

**BUREAU OF EDUCATION,
INDIA.**

OCCASIONAL REPORTS

No. 7

**METHODS OF SCHOOL INSPECTION
IN ENGLAND**

H. G. WYATT,
*Inspector of Schools,
Rawalpindi Division.*

Occasional Reports

No. 7

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PREFACE.

THE publication in India of a work dealing with school inspection in England may appear to call for some apology. As the author states, the English elementary school is a very different thing from the village primary school in India. But if the writer has succeeded in drawing a faithful picture of a certain field of educational activity, he has accomplished his object, whether or no the lessons inculcated have direct bearing on Indian problems. Further, there is much in the present volume which will be of practical value in India. If the system in India is still far from having reached the complexity involved in European organisations, it has nevertheless begun to present problems, such as those of correlation and the functions of special inspectors, whose handling in England is here described. The history of inspection (and, one may add, of school instruction) has passed through similar phases in England and in India. India too has witnessed a revulsion from 'grind' and from examination; inspection has ceased exclusively to regard the pupil and the results of instruction and has tended to focus rather on the class and the teacher's methods. Some think that the pendulum has swung round too far and may learn from Mr. Wyatt's pages how rectification has been attempted in England. Again it may be objected that the lessons of the book can appeal only to a small band of workers—a band too whose efficacy and even the necessity of whose existence is sometimes questioned. Even if this were so, the objection would not be valid. But, as a matter of fact, there is much in these pages to interest the teacher as well as the inspector. The treatment of inspection necessitates some treatment of school organisation; and two of the chapters deal more with the latter than with the former subject.

H. SHARP,

*Educational Commissioner
with the Government of India.*

SIMLA,
1917.

Introductory Note.

The following chapters convey impressions of the work and conduct of school inspection, mainly with reference to elementary schools, gathered in company of a number of English inspecting officers of every grade, and both of the Board of Education and of Local Bodies, during the months April to June, 1916.

Owing to the interruptions and disturbances in inspection caused by the war, I was unable to see formal inspection either of secondary schools or of training institutions; but I had the advantage of conversation and discussion with officers engaged upon inspection in educational institutions of every kind, as well as with headmasters of important schools, medical inspecting officers, and others. Amongst the many who went out of their way to help me, I am particularly indebted to Mr. F. T. Howard, Mr. H. Ward, and Mr. G. H. Grindrod, Divisional Inspectors in London, the North-West, and South-West, of England, respectively, Mr. T. W. Twentyman, for the use of books and rooms in the Board of Education offices, and to Mr. C. H. B. Dale, C.B., Chief Inspector of Elementary Schools, for so kindly making provision for my tours.

For the benefit of Indian readers I should explain that the English Elementary school is a very different thing from the village primary school in India. Though its pupils leave at 12 or 13 years of age (and sometimes earlier) its curriculum is far more ambitious than that of an Indian primary school, and it is staffed by teachers often of a level of education equivalent to that of headmasters or senior assistants in modern Indian High schools. Possibly the nearest approximation in the level of attainment aimed at is afforded by schools intermediate between the primary and high school in India, namely, the middle school of the Punjab. But no exact parallel exists. Certainly in its relation to the work of inspection, in the qualities it demands in an inspector, and in the appropriate procedure, the Indian High school has more resemblance to the English elementary, and to the local English secondary, school than the Indian primary school has to either.

H. W.