematically trained in industries till within the last six years, but I can point out that even through these years, though the results of their training were from year to year pronounced 'good,' these trades have by no means benefited the pupils who, having attained the age of sixteen, have left the Asylum.

I beg to furnish herewith three (3) statements, A, B, and C. Statement **A** is extracted from the **R**egister of the History of Ex-pupils. This statement gives particulars of pupils from the date of their admission into the Asylum up to date of leaving it and shows how they are at present employed. The statement has reference more or less to the *older* pupils of the Asylum. Statement B is a record of pupils who have left the Asylum during the past *five* years, since systematic trade teaching was introduced. It will be seen that in only a very few instances pupils have benefited by trades taught here. Statement C gives a list of pupils, still in the Asylum, who are now altogether withdrawn from trades to be prepared for the Telegraph Department. The trades learnt by these pupils are of no value to them, while the time that has been spent in teaching these trades could have been more profitably utilized in giving them a more substantial education.

I propose therefore the abolition of the workshops of the Asylum. I propose, too, the raising of the standard of the school to the IV and V Form of an Upper Secondary or High School, or even to the Matriculation Standard in special cases. I would suggest that such of the boys as shew a decided natural disinclination for literary work be sent down to the Civil Orphan Asylum or to the Lawrence Asylum Press, Madras, there to be boarded and to be apprenticed free of charge to leading industrial companies and firms, to be taught, for a term of four or five years, a trade that will be of some use to them in earning a livelihood. This arrangement would entail no extra expense as a great saving would be effected in the salaries of the present Instructors sufficient to provide for extra teachers and for the maintenance of a certain number of pupils set apart for trades.

Since writing the above and before despatching it, an interview with you resulted in a meeting, the proceedings of which, I have the honor to annex.

I have the honor to be,

Sir,

Your most obedient Servant,

M.A.,

Principal and Secretary.

Record of Pupils who lef

Number.	Admission number.	Name.	Number of years in Asylum.	Ge
36	1445	Rodgers	6	L
37	1448	Wainwright	7	
38	1459	Mithen	6	L
39	1591	Tyrrell	5	
40	1527	Alger	4	
41	1496	Michael	5	L
42	1440	Boye	5	
43	1406	Rapson	6	
44	1305	Beauchamp	5	
45	1293	Schooner	6	
46	1296	Bell	6	
47	1262	King	7	
48	1217	Shepherd	8	
49	1214	Philben	7	
50	1210	Wightman	8	
51	1197	Tate	8	I
52	1179	Fearn	8	
53	1145	Moore	10	
54	1124	Foote	8	
55	1103	Thoy	10	I
56	1072	Hamilton	11	

e past **five** *years.*

ught.	Number of years learning Industry.	Present employment.
...		Apprentice, L. A. Press.
...		Enlisted.
...		Not known.
...		Ticket Collector, Railway.
...		Not known.
...		Enlisted.
...		Signaller, Govt. Telegraph Dept.
...		Enlisted.
...		Apprentice, L. A. Press.
..		Doing nothing.
..		Employed by a Coffee Planter.
..		Attending school, Coonoor.
..		Enlisted.
..		Enlisted.
..		Joined the Cable Telegraph.
..		Doing nothing.
..		*Enlisted as Band Boy.*
..		*Enlisted as Band Boy.*
..		Entered Govt. Telegraph Dept.
..		Entered Govt. Telegraph Dept.
..		Madras Railway.
..		Apprentice, L. A. Press.
..		Joined the Cable Telegraph.
..		Apprentice, L. A. Press.
		Enlisted as Band Boy.
		Band Boy.

Extract from the Register of the History of

No.	Number.	Registered number of pupil.	Year of admission.	Year of leaving.	Period in Asylum.	Class on joining.	Class on leaving.	General Test passed.
1	43	517	1871	1873	2	II	Tel.	Nil
2	44	942	1879	1888	9	Infant	do.	do.
3	45	943	1879	1890	11	do.	do.	do.
4	46	1202	1884	1890	6	Up. Py.	do.	M. S.
5	47	782	1876	1882	6	IV	do.	Nil.
6	48	753	1876	1883	7	Infant	do.	do.
7	49	284	1869	1878	9	VI	do.	do.
8	50	405	1871	1879	8	III	do.	M. S
9	51	681	1874	1878	4	III	do.	Nil
10	52	D. S.	...	1875	...	II	do.	M. S
11	53	1214	1884	1891	7	II	do.	do.
12	54	1233	1884	1889	5	III	do.	do.
13	55	1208	1884	1889	5	III	Tel.	M. S
14	56	586	1873	1884	11	Infant	do.	Nil
15	57	225	1867	1878	11	VI	do.	do.
16	58	358	1871	1881	10	Infant	do.	do.
	59	392	1871	1883	12	do.	do.	do.
	60	635	1874	1881	7	...	do.	do.
	61	1211	1884	1892	8	II	do.	do.
	62	784	1876	1884	8	Infant	do.	do.
	63	1020	1880	1891	6	do.	do.	M. S
	64	347	1871	1876	5	V	I.	Nil
	65	136	1863	1868	5	Primary	M. S.	do.
	66	107	1862	1868	6	Fifth	2nd	do.
	67	614	1873	1881	8	Infant	Tel.	do.
	68	434	1871	1873	2	do.	Pup. Tr.	U. C.
	69	1236	1884	1890	6	L. P.	Tel.	Nil

A

Extract from the Register of the History of Ex-pupils of the Lawrence Asylum, Ootacamund (Supply.).

Number.	Registered number of pupil.	Year of admission.	Year of leaving.	Period in Asylum.	Class on joining.	Class on leaving.	General Test passed.	Industry taught.	First appointment, salary and date.	Rs.	A.	Present appointment and salary.	Rs.	A.
1	89	1862	1864	2	II	I	Nil	Carpentry	Fitter, S. I. Railway, 1870 ..	40	0	Ag. Municipal Engr., Madras	560	0
2	833	1877	1884	7	VI	T. C.	do.	Nil	Signaller, G. T. D., 1884 ...	40	0	Signaller, Good Grade, G. T. Department.	132	0
3	422	1871	1878	7	IV	do.	do.	do.	Do. do. 1878 ...	40	0	Asst. Supdt., Telegraph ...	280	0
4	519	1871	1875	4	II	do.	do.	Gardening	Do. do. 1875 ...	40	0	Sub-Asst. Supdt., Telegraph	260	0
5	739	1875	1881	6	IV	do.	do.	Stocking-knitting.	Do. do. 1881 ...	40	0	Do. do. ...	250	0
6	647	1874	1881	7	VI	do.	do.	Nil	Do. do. 1881 ...	40	0	Asst. Telegraph Supdt. ...	300	0
7	780	1876	1883	7	I	do.	M. S.	do.	Signaller, Local Scale ...	27	0	Deputy Telegraph Master ...	145	0
8	752	1876	1882	6	IV	do.	Nil	M[illegible]	[illegible]aller, G. T. D., 1882 ...	40	0	Fourth Gr. Telegraph Master	152	0
9	338	1871	1881	10	Infant	do.	do.	[illegible]	[illegible]o. do. 1881 ...	40	0	Telegraph Master (Sup. Gr.)	215	0
10	414	1871	1879	8	V	do.	do.	[illegible] Gardening, Music.	Do. do. 1879 ...	40	0	Sub-Asst. Supdt. G. T. Dept.	310	0
11	348	1871	1879	8	VI	do.	do.	Nil	Do. do. 1879 ...	40	0	Signaller, Good Grade ...	152	0
12	883	1878	1883	5	II	do.	do.	do.	Do. do. 1883 ...	40	0	Telegraph Master, 3rd Grade	202	0
13	585	1873	1878	5	III	do.	do.	Gardening	Do. do. 1878 ...	40	0	Inspecting Telegraph Master	215	0
14	495	1871	1875	4	II	do.	do.	Nil	Do. do. 1875 ...	40	0	Telegraph Master, 3rd Grade	235	0
15	755	1876	1881	5	III	do.	do.	do.	Do. do. 1881 ...	40	0	Signaller, Average Grade ...	106	0
16	740	1875	1882	7	IV	do.	do.	do.	Do. do. 1882 ...	40	0	General Service Clerk ...	195	0
17	377	1871	1882	11	Nursery	do.	do.	Tailoring	Do. do. 1882 ...	40	0	Telegraph Master (Testing)...	152	0
18	302	1870	1881	11	VI	do.	M. S.	Stocking-knitting.	Do. do. 1881 ...	40	0	Do. do. ...	142	0
19	967	1879	1886	7	V	do.	do.	Nil	Do. do. 1886 ...	40	0	Signaller, Good Grade ...	122	0
20	776	1876	1883	7	V	do.	Nil	do.	Do. do. 1883 ...	40	0	Do. do. ...	200	0
21	553	1872	1879	7	Nursery	I	do.	do.	Ordinary Seaman, 1880, £1 ..	...	...	Chief Officer, B. I. S. N. Co.	200	0
22	716	1875	1883	8	VI	T. C.	do.	Tailoring	Signaller, G. T. D, 1883 ...	40	0	Telegraph Master, Good Grade	195	0
23	1041	1881	1889	8	Infant	VII	M. S.	Nil	Student, Sub-Medical Dept., Bengal, 1880.	27	0	.....		
24	980	1879	1890	11	do.	T. C.	Nil	do.	Signaller, G. T. D. 1890 ..	40	0	.....		
25	556	1872	1882	10	do.	do.	do.	Tailoring	Do. do. 1892 ...	40	0	Signaller, Good Grade ...	132	0
26	121	1862	1867	5	III	I	do.	Carpentry	Head Constable, Police, 1873	20	0	Storekeeper, P.W.D., Mysore	85	0
27	227	1867	1874	7	Infant	I	U. C. S.	Nil	Clerk (Lawyer's) 1883 ..	60	0	Steward, Genl. Hospl., Madras	200	0
28	393	1871	1872	1	VI	P. T. Cl.	Nil	do.	Asst. Master, L. A. O., 1882.	50	0	Mangr., Binny's Cotton Press	120	0
29	947	1879	1887	8	Infant	L. IV.	L. IV	Music	Apprenticed to [illegible]			... Guard, M. R. Company ...	37	8
30	755	1876	1885	9	do.	T. C.	Nil	M[illegible]				[illegible]lary still ...		
...	983	1880	1891	11	do.	[illegible]	[illegible]	[illegible]					[illegible]	0
30	1376	1882	[illegible]	...	...	6	[illegible]	[illegible]						
31	1377	1883	1880	7	do.	6	do.	[illegible]				[illegible]rade	85	0
32	1108	1882	1892	10	do.	3—VII	L. S.	[illegible]condary	Carpentry					
35	1191	1884	1892	8	do.	3—VIII	do.	Tailoring	[illegible]Carpentry East Ex. Aus. China 1892 ...			[illegible]raham & Co., Karachi	30	0
36	1440	1888	1892	4	L. P.	do.	do.	Shoe-making	Do. do.	Tel. Co., £2 ..	28	0	Operator, East. Ex. Aus. China. Tel. Co., £3 or	48	0
37	1438	1888	1892	4	do.	3—VII	do.	do.	Do. do.	£2...	28	0	Do. do. £2 or	28	0
38	38	1859	1870	11	V	II	Nil	Tailoring	App., Lewis Milner 1872.	£2...	28	0	Do. do. £2 or	28	0
39	57	1861	1868	7	II	P. T. Cl.	U. C. S.	Nil	Asst. Master, St. Andrew's, Bangalore, 1869.	Cutter,	20	0	Cutter, Moses & Co. ...	25	0
40	80	1862	1864	2	III	I	Nil	do.	App., L. A Wks., [illegible]. W. D., 1865.	40	0	Chief Asst. P. W. Sect., (1884)	600	0
41	102	1871	1875	4	IV	I	do.	Tailoring	Clerk, Chief Sect., [illegible]79 ...	...	...	2nd Asst., P. W. Secretariat	300	0
42	984	1880	1887	7	Infant	M. S.	M. S.	Nil	Asst. Mr., Bp. Corr[illegible]s Grammar School, 1893.	40	0	Storekeeper, S. M. Ry. ...	450	0
										70	0	Manager, Jail Office, Ooty ...	175	0
												In receipt of same salary.	...	...

