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VOLUME 12.

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EDUCATIONAL SYSTEMS OF THE CHIEF CROWN COLONIES  
AND POSSESSIONS OF THE BRITISH EMPIRE, INCLUDING  
REPORTS ON THE TRAINING OF NATIVE RACES.

PART I.

WEST INDIES AND CENTRAL AMERICA: ST. HELENA:  
CYPRUS AND GIBRALTAR.

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Presented to both Houses of Parliament by Command of His Majesty

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PREFATORY NOTE TO VOLUMES 12, 13, 14  
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In the letters introductory to Volumes 4 and 5 of this Series of Reports on Educational Subjects, which dealt with the educational systems of the self-governing Colonies of the British Empire, the hope was expressed that at some future date it might be found possible to supplement those volumes by the publication of reports upon the educational systems of certain minor colonies and dependencies of the Empire. With the issue of the three volumes now published simultaneously this hope has been realised in a larger measure than was at first contemplated. The number of colonies reporting is greater than originally suggested, and the official reports which set forth the action taken by Government in relation to education have been supplemented by a collection of papers dealing with the efforts of missionary bodies to provide educational facilities for the native races among whom they are working.

Through the co-operation of the Colonial Office a circular letter requesting official information and suggesting certain heads of enquiry was addressed to the authorities of the following twenty-five colonies and dependencies:—Bahamas, Barbados, Leeward Islands, Windward Islands, Trinidad and Tobago, British Honduras, Bermuda, St. Helena, Cyprus, Gibraltar, Gambia, Gold Coast Colony, Lagos, Sierra Leone, Southern Nigeria, Basutoland, Orange River Colony, Transvaal Colony, Mauritius, Seychelles, Federated Malay States, Straits Settlements, Hong Kong, Fiji, and the Falkland Islands. Replies have been received from twenty-one of these colonies.

Application was also made to the British South Africa Company and to the British North Borneo Company for information concerning Southern Rhodesia and British North Borneo and Labuan respectively. The British South Africa Company requested their former Inspector, Mr. H. E. D. Hammond, to prepare the report, which is published in Volume 13. The Chairman of the British North Borneo Company forwarded to the Board of Education a letter from the Governor stating that the only schools in the Colony were those maintained by the Mission of the Roman Catholic Church\* and of the Society for the Propagation of the Gospel in Foreign Parts and assisted by small Government Grants. The Board desire to acknowledge

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\* Some information about the work of the Roman Catholic Mission in Borneo will be found in the paper on Industrial Education in Catholic Missions which appears in Volume 14.

with gratitude their indebtedness to the officials of these two Chartered Companies for the supply of this desired information.

In order to give greater completeness to this record of the experience gained through the action of the State in relation to the education of native races, a request was addressed to the Foreign Office asking that the Board might be favoured with information as to the educational conditions prevailing in the following Protectorates, which were under the administration of that office, viz., East Africa Protectorate, Central Africa Protectorate, and Uganda. Replies regarding the East Africa Protectorate and Uganda are published in Volume 13. H.M. Commissioner and Consul General for British Central Africa replied that the time had not yet arrived for the establishment of any general system of native education in the Protectorate, and added that such education as was carried on was mostly in the hands of the various missions.

Before communicating with the Foreign Office the Board had realised the important part played by mission bodies of various denominations and nationalities in the education of the native race within the Empire, and had already approached many of the societies engaged in the prosecution of this work with a request for some statement as to the results of their experience. While the Board regret that from a variety of causes many promises of help from individuals and societies whose co-operation would have greatly added to the fulness and value of the present record have remained unfulfilled, they feel satisfaction in being able to publish the interesting series of papers which are included in these volumes, and they take this opportunity of offering their thanks to those persons who have assisted them. It will be noticed that four of the papers contain information about educational work undertaken by missions in India. It will, of course, be realised by all readers that these reports do not present an exhaustive account of the provision made in that great dependency for the education and training of natives for industrial and agricultural pursuits. Each of the provinces and chief native states of India has its own organised system of public education, which provides not only places of general education, but also many technical institutions admirably adapted to satisfy the needs of an industrial population. Further information as to these will be found in the Fourth Quinquennial Review (Progress of Education in India, 1897-1898-1901-1902, 2 volumes, Cd. 2181, 2182) issued by the India Office in 1904, and in the annual reports on education issued by the various provinces.

In conclusion, the Board desire to express their cordial thanks to the officials of the colonies, who have so kindly undertaken the preparation of the reports now published.

Office of Special Enquiries and Reports,

January 1905.

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*As one of certain Reports Supplementary Notes have been added, and  
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THE  
SYSTEM OF EDUCATION  
IN  
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## THE SYSTEM OF EDUCATION IN THE BAHAMAS.\*

## I. INTRODUCTION.

The Bahamas are the most northerly of the British West Indian Colonies, and comprise about twenty inhabited islands, having a total area of 4,468 square miles, or about half that of Wales.

It was at San Salvador, one of the islands of this group, that Columbus first landed in the New World. Some few years later all the Carib inhabitants of these islands were transported to Cuba to work in the Spanish mines. For a considerable time the islands remained deserted. In the seventeenth century desultory attempts were made at settlement. Charles II. granted them to a proprietary body in 1670, but no system of regular government appears to have been introduced by them. In 1680 Lord Albemarle established a settlement, which was very soon afterwards destroyed by the Spaniards. None of the colonising powers of the old world made their occupation really effective, and these islands became the home of pirates. Order was finally introduced by the English, and the possession of these islands was confirmed to this nation by the Treaty of Versailles in 1783.