NOTE.—T. C. Stands for Telegraph Class, P. T. Cl. for Pupil Teachers' Class.

B

Record of Pupils who left the Asylum during

Number.	Admission number.	Name.	Number of years in Asylum.	General Education Test passed.	Indust.
1	1113	Cartwright	10	Lower Secondary	Tailoring ...
2	119	Will	11	.....	Tailoring ..
3	1136	Stacey	11	Nil	Shoemaking
4	1137	Fox	11	do.	Music
5	1168	Parkes	9	do.	Tailoring
6	1169	Moore	10	do.	Music
7	1175	Crosbie	11	Lower Secondary	Shoemaking
8	1189	Chapman	9	do.	Music
9	1220	Dodd	9	Nil	Shoemaking
10	1221	Copeland	10	do.	Shoemaking
11	1226	Taylor	10	do.	Music
12	1228	Horton	8	do.	Tailoring
13	1242	Ellison	9	do.	Shoemaking
14	1256	Bullock	8	Lower Secondary	Tailoring
15	1261	Boggie	10	do.	Music
16	1264	Harrison	10	do.	Carpentry
17	1266	Powell, J.	9	Nil	Music
18	1267	Powell, H.	8	do.	Music
19	1271	Easom	9	Lower Secondary	Carpentry
20	1302	Coombes	9	do.	Music
21	1310	Edmundson	9	Nil	Tailoring
22	1320	Hart	6	Lower Secondary	Shoemaking
23	1336	Gray	9	do.	Carpentry
24	1349	Fuller	6	Nil	Carpentry
25	[illegible]	Dale, D.	5	do.	Music
[illegible]	[illegible]	Dale, A.	5	do.	Music
[illegible]	1360	Hughes	8	Lower Secondary	Tailoring
28	1361	Johnson	6	.....	Carpentry
[illegible]	[illegible]	[illegible]	7	W.S. (Ands.) B.A.	[illegible]

Master, Bishop C

he Asylum during the past **five** *years.*—(Continued.)

l Education passed.	Industry taught.	Number of years learning Industry.	Present employment.	General Test passed.
ower Secondary	Shoemaking		Doing nothing.	Nil
Nil.	Carpentry		Doing nothing.	do.
er Secondary	Telegraph		Government Telegraph Department.	do.
Nil.	Carpentry		Enlisted.	M. S.
do.	Carpentry		Enlisted.	Nil.
ver Secondary	Shoemaking		Government Telegraph Department.	do.
do.	Shoemaking		Cable Telegraph Department.	do.
Nil.	Shoemaking		Apprentice, L. A. Press.	M. S
do.	Tailoring		Apprentice, L. A. Press.	Nil
.....	Music		Government Telegraph Department.	M. S
.....	Carpentry		Apprentice, L. A. Press.	do.
.....	Tailoring		Apprentice, L. A. Press.	do.
Middle School.	Tailoring		Clerk Mily. Acc. Department, Rs. 70.	M. S
.....	Carpentry		Government Telegraph Department.	Nil
.....	Telegraphy		Government Telegraph Department.	do.
ower Secondary	Tailoring		Cable Telegraph Department.	do.
.....	Tailoring		Government Telegraph Department.	do.
.....	Shoemaking		Doing nothing.	do.
.....	Music		Government Telegraph Department.	do.
ower Secondary	Tailoring		Clerk, Mercantile Firm, Karachi.	M. S
.....	Tailoring		Apprentice, L. A. Press.	Nil
				S. do.
				d do.
				el. de
				. Tr. U. C.
				el. Ni

Master, Bishop C

C

List of Pupils not attending any Industry.

No.	Admission No.	Name.	Class.	Industry taught and Standard passed.	Remarks.
1	1666	Underwood, Wm. Jos. ...	Telgph.	Carpentry, 2nd Standard.	
2	1292	Sinclair, W. Jas. ...	do.	Carpentry, 3rd Standard.	
3	1393	Johnson, Albt. Robt. ...	do.	Tailoring, 2nd Standard.	
4	1620	McQueen, Wm. Arth. ...	do.	Carpentry, 1st Standard.	
5	1497	Michael, Jno. Adol. ...	do.	Tailoring, 3rd Standard.	
6	1399	Johnson, Walter E. ...	do.	Tailoring, 1st Standard.	
7	1192	Thoy, Wm. John ...	do.	Tailoring, 4th Standard.	
8	1231	Will, Geo. James ..	do.	Music, 3rd Standard.	
9	1297	Foote, Dan. ...	do.	Carpentry, 3rd Standard.	
10	1323	King, Wm. Henry ...	do.	Music, 3rd Standard.	
11	1582	McKie, Percy William ...	do.	Tailoring, 3rd Standard.	
12	1321	Bunyan, Walter Geo. ...	do.	Music, 3rd Standard.	
13	1427	Scott, John Henry ...	do.	Tailoring, 4th Standard.	
14	1439	Duckworth, Walter R. ..	do.	Shoemaking, 3rd Standard.	
15	1625	Barnett, Thos. ...	L. S.	Tailoring, 2nd Standard.	
16	1548	Reynolds, Walter R. ...	do.	Shoemaking, 3rd Standard.	
17	1306	Budd, James Henry ...	do.	Shoemaking, 4th Standard.	
18	1421	Chapman, Chs. ...	do.	Carpentry, 4th Standard.	
19	1383	Cropp, Frederick ...	do.	Shoemaking, 4th Standard.	
20	1689	Freeman, Ed. Wm. ...	do.	Carpentry, 3rd Standard.	
21	1623	Rowland, Fred. ...	do.	Carpentry, 4th Standard.	
22	1401	Day, William G. ...	do.	Music, 3rd Standard.	
23	1460	Mithen, Pat. Norman ...	do.	Tailoring, 4th Standard.	
24	1530	Smith, Jas. Arm. ...	do.	Carpentry, 4th Standard.	
25	1510	Wigmore, Ed. John ...	do.	Tailoring, 4th Standard.	
26	1240	Hayes, William ...	do.	Tailoring, 4th Standard.	
27	1589	Woodward, Alf. Ernst. ...	do.	Shoemaking, 4th Standard	
28	1716	Horstead, Jas. Arth. ...	do.	Carpentry, 1st Standard.	
29	1739	Tims, Austin J. B. ...	H. S.	Music, 3rd Standard.	
30	1660	Stoyle, Jas. Bickley ...	L. S.	Tailoring, 2nd Standard.	
31	1608	Cooke, Chs. Henry ...	do.	Shoemaking, 3rd Standard.	
32	1365	Crosbie, Andrew ...	do.	Tailoring, 1st Standard.	
33	1438	Curties, Wm. Morris ...	H. S.	Carpentry, 3rd Standard.	

July,
1895

Memorandum.

In continuation of what has been already written on the subject of the intellectual + industrial training of the Boys of the Reformatory Asylum, I would like in this Memorandum, to specially point out that the scheme recently laid before the Committee, viz. that the Pupils should not be sent to any industry till they pass through the Lower Secondary Class (VII.th Std.), would be far more advantageous, than the arrangement which is in operation at the present time.

* Intellectually + industrially.

Under existing arrangements, a pupil, after passing the 3.rd Standard of Education, enters the 4.th Class, say at the age of 10. He is then put to some industry, + spends there 3 hours in learning a trade and another three more in intellectual work daily. Assuming that he obtains regular annual promotion, he goes from Class to Class

class, till in four years he reaches
the VII^th Standard, having spent
half that time in learning only
the three Rs & the other half in ac-
quiring a partial knowledge of some
hasd. Geography & Indian History
(which form part of the Compulsary
subjects), & English History & another
optional subject, are not taught too
the pupils enters the VII class & here
he has, viz a years time, to acquire
a sufficient knowledge of these four
subjects to enable him to pass the
Lower Secondary Examination. (I may
be here remarked that in ordinary
Day Schools instruction in these Sub.^s
jects is spread over a period of four
years). Under existing arrangements
therefore, a boy on passing through
the 4^th 5^th 6^th & 7^th Classes, & having attained the age of 14.
than a half education in intellec-
tual or industrial work, where he
reaches the Class that is to prepare
him for the Lower Secondary Ex-
amination he will probably
require fully two years more to quali-
fy for that Examination. He then has
reached the age limit & has to leave
the Institution whether he passes or not.