## II. GOVERNMENT OR BOARD SCHOOLS.

Very little can be learned from materials now available of the state of education in these islands prior to 1847. There was, however, some sort of public elementary school system under the control of the Governor and a Board of Education consisting of five members appointed by him. A secretary was employed, who, in addition to his other duties, was supposed to visit the five schools in New Providence once a month, and those on the Outislands, apparently varying between fifteen and twenty, once a year. As he received but £50 a year he was probably not held to very strict account for the payment of these visits, especially those to the Outislands.

Professional qualifications do not appear to have been required from either the secretary or the teachers. No reports can be found; but from indirect data it is inferred that the total of the names on the rolls varied between 1,200 and 1,500, and that the average attendance was between half and three-fifths of those numbers.

\* Annual Reports of the Board of Education of the Bahamas and a copy of the Byelaws made under the Education Act, 1886, revised and amended, 1897, can be seen at the Board of Education Library, 1 St. Stephen's House, Cannon Row, Whitehall, London, S.W.

The Government grant was £1,300 a year; and each child was supposed to pay 2d. per week either in cash or kind.

Appointment  
of "Normal  
School-  
master"  
under Act  
of 1847.

In 1847 an Act was passed which, *inter alia*, provided for obtaining from the British and Foreign School Society's Institution at Borough Road, London, a "Normal Schoolmaster" at a salary of £200 a year. He arrived towards the end of the year, had his headquarters at the Boys' Central School in Nassau, which served as a training school for teachers, took over from the secretary the supervision of the other schools, and was expected to be a sort of travelling Headmaster and Inspector of Schools combined. The schools were, however, too many, and the distances too great for much to be done in the former capacity except in New Providence; and although the name "Normal Schoolmaster" was retained for some seventeen years, the duties performed seem to have been almost entirely those of Inspector of Schools.

Public school  
system  
unsectarian.

Under this officer the public school system was assimilated, as nearly as the conditions rendered practicable and advisable, to that of the British and Foreign School Society, which model has been kept in view more or less in all subsequent changes. One of its principles has been most strictly adhered to—the schools have from first to last been thoroughly unsectarian both in management and teaching.

Statistics,  
1848-1864.

During the years 1848-1864 inclusive the number of schools varied from sixteen to twenty-seven; the number of names on the rolls from 1,226 to 2,179; the average attendance (by inference) from 750 to 1,300; the annual Government expenditure on the schools from £1,250 to £1,840, and the fees collected from £42 to £94. The figures for the last year of the period were: schools, 23; names on the rolls, 1,623; average attendance, 974; Government grants, £1,840; fees collected not ascertainable. This was in the time of the American Civil War, when the great use made of the port of Nassau by the vessels engaged in running the blockade of the Confederate ports made labour for young people as well as adults abundant and highly paid, while the necessaries of life were inordinately dear; so that all who could work were either allured or impelled thereto, and most of the teachers could find more remunerative employment.

No record of the efficiency of the teaching during the above period can be found. But it appears to have been good in two of the five or six schools in New Providence, and in one of the Outisland schools where there was an English master, pretty fair in some half-a-dozen others, and poor or very bad in the rest.

Education  
Act of 1864.

In 1864 a new Education Act was passed. It required that only members of the Legislature should be appointed on the Board of Education. As the "Normal Schoolmaster" had obtained an appointment in another department of the service of the Colony, that name was discontinued, and the Governor was authorised to appoint as "Secretary to the Board of Education and Ex-officio Inspector of Schools" some suitable person who should be obtained

from the Institution of the British and Foreign School Society at Borough Road. The Act further provided that as vacancies occurred English teachers should be obtained for the Boys' Central School, and for two of the most important of the Outisland schools.

The new Secretary and Inspector arrived about the middle of 1865, the office work having been done in the meantime (about a year) by an Acting Secretary, and the work of inspection left undone. He appears to have been able and energetic, found much that needed amendment, and attempted extensive and speedy reformation. Circumstances, however, constituted a dead weight which could only be moved slowly and laboriously; and after two years of hard work, which was really attended by considerable success, though less than he desired and expected, the Secretary broke down both in body and mind, went to America for treatment, and soon died.

For about another year there was no inspection of schools, only the office work being attended to; and when the next Secretary and Inspector arrived from England about the middle of 1868, he found almost as much to complain of as his predecessor had done.

At the commencement of 1867 an English master took charge of the more important of the two Outisland schools mentioned in the Act of 1864, where he remained for thirteen years. The Inspector's reports and the number of teachers now in the service as the direct or indirect results show that his work must have been very successful.

In September, 1869, an English master arrived for the Boys' Central School, where he did excellent work till a physical ailment impaired his ability.

In October of the same year another English master took charge of the other Outisland school for which provision had been made by the Act of 1864. He seems to have worked well, but remained only a short time; and his successor, also an English master, seems neither to have been satisfied nor to have given satisfaction, and very soon left.