Master.

Under the scheme proposed a boy (10 years of age) on reaching the 2nd class, spends his whole time in intellectual work, studying not only the three Rs but also all the subjects laid down in the N. S. Rules. He goes from class to class and on reaching the 7th Standard (having attained the age of 14) in a period of four years is able to pass through the lower Secondary class. If he succeeds in passing the Government Examination he has two years before him to secure a somewhat higher education & to qualify in Telegraphy, or if he shows no fitness for the Examination he has two years before him to learn a trade with some degree of thoroughness. The time he would devote to learning a trade under the proposed scheme would be exactly the same as that devoted to it under present arrangements but with this advantage that he has already received a better education & is physically stronger having older, & can devote his undivided attention to learning his trade. Under the proposed

proposed scheme, therefore, a pupil receives a thorough training in all the subjects leading up to the Lower Secondary Examination by the time he is 14 years of age & after passing through the Lower Secondary Class (Std VI.) he is free (if he passes) to join the Telegraph Class or to receive higher education for two full years or, he can (if he fails to pass) be sent to a trade for two full years devoting his whole time & attention to acquiring as sound a knowledge of it as he can in so short a time.

Aug^{s} Wm Atkinson, M.A
Principal & Secretary.

Lovedale
13 April 1896.

1 7

No. 2640

LAWRENCE ASYLUM,
Ootacamund,
12th March 1896

From

THE PRINCIPAL AND SECRETARY,
Lawrence Asylum, Ootacamund,

To

The Superintendent
Industrial School
Black Town - Madras.

SIR,

I have the honour to request you will be pleased to furnish me, for the information of the Government of Madras, with a few particulars regarding the courses of instruction adopted in the institution under your control.

Replies to the questions annexed will furnish me with all the information I require.

Soliciting an *early* reply,

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

Augustus Atkinson M.A.,
Principal and Secretary.

No. 1581
21-3-96

☞ The information required is in connection with **European and Eurasian Boys only.**

Questions.	Answers.
No. 1. Are the courses of instruction adopted Literary purely, Industrial purely, or both combined?	Literary and Industrial combined.
No. 2. If the last, what time is devoted to instruction in Literary and in Industrial work respectively?	(a) Literary four hours ie, from 1 to 5 P.M. (b) Industrial four hours ie from 8 a.m. to noon.
No. 3. What Literary and Industrial Standards of examination respectively are aimed at?	(a) Literary up to fifth standard — If we had enough money & time, we should aim at the highest possible standard as of paramount importance — (b) Industrial up to standard D — and afterwards up to Advanced Technical.
No. 4. What are the Industries taught?	Carpentry, Blacksmithery and Boot & Shoemaking — Carpentry includes Cabinet-making — Blacksmithery includes fitting — We consider Blacksmithery the best Trade — after that Carpentry — Boot and Shoemaking we do not care for.
No. 5. At what age are pupils put to Industries, and what Standard of Education have they then attained?	Our stated age is 10 years — We have admitted at 8 years — & there is no reason against this age — Our School is a peculiar one and some boys know only their A. B. C. when they first join the industrial classes. They join the Industrial classes as soon as they enter the School.
No. 6. For what period is a pupil trained in a handicraft to enable him thereby to obtain a respectable livelihood?	When a pupil has passed the Advanced Technical Examination, say even in the first class, he is then fit to become a good apprentice in some works — I would not consider him to be fitted to earn a livelihood which would enable him to marry & keep himself and family independent of charity.
No. 7. Have any of your pupils, Industrially trained, benefited in after life by such training; or, in other words, has his Industrial training been to him, in after life, a means of livelihood, and, if so, to what extent?	Those who have received a poor Literary and Industrial education & who have followed the trade they have learned in school earn only a subsistence wage & remain "poor whites" — not absolute paupers but very little removed from that unfortunate position — Those who have received a good Literary and Industrial Education and have become Inwards, Firemen & Engine Drivers have benefitted by the Industrial education —
No. 8. Do you consider that, in the case of European and Eurasian boys, an Industrial training has been found, in your experience, to have been of practical use to them?	Most certainly, as teaching lads to look on labour as honorable — to put their hands to all sorts of work — to use their hands, eyes and brains together — Blacksmithery fits them to become at an early age Engine Drivers — provided the are Physically fit for such work — I repeat a good literary education is of paramount importance.

Station Madras

Date 21 March 1896.

Signature B. J. Jinadoss.

Manager Industrial School

Institution Orphan Boarding

Madras

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No. 2644

LAWRENCE ASYLUM,

Ootacamund,

12th March 1896

From

THE PRINCIPAL AND SECRETARY,

Lawrence Asylum, Ootacamund,

To

The Secretary

Lawrence Asylum.

Mount Abu.

SIR,

I have the honour to request you will be pleased to furnish me, for the information of the Government of Madras, with a few particulars regarding the courses of instruction adopted in the institution under your control.

Replies to the questions annexed will furnish me with all the information I require.

Soliciting an *early* reply,

I have the honour to be,

Sir,

Your most obedient servant,

John W. Robinson W.A.,

Principal and Secretary.

☞ The information required is in connection with **European and Eurasian Boys only.**

Questions.	Answers.
No. 1. Are the courses of instruction adopted Literary purely, Industrial purely, or both combined?	Purely Literary! except that some boys are 6 or 8 of the elder boys are encouraged to spend their leisure time in the work-shop. a detached room fitted with a bench a fair supply of tools, a Carpenter's lathe and small supply of material for simple exercise in woodwork.
No. 2. If the last, what time is devoted to instruction in Literary and in Industrial work respectively?	Literary Examination to VII. Standard, as laid down for army schools. — no Industrial examination.
No. 3. What Literary and Industrial Standards of examination respectively are aimed at?	see answers to questions 1 and 2. above.
No. 4. What are the Industries taught?	When a boy is 13 years of age he may attend the workshop if he has a taste that way
No. 5. At what age are pupils put to Industries, and what Standard of Education have they then attained?	boys have to far they come to school 12 to 16 years of age to enter a five years apprenticeship in the Railway workshop at Bombay or elsewhere they have better use of their hands than if they had had no opportunity of handling carpenters tools.
No. 6. For what period is a pupil trained in a handicraft to enable him thereby to obtain a respectable livelihood?	
No. 7. Have any of your pupils, Industrially trained, benefited in after life by such training; or, in other words, has his Industrial training been to him, in after life, a means of livelihood, and, if so, to what extent?	
No. 8. Do you consider that, in the case of European and Eurasian boys, an Industrial training has been found, in your experience, to have been of practical use to them?	

Station Mount Abu

Date 23 March 1896.

Signature P. F. Gregan Surgeon major A. M. S.

Manager of Institution.

Hony. Secy. Abu Lawrence School.

Recd. Tuesday 14th April 1896.

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No. 2696.

LAWRENCE ASYLUM,

Ootacamund,

12th March 1896.

LAWRENCE MILITARY ASYLUM
19 MAR. 96
SANAWAR

From

THE PRINCIPAL AND SECRETARY,

Lawrence Asylum, Ootacamund,

To

Principal & Secretary
Lawrence Military Asylum
Sanawar.

SIR,

I have the honour to request you will be pleased to furnish me, for the information of the Government of Madras, with a few particulars regarding the courses of instruction adopted in the institution under your control.

Replies to the questions annexed will furnish me with all the information I require.

Soliciting an *early* reply,

I have the honour to be,

Sir,

Your most obedient servant,

Augustus Robertson K.A.,

Principal and Secretary.

☞ The information required is in connection with **European and Eurasian Boys only.**

Questions.	Answers.
No. 1. Are the courses of instruction adopted Literary purely, Industrial purely, or both combined?	Both combined.
No. 2. If the last, what time is devoted to instruction in Literary and in Industrial work respectively?	Band / Carpentry &c VII 3 hrs * / 3½ hrs * VI 3 hrs / 3½ hrs * V 8½ hrs / 3 hrs * IV 9 hrs / 3 hrs * III 10 hrs II 5½ hrs The Senior Telegraph Class attend their Special Instructor all day from 10 a.m. The Junior in the afternoons only. NB * Some portion of this time (varying from 2 hrs in the VII to 5 in the III + II Stds are taken out of School time other hours are taken from the time before breakfast and in the case of Carpentry Voluntary time is given on half holidays
No. 3. What Literary and Industrial Standards of examination respectively are aimed at?	(a) In Literary Standards 20 Boys were presented in Decr. 1895 for the High School (Final) Stand.d Exam.n and all passed, thirteen for the Middle Std Exam.n, all of whom passed & five gained scholarships, sixteen for the Primary Standd, all of whom passed. (b) Telegraphy only is examined by a standard - The lads pass two Exams and are then appointed to the Telegraph Dept as Signallers (a) Instrumental Music in connection with the Brass + Reed Band. (b) Carpentry (c) Printing (d) Shoemaking (e) Cooking (f) Telegraphy. Gymnasium also is taught in School hours varying from 1¼ hrs per week in the VII + VI to 2 hrs in the lower classes.
No. 4. What are the Industries taught?	For the Band they begin at about 9 years of age and are in the 2nd or 3rd Standard. For (b), (c), (d) Boys begin the work when they are in the 4th Standard For (e) The boys begin when in the 3rd Standard For (f) Boys begin when in the 6th Standard
No. 5. At what age are pupils put to Industries, and what Standard of Education have they then attained?	For (a) about four or five years. In a few cases longer than this For (b) (c) (d) about three years For (e) The course generally takes 2 years
No. 6. For what period is a pupil trained in a handicraft to enable him thereby to obtain a respectable livelihood?	There always has been and is still a great demand for our Band boys about six boys join the Telegraph Dept annually & those enlist to become Military Signallers A boy who learnt printing here some years ago is now a Printer in Simla & doing well
No. 7. Have any of your pupils, Industrially trained, benefited in after life by such training; or, in other words, has his Industrial training been to him, in after life, a means of livelihood, and, if so, to what extent?	The Band and the Telegraph Class certainly produce very good results and are of the greatest practical use to those boys who enlist in Regimental Bands or the Telegraph Departs or enlist to become Military Signallers.
No. 8. Do you consider that, in the case of European and Eurasian boys, an Industrial training has been found, in your experience, to have been of practical use to them?	In the case of the other Industries it prepares the boys to be "handy" rather than to gives them a "trade" for native in India boys cannot hope to maintain themselves by carpentry &c when labour is so cheap!