These two failures to obtain adequate results for the extra trouble and expense involved in the importation of teachers, seem to have discouraged the Board from any further attempt in the same direction for many years.

During the years 1865-1874 the number of schools varied from 30 to 39; the names on the rolls from 2,045 to 3,051; the average attendance from 1,004 to 2,156; the grants from £2,400 to £4,698; and the fees collected from £68 to £261. It was not a period of steady progress, but of fluctuations, and in some respects of very considerable retrogression as the net result; for the income of the Colony having decreased the expenditure had to be diminished in various directions, including that for education; hence the figures for 1872, the last year of the period for which definite information can be found, were: schools, 32; names on the rolls, 2,744; average attendance, 1,524; grants, including Secretary's salary,

First Secretary to the Board of Education and Inspector of Schools, 1865.

Appointment of English Teachers.

Statistics, 1865-1874.



£2,400; fees collected, £68; and it seems certain that no improvement in these respects was made in 1873 or 1874. On the other hand the average quality of the teaching appears to have improved very considerably during the above period.

Education  
Act of 1875.

The Education Act having expired another was passed in 1875, the most important new feature in which was the addition of £300 per annum to the grant. But the Colony having again fallen into financial difficulties this extra grant was suspended the next year, and the suspension was not taken off till 1879.

Compulsory  
Clauses  
added to the  
Education  
Act in 1878.

In 1878 the first Compulsory Clauses were added to the Education Act. They were much the same as those which form part of the Act now in force; but for about eight years they were only applied in New Providence, and for some time did not work satisfactorily there. In November of the same year the Secretary and Inspector, who had held the office for about ten years with much ability, but under great disadvantages, left the Colony on leave of absence, obtained an appointment elsewhere, and did not return. From then till September of the following year there were no inspections, and no report for 1879 can be found.

The master of the Boys' Central School was then appointed Secretary and Inspector, and the English master of the principal Outisland school was transferred to the Boys' Central.

Appointment  
Constable  
to report ab-  
sentees, 1881.

In 1881 a special Constable was first employed by the Board to look after absentees in New Providence, and to report school cases. But the work was not satisfactorily performed, the officer being more addicted to talking than walking; and of three others who have since been employed, one was much too easily imposed upon and deceived to be efficient; but the remaining two have done the work very satisfactorily.

In May, 1882, the Secretary and Inspector, who had held the office for less than three years, resigned to take an appointment elsewhere; and in September of the same year the master of the Boys' Central School became Secretary and Inspector.

Statistics,  
1882.

The statistics for 1882 showed:—Schools, 30; names on the rolls, 2,970; average attendance, 1,700; grants, including salaries of Secretary and Constable, £2,750; fees collected, about £110.

Proposition  
abolish  
School Fees.

The report for 1884 showed that the payment of fees (they had for some years formed part of the teachers' incomes) was very irregular and unsatisfactory. Out of about £750, the amount calculated on the average attendance, only a little over £160 had been collected, the loss falling most heavily on those teachers who cared most for keeping up the attendances. It was therefore recommended that unless the Board was prepared to direct that arrears of fees should be sued for regularly at short intervals they should be abolished, the teachers compensated, and the Compulsory Clauses of the Education Act applied in all school districts. The first recommendation was given effect to by the Legislature in the Act of 1886, and the latter by the Board shortly after.

In 1886 the Education Act was passed, which, with numerous additions and amendments, is still in force. For a copy of this Act in its present form and of the Code of Bye-laws founded thereon, see Appendices A and D.

Act 'ergarten  
Beginnang of  
present  
system.

In 1891 an attempt was made to secure better instruction and training for teachers than was practicable at the Boys' Central School. An assistant teacher from one of the Training Colleges in England arrived in December, and was requested to draw up a plan for the organisation and course of instruction to be adopted in a small Training Institute. Work began in the following April, and ceased at the end of July, 1894. A special pecuniary arrangement was made with the teacher, in virtue of which his engagement was terminated and he returned to England. The reason given in the Board's Report for the year was: "It became increasingly evident that results at all commensurate with the expenditure were not being produced."

Scheme for  
training of  
Teachers,  
1891; aban-  
donment,  
1894.

Apart from the above experiment, the importation of English teachers already specified, and of one other who arrived at the end of 1899, and is doing very good work in an Outisland school, the supply of teachers has been provided for by retaining in the schools the most eligible pupils as paid monitors and pupil-teachers till they are from eighteen to twenty-one years of age, and then sending them to the Boys' Central School for one or two years to receive further instruction and training.

Other pro-  
vision for  
training of  
Teachers.

[The following is an extract from the Report of the Inspector of Schools (Annual Report of the Board of Education for the Bahamas, 1900):—"It is however in the direction of *education* as distinguished from teaching, that improvement has been slowest in the past, and seems most difficult to provide for in the future. The more strenuous and successful cultivation of truthfulness, regularity, steadiness of purpose, and self-dependence, and the formation of good ideals, would be of inestimable benefit to the pupils and to the community. But unfortunately the besetting weaknesses of the pupils are also those of a large proportion of the teachers. Drawn from the same class, not separated from it even during their short period of training, and having contact with very few improving influences in the localities where they afterwards have to labour, they naturally show a strong tendency toward the level of their surroundings, and the propensities of their pupils do not readily attract their attention, nor appeal to them strongly for restraint or correction. A gradual elevation of the status, and strengthening of the moral fibre of the teachers is therefore above all else to be kept in view, and accomplished by every available means."]

In New Providence there are two schools for girls and one for boys. All others, both in New Providence and on the Outislands, are mixed schools; and in none of these, excepting one infant school, is a female principal teacher employed, the conditions being too unfavourable.

Majority of  
schools mixed  
schools.

**Schools.** Evening schools have been opened at various times and places, have flourished for a while, and gradually died out from the falling off of attendance.

**Instruction in Agriculture.** The attempts to teach agriculture in the schools have hitherto not been attended with much success. It is, however, in a very unsatisfactory condition throughout the Colony, and greatly needs to be taught and encouraged. But the difficulties are great and peculiar. The best soils are almost invariably so broken through by points and ridges of rock that the more efficient implements of husbandry and horse labour are not available; the rainfall, though sufficient on the average, is rather capricious and undependable; and steady hard work for distant and uncertain returns is not in accordance with the disposition and habits of the people. Ordinarily, when a field is to be made, the bush is cut down, burnt when dry, the débris more or less cleared off, and the plants or seeds inserted among the stumps, roots and rocks, with a pointed stick; when the natural strength of the soil is exhausted another field is made in the same way. The fact that very valuable crops of pineapples have been and still are thus raised, makes the people still less inclined to spend much greater and more continuous labour for much smaller returns. The area of land fit for pineapples is, however, comparatively small; but much that was naturally not well suited, or had been worn out, is now made to bear good crops by the use of fertilizers. This may help to obtain more favourable consideration for better methods and greater industry as applied to the production of other crops; and it is now under consideration to introduce into the schools a handbook specially prepared to inculcate such methods in accordance with local conditions.

**Tailoring and Shoemaking.**

Tailoring and shoemaking were formerly taught in some of the schools. But the former is sufficiently attractive to a certain class of youths without being taught in the schools, while the limited use of shoes by a large proportion of the people, and the cheapness of American machine-made goods, cause the demand for shoemakers to be very small.

**Introduction of Cameo-cutting.**

In 1884 and 1885 a cameo cutter, who had been attracted to the Colony by the abundance and cheapness of beautiful conch shells, was engaged to teach his art to certain selected youths during two years, his remuneration being jointly guaranteed by the Board and by a gentleman who was greatly interested in the success of the experiment. Unfortunately, the artist left in about a year, and his most talented pupil subsequently died. Hence the industry did not take root and develop as was hoped, though it seems not to have entirely died out.

**Instruction in use of Mariner's Compass.**

The physical features of the Colony render a knowledge of the use of the mariner's compass and the ability to find courses and distances about the islands very generally useful and interesting; hence their inclusion in the school curriculum.

**Needlework.**

Needlework is taught wherever a competent teacher can be found in the neighbourhood.

Kindergarten exercises have been introduced experimentally in one school; and some further developments of manual training will probably be attempted in the near future. Further information as to the subjects taught will be found in the bye-laws and reports. (See Appendix D below, and footnote on page 3 above.)

Kindergarte  
and Manual  
Training.

No separate provision is made by the Government for either secondary or technical education, nor for the separate instruction or care of those who are defective in mind or body; and no other than the schools already treated of are in any way either assisted or superintended.

As the Board has been unable for several years past to appropriate such a proportion of the annual grant to the erection of buildings as would keep pace with the requirements without curtailing the work of the Department in other directions, the Legislature made a special building grant of £1,250 in 1900, and again in 1901; and these sums are being applied, as fast as the necessary arrangements can be made, to the erection of school-houses, and to provide residences for teachers in places where suitable ones cannot be rented.

Building  
Grants

For many years after the offices of Secretary and Inspector were united the only other person employed at the Education Office was an office boy or messenger; and during the visitation of the Out-land schools the work of general administration was entirely suspended. The inconvenience caused thereby became so great, as the number of schools increased and the absences of the Secretary became more frequent and prolonged, that the office boy was gradually developed into a clerk, and entrusted with the payment of salaries and other expenses, issuing materials, keeping books, etc., during the absences of the Secretary; and in 1900 he was made Secretary, the senior officer being made "Inspector and General Superintendent." The latter change was one only in name, the duties having long included the sole care of property as well as of schools.

Organisation  
of Education  
Office.

[\*The numbers for 1901 were as follows:—Schools, 56; names on the rolls, 6,840; average attendance, 4,598; grants (ordinary but including salaries of Superintendent, Secretary and Constable), £4,828.

Statistics,  
1901.

\*This grant gives a total average cost to the Colony of £86 1s. 3½d. for each school, 11s. 11½d. for each pupil present at all during the year, 14s. 1½d. for each name on the roll, or £1 1s. for each pupil in average attendance.

\*Many of the buildings resulting from the special grants (see above) are either ready for use or are in an advanced stage, but none of them came into use during the year now reported on, and the cost is therefore not included in the calculation given above.

\*At the end of the year there were employed in Board schools 43 principal teachers, 5 assistant teachers, 7 pupil-teachers, 10

\* From the Annual Report of the Bahamas Board of Education, 1901.

sewing teachers, and 84 monitors. These with 2 students in training and 13 persons employed in Grant-in-aid schools made a total of 164.]