Station Sanawar

Date 9 April 1896.

Signature H. T. Ottley

~~Manager of~~ Off. Principal ~~Institution.~~

Lawrence Military Asylum

Sanawar

EDUCATIONAL DEPARTMENT
REFORMATORY
18 APR. 96
SCHOOL

No. 901

REFORMATORY SCHOOL, CHINGLEPUT,
17th April 1896.

From Surgeon-Major H. A. F. Mailer, M.B.
~~The~~ SUPERINTENDENT,
REFORMATORY SCHOOL, CHINGLEPUT,

To The Principal and Secretary,
Lawrence Asylum,
Lovedale.

SIR,

In reference to your letter dated the 12th ult^o, No. 2642, I have the honour to append replies to the various questions sent by you:—

No. 1. Both Combined.

No. 2. 4½ hours (including 1½ hours of night school) for the literary work, and 5 hours for the industrial work.

No. 3. The highest literary standard aimed at is Primary Examination, and Elementary Technical Examination in Industries and Drawing; but pupils generally leave School after Standard D.

all 8
5. But for bright lads

No. 4. Carpentry (including Sawing and Turning for select boys)
Blacksmith's work (including Tinning "Kalloying" for select boys)
Weaving on the European and Native handlooms
Tape-making.
Tailoring.

No. 5. Generally when they are 12 years old after passing the 2nd Standard Examination or earlier, if thought desirable.

No. 6. As boys in this School must be discharged when they are 18, we cannot generally keep boys for the full period required to enable them to be trained so as to obtain a respectable livelihood. It takes from 6 to 7 years to train a boy thoroughly in a trade.

No. 7. In this Connection your attention is invited to paragraph 28 pp. 11 and 12 (particularly the Concluding portion) of the Annual Report of this School for 1874, a copy of which is herewith sent for your information.

No. 8. On this point, Mr. J. P. Lewis, the Deputy Superintendent of this School, who has had Considerable experience in inspecting and examining European and Eurasian Schools, both general and technical, is of opinion that no industrial Schools for Europeans and Eurasians in this presidency have as yet been properly equipped and worked to give the pupils the training which will be of practical use to them. Europeans and Eurasians are capable of and require a training superior to that which is considered sufficient for native workmen. They should be so trained as not to look upon a native workman as a competitor, but as an agency to benefit by.

I have the honor to be,
Sir,
Your most obedient servant,
Balmain
Surgeon-Major
Superintendent.

From

THE SUPERINTENDENT,

REFORMATORY SCHOOL,

Chingleput,

To

No.

Dated

Received } 189 .

ENCLOSURE.

Subject.

Carpenters & Smiths' Shops

Establishment.

1 Native Carpenter	Rs 100
2 Native Carpenters	52
1 Smith	29
1 Bellows boy	8
	Rs 189
Per annum =	2268.

The average cost for material for the past 7 years was Rs 1.700.

Total cost = Rs 3968.

Instead of this Establishment it is proposed to get the work done hitherto in the shops, performed by a Contractor, allowing

For Carpenters' work	Rs 720
For Smiths' do	720
For Material	600
	2040

This is a very liberal allowance being for 2 Carpenters & 2 Smiths.

The P. W. D. has relieved the school of much that it did before, so that the above allowance will more than suffice for the repairs of school furniture and any urgent jobs in the building.

Any new work must be estimated for & sanction for its execution be obtained.

Tailoring

1	Master Tailor	Rs 85
1	native do	30
1	do do	16
1	do do	12
		Rs 143

Per annum Rs 1716.

The 3 native Tailors employed on the mending & repairs under the matron's supervision are omitted in the calculation.

The new clothing for two years must be taken —

1st year.

330	Sunday uniforms	Rs 990
660	ordinary do	825
660	Caps	160
		Rs 1980

2d year

660	ordinary uniforms	Rs 825
660	Caps	160
		Rs 990

Establishment for 2 years = Rs 3432.
Clothing for 2 years — 2970.
Saving at the end of 2 years = Rs 462.

This saving should be allowed to stand to meet contingencies.

Band.

Band Sergeant — Rs 1020
Instruments & Music — 500
Rs 1520

Experience has shown that boys can be enlisted without a band training.
e.g. the boys enlisted in the R. A in 1894–95.
The whole of this sum could be saved.

Gymnastics.

Salary of Instructor. Rs 75.
Per Ann: Rs 900.

The Instructor has not more than 2½ hours work a day for 5 days in the week.

Is it not possible to get a Schoolmaster, who could in addition to his school duties undertake instruction in gymnastics also? Pay on a salary of Rs 50 (Pay) + Rs 15 (allowance)

If this could be done there would be a saving of Rs 120 a year.

Boot & Shoemaking.

Master Bootmaker — Rs 100
3 Chucklers — 44
Rs 144

Per Annum Rs 1728
Material. Av: 3 yrs - do 1800
Rs 3528

About Rs 600 a year of this expenditure is recovered for work done for the Girls' School chiefly. So that the actual cost would be Rs 2928.

Under the Contract system the cost would be Rs 3960.

The present system is cheaper, but, as the past has proved an utter failure, so far as the trade is of any benefit to the boys, and on whose account & advantage chiefly it was introduced, was the amount saved compensate for the loss of education to the pupils?

It is admitted that the boys in the Bootmakers and Tailors' classes repay the Asylum to a certain extent by the labor of their hands. But at what cost to themselves? These trades are carried on by natives, with whom Europeans and their offspring cannot compete.

1. The proposal is to make the Asylum a purely scholastic institution and to close the following classes & shops —
Carpenters & Smiths.
Tailoring -
Bootmaking
Band.
2. To open a ~~branch~~ boarding houses at Rangoon for affording certain lads the opportunity of learning trades more efficiently than can be done here, where there is no variety of work.

The school be raised to the Matriculation standard and boys to be educated for the Telegraph Department, the Cable Company, the two branches (Civil & Military) of the Medical department, the Civil Engineering College &c.

The boarding houses branch (industrial) to contain to consist of from 15 to 20 or 30 lads who have attained the age of 15 years & who are found to be intellectually unfitted for further scholastic training. They will be still borne on the strength of the school & included in the total 330. Thus avoiding any additional expenditure to the Asylum. The average cost per boy for the past

or arrange with the C. O. Asylum authorities in Madras

after matriculation two or more could be sent to the Boarding House to read on for the B.A. and B.A. Examinations

a superior & varied industrial training in Madras are beyond question and are certainly to be preferred to the way the instruction is carried out here.

"The Indian Mirror"
Calcutta
21st Jany
1896

THE KAMBULIATOLA BOYS' READING CLUB.

THE fifth anniversary meeting of the Kambuliatola Boys' Reading Club was held on Friday, the 10th of January, 1896, at the Star Theatre, generously lent for the occasion by the proprietors of the institution. The auditorium was overcrowded. The audience composed of a large number of students, besides the members, and well-wishers of the institution. Amongst the gentlemen present, we noticed the Hon'ble Mr. J. Woodburn, the Hon'ble Sir Alexander Miller, the Right Hon'ble Sir John Leng, M. P., the Hon'ble Prince Sir Jahan Kader Mirza, Hon'ble Mr. J. D. Rees, C. S. I., Hon'ble Mr. J. G. Womack, Hon'ble Mr. Justice Guru Dass Bannerji, Mr. J. G. Ritchie, Mr. W. H. Lee, Mr. T. W. Richardson, Mr. E. V. Levinge, Mr. Frank Carter, Mahamahopadhaya Pandit Mahesh Chunder Nyayaratna, Professor J. C. Bose, Mr. Baroda Churn Mitter, Rai Lali Madhub Mukerji, Bahadur, Rai Rajendra Nath Mitter, Bahadur, Rai Boikuntha Nath Bose Bahadur, Rai Jatindra Nath Chowdhri, Professor Nilkantha Mozumdar, Babu Chandi Churn Chatterji, Mr. N. G. Mukerji, Dr. Jaharuddin Ahmed, Babu Surendra Nath Mitter, Babu Kali Prosanna Dey, Babu Akshaya Chunder Bose, Babu Benode Behari Bannerji, Babu Ram Churn Mitter, Babu Amrita Lal Bose and others.

Mr. Ritchie, President of the Club, proposed in a few well-chosen words that the Hon'ble Mr. Woodburn do take the chair. The proposal was carried unanimously.

The Hon'ble Mr. Woodburn then took the chair, and briefly introduced the lecturer of the evening congratulating the members of the society on the great development of their institution, since he last visited them three years ago.

The Hon'ble Sir Alexander Miller said:—Mr. President and Gentlemen,—There is, perhaps, no word in the English language which is more commonly misunderstood—the objects of which are more generally perverted in idea—than the world education. Many people imagine that education means instruction, information—many people seem to think that by education your mean the imparting of knowledge which will enable a man to discharge the various worldly duties which may fall to his lot in life, that is by no means the most important thing. Education, I take it, really means the whole training of a young man so as to fit him to take his place when he comes to face the world and strengthen him both mentally physically to take the best place in the world which his abilities and opportunities admit of: not merely that which would enable him to earn his own livelihood, independent of any outside help, but if possible to make his place at the end of his career a better place than it was at the beginning of it We cannot all of us either start equally or run equally, no two men that ever have existed in this world's history were really equal to one another unless they were both congenital idiots: but the great object of education is to enable every one to make the best use of his qualifications whatever they may be; and also to fit him for taking advantage of such opportunities as may be offered to him. There cannot be a greater misapprehension than to suppose that the first object of education of a young man or a body of young men is simply to start him or them in a successful worldly career. On the contrary technical education, that instruction and practice in the art profession or calling which is to be the business of a man's life can only be properly and systematically given after he has strengthened and hardened the muscles of his mind, so to speak by a course of general training which will enable each man to follow for himself that subsequent course of study which is right and best fitted for his own future career. In that way I think the object in view will be best served. And for that reason, I think—and I have thought a great deal on the question—how are best to impart what in these modern times is ordinarily known as technical education in the manner most useful to men who are desirous of living a honourable life in the world. I think I, say that it is a great misfortune that technical education properly so called, *i. e.*, that teaching which is intended to fit a man for the future business of his life, is now so much sought to be imparted to young men at too early a stage in their training. The real object of early training is not to teach the boy anything which will be of direct practical use to him afterwards—of course all knowledge is useful indirectly—but to furnish him with such mental and physical power that he may be able to make the best possible use of his intellect in whatever direction he may afterwards be required to direct it. It is for that reason that I have all along regarded higher education in its proper position as purely abstract—I say "higher education" because as regards primary education it is the same for all—until a boy can read his own language with facility and has learned to write so that his handwriting is at least legible to himself—I fear there are some of us who never reach the stage of writing so as to be legible by others—he is absolutely unable to commence even the rudiments of education. And here I come to the great question which is agitating the minds of educationists of this country and other countries as well whether a boy should be taught at school those things he must, afterwards, have to learn, or whether he will be better employed in strengthening his intellect by difficult studies of no immediate and obvious practical advantage—and this, I think, is one of the most vexed problems at the present day: what ought a boy of 12 or 13 years of age to be taught so that he may most profitably make use of it in his after-life? Except in the case of certain handicrafts I think the ideas in vogue in a very noisy and influential section of society as regards the early training of young men are of a decidedly objectionable character. I believe, the best course for a young man, who is not to be a mere hewer of wood and drawer of water, all his life is to learn something which will test and strengthen his mental energy, something which may be described as mental Calisthenics, and then when he has reached the age of emancipation from school training and is ready to start on his own account, he will be in a position to exert that control over his body and mind best suited to produce a practical result over the course of his future life. He should do something which will have the same effect on his mind as is produced by athletic exercises upon his body. I would no more think of starting a boy of school age—say from 12 to 15 or 16, if possible—to learn anything directly connected with business or a profession or art, instead of that general learning which does not point in any particular direction than I would take him away from school games or athletic exercises on the ground that would not be appropriate to a later period of his life. I think in short that it is a grave mistake to seek to allow a young man to turn his attention to professional or technical business at a time when his mind is ought to be occupied in general education. And for that reason, I have persistently urged, that, in dealing with higher education, you must not depart from the well-established course of learning classical languages which are perhaps for general purposes the most perfect implements ever employed for training the mind. By "classical languages" I do not wish by any means to confine the range of teaching to the particular languages which are from historical reasons, most commonly known by that name, I believe that owing to a variety of circumstances, there is no better training for a young man's mind which has still before it that drudgery involved in the elementary processes of all learning than the study of the Greek language, but I can also perceive, that precisely the same results might be found by the study of Sanskrit or Arabic. In all these cases the great merit is the extreme completeness of the language, the fulness of its etymology, the delicacy of its structure, and the consequent difficulty of its mastery. This very difficulty, however, irksome and painful it may seem to be, has in itself a particular advantage for training the mind. I say this because there is a great cry now-a-days that we are wasting the boy's energy in teaching him languages which will never be of any practical use to him in his after-life; and that he had better instead of learning those languages, spend his time in acquiring some modern language, which he may have to write or speak in the course of his business. I do not think so at all; and above all things, I object most strongly, to the tendency which I find of giving considerable weight, in the education of our young men, to languages which they naturally speak every day. I think the adoption of this course, a heinous mistake. Whatever may be said in favour of allowing him to learn such and such a language, if his tendency is found to be so directed, I cannot but consider it simply time and energy misdirected to lay any stress, as a vehicle of Education, on the boy's knowledge of his own mother-tongue, would abolish altogether, if I had the power—the examination in the English language and literature, and similarly I have no sympathy with the place given to Bengali in the University of Calcutta. On the other hand, the general education which I advocate is deserable for every one who has a sufficiently broad ambition to raise himself into the level of what is knewn as higher education, and though it may not directly earn him a single rupee, it will not be without its influence on the character of his after life. But then it is true that for all or most of us a time must necessarily come when we must leave off our education, and hope to be able to make use of the knowledge we have acquired, or the amount of experience we have gained, for the purpose of earning our daily bread. I admit, that it is necessary to see that instruction in this or that particular line or lines may follow in due course the general training I have described and then what is commonly known as technical education becomes a

as teachers. After they have done their day's work, in their own vocation, they come to those institutes, to benefit their fellow-townsmen, more especially the youths of the towns by means of instructing them not only in the principle of mechanics, in chemistry, in dyeing, spinning frames and everything by which they can illustrate their teachings. These, I have reasons to know not only greatly interested the youths of the town; for that building during the winter months is crowded in every department—and at times it is difficult to obtain access to classes. There are great interest evinced is the teaching, and there can be no doubt whatever, that institutes of that kind are doing immense good to the youths of our cities. Well, Sir, I have often heard that the natives of Eastern countries like India have not the same aptitude and readiness in learning the use of tools to become mechanical Engineers as they have in the mother country. My object in visiting India at this time has been to see with my own eyes what is going on in this country with regard to the industrial establishments which line both banks of the Hughly.

I have seen much that interested me, but that it surprised me greatly and nowhere has this surprise been greater than in visiting the workshops and the Engineering establishments connected with these great mills and factories! In some of them, British foremen are superintending the works. It is equally true that in a number of them, I have been told that the whole thing is conducted under the superintendence of British Engineers, who are in charge of the engines. But in a number of these workshops, I have found that the whole work is being done by the Natives (cheers) and I was also informed by the British Superintendents that it was not only being done but being well done. (Loud applause). I was told that the boys who came there while quite young learned the use of their tools and applied their minds to their respective works, and succeeded in doing admirably the work that was entrusted to them. Not only so but I have become impressed with the feelings that it will become a serious matter for the corresponding workmen at home when this development goes further. (Hear, hear), as I believe it will, the mechanical aptitude and engineering talents of the natives of India I observed, not long ago, that Sir Thomas Sutherland, Chairman of the Peninsular and Oriental Company, seemed to indicate that the time would come when the great fleet of that company might be reinforced by ships built by Engineers in this country. (Hear, hear.) Though this statement may seem startling I suspect there is already a foundation for it, which, as time goes on, will undoubtedly astonish the people at home. In some points it may be regretted that this competition may arise between the Natives here and our working people at home; but I have this feeling that it is one of these things that legislation cannot impede or control. (Loud applause). These things depend upon reasons and considerations which are beyond the regulation of any individual or legislature, (hear, hear), and it will be well for our people in the mother-country to take heed of what is going on in this country. I hope I may be of some little service in opening their eyes with regard to these facts, when possibly my visit to India will not be altogether fruitless. The members of this club requested me to speak something at their anniversary meeting, and I could not resist the urgency with which they invited me to come here and say a few words this evening.

Babu Amrita Lal Bose was requested by the audience to say somthing on the subject.

According to his usual practice, he spoke in Bengali and remarked with his customary humour that if Sir Allexander Miller wanted definition of the word "education" he could supply one as it is understood by the educated Bengal, which is the capacity of reading English fluently without stopping to spell a word and the understanding of the writing of himself and his correspondents." He dwelt chiefly on the remarks of Sir Alexander Miller that he considered the reading of one's own vernacular as mere waste of time and supported the views taken by the Hon'ble Mr. Justice Guru Dass Baunerji. The speaker said that such a remark coming from such a high quarter might damage the cause of their own vernacular which had been too long neglected. With these and few general remarks he closed his address.

The Hon'ble Mr. Woodburn said:—Gentlemen,—In the first place, I beg to propose a vote of thanks to the proprietors of this beautiful theatre for their kindness in lending it for the business of this meeting. I am heartily sorry that I was under great disadvantage of not being able to understand the manifestly interesting and amusing speech, which the proprietor of the theatre (Babu A. L. Bose), has just delivered, any more than the great body of the audience were able to follow the Hindustani of the previous speaker, Prince Jahan Kader Mirza which was so familiar to him and myself. My next duty is on your behalf and my own to express our obligations to our distinguished visitor Sir John Leng, for the very encouraging address with which he has favoured us. Sir Alexander Miller has dealt with the subject of technical education in a general way and carefully refrained from entering into those aspects of the question, which alone are controversial where as Sir John Leng has entered into the more practical details. I am glad to say that the Local Governments as well as the Government of India have taken up the question of technical education and there are now few parts of the country, in which technical schools have not been founded. If there has been delay, the Governments in India are to be excused for as Sir John Leng has shewn the Government of Great Britain was itself late in setting the the example to its dependencies. I think in these technical schools it is everywhere recognized that a sound general education is an essential preliminary to any special technical training; and I have no doubt that this fundamental principle on which Sir Alexander Miller has justly laid such stress, will be carefully kept in view in the further development of the system.

Sir Alexander Miller made a remark, which it seemed to me was perhaps not altogether palatable to his audience, that the real aim of education was to make a man a good man and a true one. That is a view of education which is perhaps not sufficiently relized till later in life. Nevertheless let my last words to you this evening be to commend this view of it. The first aim is to be good and true men; the second to be successful in life.