Since 1882 the number of schools has increased 87 per cent., the names on the registers 130 per cent., the average attendance 170 per cent., and the cost 69 per cent. The percentage of the population in the Board schools then was 6·8; it is now 12·7.

[\*During the early eighties the schools were conducted on an average 180 days each per year; but during the five years ending with 1900 the average number of days for each school including all those in which time was lost owing to change of teachers, sickness, temporary disuse of buildings, or other unavoidable causes was 204. This increase of about 13 per cent. in the regularity with which the schools have been conducted may be attributed mainly to the amendment of the Bye-law 8, and to the prominence with which the subject has been constantly kept before the minds of the teachers. It has occurred wholly in the Outisland schools, those in New Providence having been conducted as regularly during the former as during the latter period.]

The better example and influence of the teachers may be credited with a large proportion of the improvement in regularity on the part of the pupils which is indicated by an increase of 170 per cent. in the average attendance, with an increase of only 130 per cent. in the names on the rolls.]

### III. CHURCH OF ENGLAND SCHOOLS.

Schools  
giving  
Higher  
Education.

For higher education there are in New Providence a Diocesan Grammar School with eighteen pupils, and two separate girls' schools with eight and twenty-five pupils respectively. There is a similar school on one of the Outislands with nine pupils. These are all supported by fees.

Elementary  
schools.

For elementary education there are five schools in New Providence with a total of 516 names on the rolls, which are supported partly by the respective Parish Vestries, and partly by funds derived from "Bray's Associates," and the "Christian Faith Society." There are also twenty-three schools on the Outislands with a total of 1,114 names on the rolls, and 663 in average attendance, the teachers of which are generally the most suitable persons to be obtained in the respective localities. They receive grants of £10 per annum out of funds derived from the above-named societies, and whatever they can obtain from the parents.

Statistics.

The total numbers in Church of England schools are therefore:—  
Higher schools, 60; Elementary schools, on the rolls 1,630;  
average attendance, 932.

### IV. QUEEN'S COLLEGE AND YOUNG LADIES' HIGH SCHOOL, ST. ANDREW'S HALL.

Queen's  
College.

This institution was founded in 1871 under a different name. It has always been under Methodist management, except during a

in the Annual Report of the Bahamas Board of Education. 1901.

short time when Methodists and Presbyterians co-operated ; but there has never been any denominational teaching, and its advantages are open to all on very moderate terms. The number of pupils is at present twenty-two.

There is also a Kindergarten department in connection with the above, with twenty-six pupils of both sexes. These are both supported by fees.

This was at first a department of Queen's College, but is now under separate management.

The curriculum embraces the usual English subjects, including mathematics, theory of music, drawing and domestic economy, together with Latin, French and German. A local centre has been formed in connection with the London College of Preceptors ; and many of the pupils hold its certificates.

The school is self-supporting, except that the Commissioners of St. Andrew's Presbyterian Church grant the use of the hall rent-free.

The number of pupils is at present thirty-one.

#### V. ROMAN CATHOLIC SCHOOLS.

These are under the direction of a Mission from New York. In 1889 an Academy for the higher education of girls was commenced in Nassau.

For elementary education there are two schools in Nassau, with a total of 376 names on the rolls, and one on an Outisland with thirty-four. No information is available as to the average attendance or state of instruction.

#### VI. PRIVATE SCHOOLS.

There are fourteen of these in New Providence with a total of 244 names on the rolls, and nine on the Outislands with a total of 166. The average attendance is not known. Most of them seem to be kept by needy persons whose qualifications are very meagre ; and while some of them are so located that whatever good is effected by them would not be attained by other means, others serve to a great extent as places of refuge from the effects of the Compulsory Clauses for selfish parents and idle children.

#### VII. PROPORTION OF POPULATION UNDER TUITION.

Taking the total number on the rolls of all the schools in the Colony as being in round numbers 9,800, and the population at the census of 1901 as being, also in round numbers, 53,800, the proportion of the population under tuition of some kind and to some extent is 18.2.

G. COLE,  
Inspector and General Superintendent of  
Schools.

February, 1902.

## APPENDIX A.

## "THE EDUCATION ACT, 1886,"

(49 VIC., CAP. 16.)

## WITH SUBSEQUENT AMENDMENTS INCORPORATED.

[In the Act as here given subsequent amendments are substituted for parts which have been repealed, and interpolations are made, so as to give a consecutive and connected reading of the law as it now stands, and to avoid the necessity of referring to numerous enactments. Such substitutions and interpolations are distinguished by being enclosed in square brackets, and the particular Enactment is indicated on the margin.] See also the Education Act 1886 Amendment Act 1900. below.