The Hon'ble Mr. J. D. Rees proposed a vote of thanks to the chair, and in doing so he said:—

Gentlemen,—It is my pleasing duty to propose a vote of thanks to Mr. Woodburn, for presiding upon this occasion. The Committee of your club has done me the honour to ask me to lecture here one night, and I have replied that I will gladly do so, if any subject is designated, of which I have adequate knowledge, and upon which I can—profitably address you. In to-night's discussion I have taken no part, though as a representative, and perhaps the only one present, of the Madras Presidency, which if not the foremost, is at the least among the very foremost provinces in India from an educational point of view, I have naturally been extremely interested in the subject before the meeting. Technical education, like education in all its branches, receives the most anxious attention of the Madras Government, and during Sir Alexander Miller's most interesting address an opposite proof occurred to me of the truth of the proposition he laid down to the effect, that technical education cannot usefully be taught to those of tender years, or indeed to others than those who have already received a sound general education. It must be a superstructure, and not a foundation. The Lawrence Asylum upon the Nilgiris, is an institution, which, even above and beyond most other educational establishments is bound to turn out youths, able to maintain themselves in after-life by the practice of some trade or handicraft. Yet since the boys have under the rules to leave the asylum at a comparatively early age, and because it is found that as a fact its pupils have not usually followed in after-life, the crafts and callings they have been taught at school, the abandonment for the most part and with certain exceptions, of technical instruction is under contemplation. Be it understood, that is this solely in view of the conflict between the claims of technical and of general instruction, up to a certain point in a youth's career, and in due consideration of the fact that the better the general grounding of a boy in the ordinary curriculum of a plain education, the better he is likely to profit, by technical instruction, and indeed by all such opportunities as may come in his way in his after-life. The difficulty is to decide at what point the bifurcation of studies shall be effected. The Principal of the Lawrence Asylum on the Nilgiris is an educationist distinguished in this city by his successful arrangement of LaMartiniere, and he is as much in favour of technical education, as Sir John Leng, for instance, whom we have heard approach this question to-night, from the manufacturers stand-point. I would only express a doubt, whether the success of the Germans in competing with the English, is due so entirely to their superiority in technical education. If it be the case, such success is probably equally due to equal superioritly in general education, and to greater application to studies of both descriptions. But thereare other causes at work of a general character, and looking to the more immediate reasons, I should say that the undoubted superiority of the Germans as linguist is one of the greatest factors in their commercial successes. At any rate, to return to India, and to Sir John Leng's remarks, to us, who have spent twenty or thirty years as the case may be, in the country, it is no surprise

to find that the inhabitants of this country take readily to new crafts, trades, and manufactures in which, when the great question of adequate labour supply has been solved, we may confidently look for hitherto unprecedented progress. The recent action of the various Governments in India proves that the subject of technical instruction is by no means likely to be overlooked, and there are also, I think, plain indications of a determination that it shall so far as the authorities are concerned in its dissemination, proceed hand in hand with, and be auxiliary to a sound general education. Gentlemen, I move a vote of thanks to Mr. Woodburn, who has been good enough to find time to preside on this interesting occasion.

Dr. LalMadhub Mukerji seconded the vote of thanks to the President, and in doing so he expressed his concurrence in what had been said by Sir Alexander Miller. It spoke volumes in favour of the highest officials of the land that they should find time amidst the overwhelming pressure of their work to come here and encourage the students with their valuable advice.

With the permission of the President, Sir Alexander Miller desired to say a few words in reply to the remarks made by some of the previous speakers. He said :—First of all as regards the views, expressed by my friend (Mr. A. L. Bose) on my left, I regret that my own education has been so far neglected that I could not follow his evidently amusing speech, but I must confess I do not understand Bengali. But in the few remarks which he was so kind enough to make in my own mother-tongue showed this, at least, that he had entirely misunderstood what I said He seems to have thought that I said that the first requisite of education or rather the foundation before education begins was to be able to read English without being obliged to spell the words. What I said is this that no young man can commence his education until he can read or write his own mother-tongue. As regards the views of my excellent friend the Judge (Mr. Justice Guru Dass Bannerji) I do not think that there is any real difference of opinion between us at all. I was speaking entirely of the value of the language as an educational agent. I said—I hope, I may be allowed to say it again—not that I do not think that the learning of one's own language is one of the principal parts of education—but that looked upon as a means of training the mind, it is not the language but the literature of your mother-tongue, that is, the educational instrument, the languageis as it were but the spoon which convey the food to your mouth, not the food itself Therefore it is that I decry, in an English University the conferring of degrees for examination in the English language and literature, and similarly I object, in the University of Calcutta, to the study of Bengali as a language being a recognised part of the course. I never meant that to imply that reading your own language or works published in our own language is not in itself most useful, and at the same time instructive, or that you are not at full liberty to adopt your Bengali language and literature for Bengal.

But on the contrary, though the language itself is not an educational agent, I am entirely at one with my friend, Mr. Justice Bannerji, that a man will learn more and faster through the medium of his own vernacular if he uses as the means of instruction—not instruction itself—his own mother-tongue rather than a foreign language, and had I expected that this question would be raised, I would have taken some pains to explain myself more accurately before in my lecture. But one thing I should like to say before I sit down. Higher education in this country is, I think, in one particular, conducted on wrong lines : lines which must, in many cases, lead to failure. While I deprecate the making of examination in knowledge of the vernacular a part of the curriculum of the University, I think the medium of examination ought to be the vernacular of the examinee; for instance, I should greatly desire to see the examination in mathematics if not also the examination in English language and literature conducted for Bengali students in Bengali. This, I believe, will give a better test of the progress of education than one in which the student is handicapped by being obliged to express his knowledge in a language with which he is imperfectly acquainted. I do not wish to detain you any longer with any further remarks. I hope I have fully explained myself.

Babu Jadub ChunderBiswas, Proprietor, Empress Nursery and Babu Hem ChunderMitter, President of the Cossipore Practical Institute, are entitled to the grateful thanks of the Committee for the assistance they rendered to the Club.

The "Madras Mail" 20th May 96

Technical Instruction for European Schools in India.

The Committee which sat in Calcutta to consider questions connected with the European schools in the Bengal Presidency made the following observations on the character of education to be imparted :—

It is true that Anglo-Indian parents even of the lower classes, often regard with distaste the notion of their sons doing manual work. The pressure of circumstances is gradually weakening this objection ; and as experience shows that boys of European extraction, born and bred in this country, can be turned into good workmen if their energies are directed into the proper channel from a sufficiently early age, it is reasonable to expect that if encouragement is given to European schools to open industrial classes, the manual training that they offer will be of solid value in after years to the scholars who attend them.

The Committee, therefore, recommended that special grants should be given for the encouragement of training in such subjects as promote physical strength and manual aptitude, provided they have also educational value ; in other words, that they admit of a graduated series of exercises and are calculated to develop moral qualities, such as industry and patience, in the scholar. After noticing that drill and gymnastics, practical notions about elementary physics or (for girls) household duties possess special importance in the education of those who have to live by their hands chiefly, the Committee observe:—

Following these in our recommendations come other subjects, having a closer and more direct connection with technical instruction as the term is commonly understood. Short-hand and type-writing, it is true, are not of this class but they have an immediate commercial value, while at the same time they can be sufficiently taught in schools ; and accordingly they have been included in our list. Modelling in clay, again, may be regarded, like drawing, as a part of general education, since its first object is to develope the faculties of accurate perception and imitation ; but at the same time a knowledge of the art will be of direct service to a future pattern-maker in a workshop. As to carpentry and blacksmith's work, our object in including them among the subjects of instruction may be best explained by the following words, with which the last-quoted recommendation concludes :—"That, in recommending the foregoing grants, the Committee have in view the educational value of instruction of the kind specified, both in cultivating the faculty of observation and in promoting aptitude for industrial occupations ; but they are of opinion that it is neither possible nor desirable to introduce into schools the teaching of special trades as means of livelihood."

The training that we contemplate, in the carpenter's and blacksmith's shops which we hope to see attached to large boarding schools, is not intended to fit boys to earn a living in those callings (which we consider to be quite out of the question), but rather to enable them to acquire rudimentary skill in the use of tools which may afterwards avail them when they enter a workshop. Like the Slöjd system it is to be used as 'a means of developing physical powers and of forming character and habit, rather than of attaining utilitarian ends.' In advocating technical instruction, we employ the term as meaning nothing more than such a training as will give a boy a favourable start in any industrial occupation to which he may afterwards turn his hand. And even though he does not become a mechanic, the training that we recommend will be of permanent service to a boy of this class, not only in the various odd jobs to which he will have to turn his hand in the affairs of his daily life, but also, we consider, in the formation of his character.

A proposal was made at one of our meetings that the curriculum of all such special subjects should, for the purposes of the Code, be clearly defined. The proposal, however, met with little support. While we cordially agree in the principle that lay at the bottom of the proposal, namely, that any form of manual work permitted by the Schedule should have a definite character and aim, and should give no encouragement to desultory labour, we consider it desirable that the greatest possible freedom should be conceded in this matter to school-managers, so that the alternative courses may be framed in conformity with the special aims and requirements of different schools, or the special aptitude of teachers in different lines of practical work. We think it will answer every purpose if the courses are approved by the Inspector as being progressive towards a definite object, and suitable in scope, design, and amount of work. We have, therefore, not attempted to define the curriculum of these special subjects.* It will be seen that we contemplate the inclusion, at the discretion of the Local Governments, of other subjects in addition to those named in the Resolution and in the corresponding article (33, *c*) of the Code, as qualifying for special grants. "Telegraphy" is one such subject that came under discussion ; "the maintenance of bands in large schools" is another, and the aptitude for a musical training which Europeans and Eurasians often display seems to show that many of them might earn, if properly trained, a respectable livelihood as musicians."

Encl. 41 BOP. 95
Letter No. 1352
11-2-98.

(1)

Note for the Secy.

Please see H.E's remarks I am in doubt as to what H:E means by saying that the Committee should be invited to give its opinion before the G.O issues, & by the subsequent remark H.E has also initialled the proposal of the Secy in para 14 of the note for orders. If a G.O is issued stating that Govt is inclined to approve generally of (with present modifications) the D.P.I's proposals, but asking for a detailed scheme to be submitted by the D.P.I in consultation with the Committee before final orders are passed, we shall have the opinion of the present Committee. It seems hardly necessary to make a reference to the Committee. first on the proposals of the D.P.I & then issue a G.O calling for a detailed scheme.

P.T.O.

1808
Edn. Dept.
Collns. No. 1
No. 217
O. No.

for a detailed scheme, the file may go u.o to the Secy Railway Branch P.W.D with reference to H.M's remarks on p 13 of the o/c note for order.