- Preamble.** Whereas the laws relating to Popular Education are shortly about to expire and it is expedient that the same should be consolidated and amended ; May it, therefore, please the Queen's Most Excellent Majesty, that it may be enacted, and be it enacted by His Excellency Henry Arthur Blake, Esquire, Governor and Commander-in-Chief in and over the Bahama Islands, the Legislative Council and Assembly of the said Islands, and it is hereby enacted and ordained by the authority of the same as follows :—
- Education Board** (1 Ed. 7, cap. 6). [I. The Educational Department of the Colony shall be under the control of a Board which shall be styled "The Board of Education" and which shall consist of His Excellency the Governor and twelve members eight of whom shall be selected from among the members of the Legislature and of those so selected at least five shall be members of the House of Assembly.]
- President** (52 Victoria, cap. 19). [II. His Excellency the Governor shall be styled President of the Board.]
- Appointment of members** (52 Victoria, cap. 19). [III. The Members of the Board shall be annually appointed and all vacancies in the Board filled up as they may from time to time occur, by His Excellency the Governor.]
- Chairman** (52 Victoria, cap. 19). [IV. The Governor shall appoint one of such members to act as Chairman of the Board who shall take the chair at all meetings of the Board in the absence of the Governor.]
- Power and authority of Chairman** (52 Victoria, cap. 19). [V. Such Chairman shall have the power and authority exercised by the Chairman of any of the Public Boards of the Colony in the general superintendence and control of all matters connected with the Educational Department of the Colony, in directing the payment of the monies of the said Board and otherwise as may be deemed necessary by him.]
- Quorum** (52 Victoria, cap. 19). [VI. Five of the members of the Board shall form a quorum and the Governor shall preside at all of its meetings at which he shall be present. In his absence, and in the absence of the Chairman, the senior member of the Board in the order of appointment shall take the chair.]
- Board empowered to make Bye-laws.** [VII. The Board, subject to the provisions of this Act, may make, alter, or repeal bye-laws for the organization, discipline and management of the Department of Education and of the officers thereof, and for fixing the salaries and prescribing the qualifications and attainments and for the appointment of teachers and assistant teachers, and for determining the manner, condition and rules of their admission to and their removal from service in the said department, for fixing the periods of vacation and holidays and for prescribing the subjects to be taught and the books and materials to be used in all Government schools, and generally for carrying this Act into execution consistently with the true intent thereof, in all matters whatsoever, whether of the same nature as those hereinbefore specified or not ; such bye-laws, when approved by the Governor in Council, shall be published in the official newspapers and thereupon shall have the effect of law.]

VIII. The present office bearers in the Educational Department shall continue to hold their respective offices and to perform their respective duties as if appointed under this Act, subject in all respects to the control of the said Board, and of His Excellency the Governor as heretofore.

Vested rights of present officers.

IX. All appointments to any office or place in the said Department shall be made in His Excellency the Governor on the recommendation of the Board.

Appointments.

X. The present Inspector of Schools shall during his tenure of office receive from the Public Treasury of these Islands the sum of [£250] a year.

Salary of Inspector (62 Victoria, cap. 27).

XI. Upon any vacancy occurring in the office of Inspector of Schools a trained teacher at the Borough Road School under the jurisdiction of the British and Foreign School Society in England shall be appointed at a salary of £250 a year, to be paid out of the Public Treasury of these Islands.

Vacancy in the office of Inspector.

XII. It shall be the duty of the Inspector of Schools to visit and inspect every school in the Educational Department once at least in every year, and he shall also perform such other duties in the said Department as may be prescribed and appointed by the said Board.

Duties of Inspector.

XIII. The Board shall determine from time to time the travelling allowance to be made to the Inspector for visiting the various Public Schools on the Out-Islands of the Colony.

Travelling allowance to Inspector.

[XIV. It shall be lawful for the Governor on the recommendation of the Board of Education to appoint from time to time teachers for the schools under the jurisdiction of the Board, and the Board shall have power after the appointment of any such teacher by the Governor to place such teacher in charge of any school under its jurisdiction, and to transfer or remove him or her from time to time from such school to any other school under the control of the said Board.]

Appointment of teachers (55 Victoria, cap. 15).

XV. All complaints or charges of whatsoever nature made against any teacher shall be investigated by the Board which upon arriving at a decision shall submit the papers and evidence in the case together with the decision arrived at to His Excellency the Governor with a recommendation that such teacher be dismissed if in the opinion of the Board the offence justifies such a punishment.

Complaints or charges how dealt with.

XVI. The proceedings of the said Board shall be open to public inspection in such way as the Board may regulate.

Publicity of proceedings.

XVII. That the Holy Bible and such other religious and secular works as the said Board may direct shall be the only books or lessons, as the case may be, permitted to be read in any of the schools as aforesaid; and that no catechism or sectarian work on the subject of religion shall be permitted to be used in any public school.

Books used.

XVIII. From and after the passing of this Act it shall not be lawful for any teacher or other person to demand or receive any school fees because of the attendance of children at the Public Schools of the Colony and all such fees hitherto payable are hereby abolished.

School fees abolished.

XIX. It shall be the duty of the Board as soon as practicable after the passing of this Act to make provision for the reimbursement to the teachers of all losses sustained by them because of the abolition of the said fees.

Reimbursement to teachers.

XX. All ministers of religion, all members of Council and of the Legislature, and all persons nominated for the purpose by the Governor, shall be visitors of the said schools, and are respectively empowered to correspond with the said Board and communicate any suggestions or complaints to the said Board direct.

Visitors.

XXI. It shall be lawful to organise Local School Committees in any School district where a Public School may be established, such Local Committees to consist of not more than five members, the majority of whom shall be appointed annually by the Governor, and the minority of whom shall be elected by the parents or guardians of the children attending the Public School in such district.

Local School Committees.



- (I.) The division of the Colony into School Districts, the method of conducting the election of elective members of Local School Committees, and the powers of supervision to be exercised within their respective districts by such Local Committees, to be prescribed by bye-law to be framed from time to time by the Board.
- Transfer of buildings. XXII. All buildings, books, stores, and other materials which, for the time being, are vested in the present Education Board, shall, during the continuance of this Act, vest in the Education Board appointed under the authority hereof.
- No jurisdiction over private schools. XXIII. Nothing in this Act contained shall be construed to authorize the Board of Education established hereunder to interfere with any schools which have been or may be supported by means of voluntary subscription, or of funds derived from any Parliamentary or specific colonial grant except such interference is rendered necessary by the provisions relating to the compulsory attendance of children at school.
- Annual Report. XXIV. The Board of Education shall in the month of January in each and every year, prepare and submit to the Governor in Council a report upon the progress and condition of popular education during the previous year, and such report shall be laid before the Legislature as soon as practicable thereafter.
- Officers ineligible for other appointments. XXV. It shall not be lawful for the Governor to appoint to any other office of profit or emolument the persons who may now or hereafter hold the office of Inspector of Schools or teacher to the Boys' Central School in the Island of New Providence.
- Officers ineligible for Assembly. XXVI. No officer appointed, or who shall hold office under this Act, shall be eligible to be elected or to serve as a member of the House of Assembly.
- Board to make bye-laws for the compulsory attendance of children at school (60 Victoria, cap. 27). XXVII. The Board of Education may from time to time make Bye-laws for all or any of the following purposes:—
- (I.) Requiring the parents of children of such age not less than six years nor more than [thirteen] years as may be fixed by the bye-laws, to cause such children (unless there is some reasonable excuse) to attend school.
  - (II.) Determining the time at which children are so to attend school, provided that no such bye-law shall prevent the withdrawal of any child from any religious observance or instruction in religious subjects, or shall require any child to attend school on any day exclusively set apart for religious observance by the religious body to which his parents belong.
  - (III.) Imposing penalties for breach of any bye-law.
  - (IV.) Revoking or altering any bye-law previously made.
- Exemption from attendance (60 Victoria, cap. 27). XXVIII. Any bye-law under the previous section requiring a child between ten and [thirteen] years of age to attend school shall provide for the total or partial exemption of such child from the obligation to attend school, if the Inspector of Schools certifies that such child has reached a standard of education specified in such bye-law.
- Reasonable excuses. XXIX. Any of the following reasons shall be a reasonable excuse, namely:—
- (I.) That the child is under efficient instruction in some other manner.
  - (II.) That the child has been prevented from attending school by sickness or any unavoidable cause.
  - (III.) That there is no Public School open which the child can attend within such distance, not exceeding one mile and a half, measured according to the nearest road from the residence of such child as the bye-laws may prescribe.
- Enforcement of bye-laws (51 Victoria, cap. 17). XXX. Any proceeding under this Act to enforce any bye-law may be taken, and any penalty for the breach of any bye-law may be recovered in a summary manner before the [S]upendary and Circuit [M]agistrate or Resident or Assistant Resident Justice [or a Justice of the Peace]; but

no penalty imposed for the breach of any bye-law shall exceed such amount as with the costs will amount to five shillings for each offence.

XXXI. In any proceeding for offences and penalties under a bye-law, Offences. the following provisions shall have effect:—

- (I.) The description of the offence in the words of the bye-law, or as near thereto as may be, shall be sufficient in law.
- (II.) In any proceeding for an offence under a bye-law the Court may, instead of inflicting a penalty, make an order directing that the child shall attend school, and that if he fail so to do the person on whom such order is made shall pay a penalty not exceeding the penalty to which he is liable for failing to comply with the bye-law.
- (III.) Any Justice of the Peace may require by summons any parent or employer of a child required by a bye-law to attend school, to produce the child before the [Stipendiary and Circuit] Magistrate, or a Resident or Assistant Resident Justice (or a Justice of the Peace); and any person failing without reasonable excuse, to the satisfaction of the Court, to comply with such summons, shall be liable to a penalty not exceeding twenty shillings. (51 Victoria, cap. 17.)
- (IV.) A Certificate purporting to be under the hand of the principal teacher of a Public School, stating that a child is not attending such school, or stating the particulars of the attendance of a child at such school, or stating that a child has been certified by the Inspector of Schools to have reached a particular standard of Education, shall be evidence of the facts stated in such Certificate.
- (V.) Where a child is apparently of the age alleged for the purposes of the proceedings, it shall lie on the defendant to prove that the child is not of such age.
- (VI.) If a child is attending a school which is not a Public School it shall lie on the defendant to show that the school is regularly conducted as an Elementary Day School, and, if required by the Court, to produce a Certificate from the teacher of such Elementary Day School that the child is in regular attendance thereat.

XXXII. Every person who forges or counterfeits any certificate which by this Act is made evidence of any matter or gives or signs any such certificate which to his knowledge is false in any material particular, or knowing any such certificate to be forged, counterfeit or false, makes use thereof, shall be liable, on conviction before the [Stipendiary and Circuit] Magistrate, or a Resident or Assistant Resident Justice (or a Justice of the Peace), to imprisonment for a period not exceeding three months with or without hard labour. Forged certificates. (51 Victoria, cap. 17.)