If the papers are sent to the D.P.I for a detailed scheme, I think that the revised rules of the L.A (& bulked file) may also be returned to him for the necessary alterations. It will be convenient to have final orders on these files at once.

ARe
3/9/98

4988

H.M.

H.E. The Governor.

From having been on the Lawrence Asylum Committee and from a recent conversation with the Principal, it is within my knowledge that of late years, owing to the Short Service System, the number of soldiers' children in the Asylum, & hence the number of children of pure European parentage (see L.A. Almanac p. 1218) have greatly diminished.

2. There is also a tendency of late years among Commanding Officers, to be more particular in rejecting would-be recruits for a slight taint of colour.

3. From this it results that fewer Asylum lads than before enter the Army. Hence the knowledge of Bootmaking & Tailoring, which was very useful for boys entering the Army, is now useless in that all.

But for bright lads of

It is not clear whether the present Committee of the Asylum has considered and adopted the proposed changes. I suppose that Committee should be invited to give its opinion before the G.O. issues? If sent to the Committee the Govt should state its approval or the + Therefor the proposed reduction in the number of boys is the less open to objection.

AA.

+ by proposals by sending the G.O. in draft, or by some other like procedure.

A.94

1.9.98

respect. In Civil life too it is
next to useless, owing to the
difficulty of competing with
native Bootmakers & Tailors
with pensioned Soldiers of that
trade (e.g. Mr Irvine in Ootac.).
Being thus almost useless, it
is harmful as its acquisition
takes time which might be
better spent in other directions.

4. What those directions should
be is indicated by a consideration
of the requirements of an Asylum
boy when thrown upon the
Indian world. He is so lamen-
tably deficient in general edu-
cation that he is at a disad-
vantage compared with Euro-
pean & Eurasian lads who have
been brought up elsewhere than
in the Asylum. They must
therefore be a higher standard
of Education in the Asylum -
at present most of the boys
do not even reach the Lower
Sec^d - Yet this should clearly
be the maximum standard
minimum standard for
all.

5. But for bright lads of
standard

NA
A.S.H

See my note further on
about employment in the
railways.
NA.

They should be brought on to the Upper Sec^n., if they are to do anything with their brains. The average or dull boy, however, who cannot progress beyond the Lower Sec^n., shd be retained in the Industrial Branch. There will therefore be a bi-furcation of study, to suit each of the two classes of boys & enable them best to make their way in the world. But the Industrial Branch shd include Boot making & Tailoring. Carpentry may be retained, as it has an educative influence on hand, eye & mind; the other subjects are Freehand Drawing, Band Music & Telegraphy, while there may be a system of apprenticeship in the College of Engineering, the School of Arts, or the L.A. Printing Press.

I quite agree
AKA 8.9.11.

6. The changes advocated would result in a financial loss to the Institution because at present the clothes & the boots worn by the inmates are home-made. But this can be met by reducing the number of boys from 300 to 200.

7. Such is a general sketch of the changes advocated, & it is submitted that they are wise. Details are treated in the accompanying note by the Ass^{t}. Sec^{y}., & in the marginal notes.

H.T.
17.8.98.

AK
27.8.98
A.94
P.995

c 19/8/98
R 29/8/98 F a 30/8
a 3/9

[G. 25]

300—27-4-98.

3

1.

Educational DEPARTMENT.

C. No. 212 of 98.

Ass't Secr. A very useful note, but not what is wanted. Please do it. H.T. 8/9

Pasted at 18/9/98

~~HIS EXCELLENCY THE GOVERNOR~~

~~THE HON'BLE SIR HENRY BLISS, K.C.I.E.~~

~~THE HON'BLE MR. GROSE, C.I.E.~~ Arundel

SUBJECT. The working of the female branch of the Lawrence Asylum.

FOR ORDERS.

Flag A

Flag B.

Read with G.O. No. 684 d. 6th Nov. 1896

With the current, the D.P.I., submits correspondence containing proposals as to the future working of the female branch of the Lawrence Asylum with reference to para 3 of G.O. No. 867, Educl., dated 8th Nov. 1895. The proposals seem to have been first formulated in Mr. Chatterton, Professor of the College of Engineering, dated 4th June 1895[x] on his inspection of the industrial and art classes in the asylum.

2. Under the present rules of the Asylum, boys are taught up to the standard of the Lower Secondary Examination and there is no minimum standard, so that most of the boys do not reach the Lower Secondary standard before leaving the asylum.

On the industrial side instruction is given in carpentry, tailoring, and boot and shoe-making, while the art work is confined to instruction in freehand drawing. B and Music and telegraphy also

Flag. C

also taught. According to rule 47 of the rules of the asylum every boy, unless specially exempted by the Committee, must be taught an industry on passing the 3rd standard of education." On entering the 4th class, perhaps at the age of 10 ~~is~~ a boy is put to some industry and spends three hours in learning a trade and three more in intellectual work daily. Assuming that he obtains regular annual promotion, he would in four years reach the 7th ~~class~~ standard, having spent half that time in learning only the three Rs., and the other half in acquiring a partial knowledge of some trade. Geography and Indian History, (which form part of the compulsory subjects), ~~and~~ English history and another optional subject, are not taught till the pupils enter the 7th class, and he has in a years' time to acquire a sufficient knowledge of these four subjects to enable him to pass the Lower Secondary examination, (which is the present maximum standard of the asylum) It is also pointed out by the Principal of the asylum that, even in ordinary day schools, instruction in these subjects is spread over a period of four years. At present, then, a boy after passing through the 4th 5th 6th and 7th classes has at the age of 14 received less than a half education or training as intellectual or industrial work during

2. Memorandum by the Principal of the Asylum. Flag B

during four years. When he reaches the class that has to prepare him for the Lower Secondary examination he will probably require fully two years more to qualify for that examination. He then has reached the age limit, - viz. 16 years, - and has to leave the asylum whether he passes or not.

3. The course of instruction may be compared with those of the Lawrence Asylums at Mount Abu and Sanawar, and the Madras Industrial School and the Reformatory School at Chingleput. At Abu the course of instruction is purely literary, except that some six or eight of the older boys are encouraged to spend their time in the workshop, where they can do carpentry and woodwork. There is a literary examination up to the 7th standard as laid down for army schools, but no industrial examination as in the Lawrence Asylum, Ooty. When a boy is thirteen years old, he may attend the workshop if he has a taste that way and so acquire the habit of handling carpenter's tools.

Flag. D

At Sanawar literary and industrial instruction are combined. The industries taught are band music, carpentry, printing, shoe-making, cooking and telegraphy, the largest amount of time being devoted to the band and telegraphy. Only in telegraphy is there a standard examination, and after passing two examinations boys are appointed to the telegraph dept. as signallers. The Principal reports that

Flag. E

that there always has been and still is a great demand for band boys, while about six boys join the telegraph dept. annually and more enlist to become military signallers. One boy who is learnt printing at Sanawar, reported to be doing well as a printer now at Simla. It appears that the band and telegraph classes produce the best results at Sanawar and are of the greatest practical use to those boys who enlist in regimental bands and who join the telegraph dept. or enlist to become military signallers. In the case of the other industries, the Principal says that it prepares boys to be "handy"* rather than to give them a trade, whereas ~~unnecessarily~~, and that in India boys cannot hope to maintain themselves by carpentry etc. when native labour is so cheap.

*This is also the aim of the industrial instruction at Mt. Abu.

Flag. F

At the Madras Industrial School literary and industrial instruction are combined as in the Asylum at Sanawar, four hours being given to each daily. The literary standard is up to the fifth, and the manager reports that if they had enough money and time they would aim at the highest possible standard as of paramount importance. The Industrial standard is up to standard D and afterwards to the Advanced Technical. The industries taught are carpentry (including including cabinet making), Blacksmith's work, (including fitting), and boot and shoe-making

shoe-making, blacksmiths' work and carpentry being considered the most important. Boys join the industrial classes as soon as they enter the school. The manager reports that the effect of the industrial training on the boys to teach them to put their hands to all sorts of work, a good literary education being considered most essential.

Flag. G

In the Reformatory School, Chingleput literary and industrial work are combined, 4½ hours being given daily to the former and 5 to the latter. The literary standard aimed at is the Primary examination, while the Elmentary is the standard Technical Examination, in industries and Drawing, but pupils generally leave school after standard D. The industries taught are carpentry, (including sawing and turning for select boys), blacksmiths' work, (including tinning-hallowing for select boys), weaving on the European and native handlooms, tape making and tailoring. Pupils are generally put to industries at the age of 12, after passing the second standard examination. The Superintendent reports that as the boys in the school must be discharged at 18, and that they cannot be kept for the full period required to teach them a trade thoroughly, as this takes from 6 to 7 years. He quotes, with approval, the opinion of Mr. Lewis, the Deputy Superintendent of the school, that no industrial schools for Europeans and Eurasians in Madras have as yet been

properly equipped and worked to give the pupils the training which will be of practical use to them. He thinks that Europeans and Eurasians should be so trained as not to look upon a native workman as a competitor, but as an agency to benefit by.

Exactly. To act upon this requires a superior education. H.T.

4. The conclusion which, it seems, may be generally drawn from this comparison is that a literary education in these institutions is considered of primary importance, and that the industrial teaching should be subordinated to it. The aim of the instruction given in industrial subjects appears to be not so much to teach the pupils a trade,—to do this thoroughly in the time the boys are at school being recognised as practically impossible,—but to make them accustomed to handle tools, so that they may easily pick up a trade when they leave school.

5. But in the Lawrence Asylum, as pointed out by the D.P.I., an attempt is made to carry on literary and industrial instruction side by side,—an arrangement by which the literary education of the boys suffers while the industrial training has been found to be a mere waste of time. Mr. Chatterton in para 7 of his report, (referred to in para 1 of this note), stated that the policy recently adopted of putting the majority of the boys to trades had produced satisfactory results so far as the asylum is concerned, but that it was more than doubtful if the training the boys receive in these trades is likely to be of much advantage to them either from an educational point of view or in respect to their future careers. The latter point is clearly brought out by the facts contained in the register in which the subsequent history of the boys is recorded. The 1st statement A contains particulars of 69 pupils from the date of their admission into the asylum up to the date of leaving it, and shows how they are at present employed. It refers chiefly to the older pupils of the asylum, the great majority of whom are in the telegraph department. These must have been assisted by the telegraphy learnt at the asylum, but the purely industrial work can have been of use to very few. For as pointed out by Mr. Chatterton, there is only one case of a boy following the trade taught to him at the Asylum and he is now a cutter in a firm of tailors.

i.e. because of the home made boots & clothing. H.T.

Statement B is a record of pupils who have left the Asylum during the last five years, since systematic trade teaching was introduced. Of the 56 pupils on this list, only 8 would seem to have benefited at all by the industry learnt in the Asylum. Of these 8, four have enlisted as band boys, is employed on the Railway works, is in receipt of Rs. 5 a month as shoemaker and two are in the Govt. Telegraph Department.

Statement

Statement C gives a list of pupils still in the Asylum who are now altogether withdrawn from trades to be prepared for the Telegraph Dept.

3. The conclusion arrived at by Mr. Chatterton is that the industrial classes of the Asylum have completely failed to provide the boys with a handicraft which they can pursue in after life and by which they can obtain a respectable livelihood and that it is necessary to raise the literary standard. In this conclusion the then Inspector of schools Mr. Logan, who had also pointed out this fact in his inspection report, and the Principal Mr. Atkinson concurs. Mr. Chatterton ascribes this failure of the industrial training to two causes:-

(1) the training obtained at the Asylum is so incomplete and of such little practical value, that it exercises little or no influence as a determining factor in what a boy's subsequent career will be, and

(2) the wages of artizans in this country are fixed by the rates paid for native labour which are quite insufficient to support country-born Europeans or Eurasians. It may be noted that for systematic trade teaching the indsutrial classes in the Asylum were started by the Directors about six years ago at the instance of Mr. H.B. Grigg, late D.P.I., who had organised them at the Reformatory School, Chingleput where they

for natives

they proved successful. It is not clear however, whether he meant the industrial training to enable the boys to get a livelihood or merely as a useful adjunct to this general education (vide appendix by Mr. Holder, Supt. School of Arts where the matter is clearly set forth).

Flag K

7. The proposals of Mr. Chatterton, and those made at the meeting which was convened by the D.P.I. on the 15th June 1895 to consider the advisability of the continuance or otherwise of the industrial classes of the Asylum are given in paras. 2 & 3 of the current.

The resolution of the Asylum Committee on these proposals are contained in para. 4 of the current.

1.8. The first of the proposals of the Committee, (referred to in the previous para.), is supported by the D.P.I who would make the Lower Secondary standard the minimum standard of literary education in the Asylum. It will be observed that Mr. Chatterton, in the first of his suggestions, thought that the standard of the asylum should be the Upper Secondary grade, and it was so resolved at the meeting of the 15th June 1895 (Resolution No. 111.)

Mr. Chatterton also thinks that until they are 13 years of age the boys should go on in their general education, and that if at that age, they have reached the 6th or the 7th standard they should be allowed to continue their studies up to the matriculation examination, their whole time being devoted to it. This view is inclined to by four* of the members of the asylum Committee who have recorded their opinions on the subject.

It is pointed out however by the D.P.I. that as a rule very few boys would reach the 6th or 7th standard at the age of 13, and that many would not be able to pass beyond the upper primary stage at that age. The D.P.I. considers that on passing the Lower Secondary examination "such boys of good and approved character as are bright and possess literary tastes should be carried on to the upper secondary course, the standard of the

and if not they should be transferred to the industrial section,

* The D.P.I says three, but V. Schmidt seems also to agree with Mr. Chatterton.
Flag. I.

asylum being raised to the upper secondary grade and the staff being organised to impart literary instruction up to the standard of the Upper Secondary examination, the age limit in the case of these boys only being raised from 15 to 18". In para 7 of the current the D.P.I. gives reasons for preferring the Upper Secondary examination to the Matriculation in the case of those boys who have literary inclinations.

9. It is submitted that if the literary standard of the asylum is raised, it is inadvisable to make it too high to start with. It has been pointed out that the majority of the boys, being soldier's children, are intellectually of a low class. It, therefore, seems unreasonable to expect too much of them. The Lower Secondary examination will, it is submitted, be quite a high enough minimum standard. In after years it may be found possible to raise the minimum standard to the Upper Secondary Examination. In para 7 of the current the D.P.I. has given good reasons for preferring the Upper Secondary examination to the Matriculation in the case of those boys who are to continue their studies up to the age of 18, and his views may be accepted.

10. With regard to the industrial side, it is proposed, (para 6 of current) to retain freehand drawing, and music, telegraphy, and carpentry - the latter purely for educational purposes and as a means of manual training -, while boot and shoe

and shoe-making and tailoring are to be dropped.

The industries, which it is proposed to retain, will be open to boys who have passed the Lower Secondary Examination up to the present age limit of 15.

The proposals of the D.P.I. are generally approved by Mr. Logan, the late Inspector of the circle, and by Mr. Atkinson, the Principal, and may be accepted.

11. The financial aspect of the new proposals is considered in para 8 of the current. The D.P.I. estimates the additional expenditure necessitated by the new scheme at £. 6000 per annum, (apart from initial outlay), and considers that the only way to meet this, unless the Govt. grant to the institution is increased, will be by reducing the maximum number of boys from 330 to 300.

The D.P.I. stated in the concluding para of the current that he was forwarding a copy of his letter to the Committee of the asylum for any remarks it might have to offer. The Committee has up to date offered no further remarks and has apparently not considered the financial aspect of the new proposals as fully as the rest of the scheme.

It is submitted that if the proposals set forth above are approved it will be necessary to call on the Committee to submit a detailed statement showing the financial effect of the new scheme.

P. T. O.

ab 16/8/98.

11. There are one or two points not touched upon in this note. In para. 6. the Director discusses the question of apprenticeships. Those to the Coll. of Engineering, the School of Arts & the L.A. Press may be favourably considered; but those to the future Contractors of clothes & boots should I suppose be put aside. These contractors may be natives; or firms out of this Presy; at any rate they stand on quite a different footing from the three public or quasi-public institutions just mentioned.

NA 8.9.98.

It would not do at all.
NA
8.9.98

12. The Principal also desires to make provision for preparing boys for the Civ. & Mil.y Engg entrance Exams, & for Exams for Rly Inspectors Assistants. The Director considers that this, if possible, may be tried". The matter is put at present too vaguely & generally to meet with approval.

The Railways ought to provide a large field of Employmt. suitable for L.A. Boys. Further enquiries should be made on this subject. The Grey Railway Branch will no doubt be good enough to say of whom enquiry should be made – i.s. ? of the Agents of the two Railways. NA It should be ascertained for what sort of educational attainments are required say for clerks, guards, st. Linemasters, in the traffic dept &c. NA

13. For European candidates at the Upper Secondary, the Director proposes to substitute a third for the Second Language optional subject. e.g. Shorthand,

Commercial Correspondence & Typewriting, ~~for the Second Language~~. This seems a good idea.

Yes. NA. 8.9.98.

14. Subject to the remarks made in paras. 11 & 12, it is submitted that the Directors proposals may be generally approved, & that he may be asked to ~~send~~ forward, in, after consultation with the Comm.rs a detailed scheme showing its financial effect & the alterations necessitated in the rules.

NA. 27.8.98. 8.9.98 1.9.98

H.T.
17.8.98.

The future working of the
ale Branch of the Lawrence Asylum

the
Educational Depar Letter

C. No. 212 of 1898. d 11th Feb
from the D.P.I.

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ORDER
P.S. No 578 d 19 Sept 98

On a careful consideration of the letter read above and the correspondence submitted with it, H.E. the Governor in Council is inclined to approve generally of the proposals made by the D.P.I. regarding the future working of the Male Branch of the Lawrence Asylum subject to the following modifications and remarks.

2. In para. 6 of his letter the Director discusses the question of apprenticeships. He considers that those boys, who are hardy and evince a desire for mechanical work, may be sent as apprentices to the workshop of the College of Engineering, to the School of Arts, or to the Lawrence Asylum Press, Madras, arrangements being made for their being fed and clothed in the Civil Orphan Asylum or elsewhere to the satisfaction of the Lawrence Asylum Committee. The Govt. approves of these suggestions, but considers that it would be very inadvisable to accept the proposal of the Principal to apprentice boys to those contractors who will in future supply clothing and shoes to the Asylum. The

Govt.

agrees with the Principal in thinking that it is desirable to make some provision for preparing some of the boys for the Civil and Military Medical Entrance examinations and for the examination of Inspectors' Assistants for the Madras and other Railways, but the suggestion is put forward in too vague and general a way to admit of final orders being passed. The Director will be requested to submit definite proposals on the subject. The Govt. considers that the Railways should provide a wide field of employment suitable to Lawrence Asylum boys, and the Director should make enquiries

in the matter, and should ascertain what sort of educational attainments are required for such posts as clerks, guards and station-masters, on the Railways.

The Govt. views with approval the proposal of the D.P.I. to substitute, in the case of European candidates for the Upper Secondary examination, a third optional subject, e.g., Shorthand, Commercial Correspondence or Type Writing, for the second language.

3. Before, however, final orders are passed on any of the proposals contained in the Director's letter, it is necessary that the financial aspect of the case should be very carefully considered. The Director will, therefore, be requested to submit, after consultation with the Committee, a detailed scheme showing the financial effect of the proposals and the alterations necessitated in the rules.

× Note for the Sec.ty
The draft order may go to the Sec.ty Railway Branch P.W.D. for the request that he will be good enough to state who should be consulted on the joint
a&
2/2/98
Sec.ty R.y B. for favour of
15/2/98

× see Bond.t one linked file
a&

a&
9/2/98.
15/2/98.

To
The D.P.I. despd 30-2-98

Letter July.
Order complete with Letter.

for signature.

ted in print.

DATED

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212 - A

GOVERNMENT

GOVERNMENT.

WITH DITTO.

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