XXXIII. All Bye-laws of the Board at present existing shall continue in force as if made under the authority of this Act, save and except such as relate to the payment of school fees and the recovery thereof. Existing bye-laws continued in force.

XXXIV. In order effectually to carry out the provisions of this Act relating to the compulsory attendance of children at school, it shall be lawful for the Governor to appoint a fit and proper person as Constable of the Board, at a salary of fifty pounds a year to be paid out of the Public Treasury, which person shall wear the uniform of a police constable to be provided at the expense of the Colony and shall be subject to the same discipline and control as that under which the Police Force is established, but who shall be specially set apart by the Inspector of Police to perform such duties, and no other, as may from time to time be defined by the Board, by any bye-law made by them upon the subject of the compulsory attendance of children at school, and any person so appointed shall have all the powers, authorities, privileges and protection that constables have Constable of the Board.

Power of Constable of Board of Education (60 Victoria, cap. 27.)	at Common Law, or under any Statute or Act of Assembly now, or hereafter to be, in force within the Colony. [The Constable of the Board of Education shall have authority to enter any yard between the hours of eight of the clock in the morning and five of the clock in the evening of any day except Sunday and there make enquiries of any person occupying any house in such yard as to any child who may there reside or be employed; and every person who shall hinder or obstruct such constable in the performance of his duty or who shall wilfully make any false representations to him with respect to the age or employment of any child whether such child shall be under the age of six years or not, or who shall wilfully refuse to afford to such constable reasonably requiring the same any information of which such person shall be possessed as to the age or employment of any child whether such child shall be under the age of six years or not shall be guilty of an offence punishable on summary conviction, and on conviction shall be liable to a penalty not exceeding twenty shillings.]
Penalty. (60 Victoria, cap. 27.)	XXXV. In all cases of summary conviction under this Act the party convicted shall have the right to appeal to the General Court, according to the provision of the Act passed in the tenth year of Her Majesty's reign. Chapter eleven.
Right of Appeal.	[XXXVI. Under 52 Vic., Cap. 8, Sec. 9, and 54 Vic., Cap. 10, Sec. 1, the annual grant made to the Board of Education by the Legislature amounts to £4,500.]
Officers now entitled to contribute to Widows and Orphans' Fund may continue to do so.	XXXVII. All persons now in the employ of the Board and entitled to contribute to the Widows and Orphans' Fund shall continue to be entitled to contribute to the said Fund, and to have a right to all benefits under the Law relating thereto, and all such persons who are entitled to the benefits of the Superannuation Act, 25 Vic., Cap. 20, shall continue to have the same and the like right as heretofore.
Repeal.	XXXVIII. From and after the passing of this Act all Acts or parts of Acts of Assembly now in force relating to Popular Education within the Colony and providing grants in aid thereof shall be repealed.
Duration and name of Act.	XXXIX. This Act shall continue in force for and during the period of ten years, and from thence to the end of the then next Session of Assembly, and shall be cited for all purposes as "The Education Act, 1896." [Having been re-enacted in 1897 the effect of this section is to prolong the operation of the Act till the end of the session of the Legislature to be held in 1907.]

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#### APPENDIX B.

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#### THE VESTING OF LANDS EDUCATION ACT, 1899.

VESTING IN THE BOARD OF EDUCATION OF THE COLONY ALL PUBLIC LANDS AND HEREDITAMENTS USED FOR EDUCATIONAL PURPOSES; GIVING CERTAIN POWERS TO THE SAID BOARD, AND FOR OTHER PURPOSES.

(62 Vic., Cap. 17.)

(Assented to 20th April, 1899.)

Preamble. Whereas it is deemed necessary to amend the existing law relating to the holding of public property so as to vest in the Board of Education of the Colony the lands and hereditaments used for educational purposes; and to give power to the said Board to acquire property when necessary, and to dispose of any parts thereof when deemed advisable or necessary

so to do. May it therefore please the Queen's Most Excellent Majesty that it may be enacted, and be it enacted by His Excellency Sir Gilbert Thomas Carter, Knight Commander of the Most Distinguished Order of Saint Michael and Saint George, Governor and Commander-in-Chief in and over the Bahama Islands, the Legislative Council and Assembly of the said Islands, and it is hereby enacted and ordained by the authority of the same as follows:—

- I. This Act shall be cited as "The Vesting of Lands Education Act 1899" and shall be read with the Act of Assembly 49 Victoria Chapter 18. Title.
- II. From and after the passing of this Act the several parcels of land situated within any part of the Bahama Islands and now used by the Board of Education of the Colony for the purposes of popular education and which having been acquired by the said Board for such purposes are now vested in and held by the Board of Public Works for the Island of New Providence and the Commissioners of Public Works on the various out-islands of the Colony under and by virtue of the Act of Assembly 37 Victoria Chapter 19 shall become vested in the said Board of Education anything in the said Act of Assembly 37 Victoria Chapter 19 to the contrary notwithstanding. Vests in the Board of Education certain lands and hereditaments.
- III. The said Board shall have power to purchase or acquire any lands or premises that may be required for educational purposes and to sell exchange or otherwise deal with such lands buildings and premises thus vested in them as aforesaid and to prosecute and maintain any action or other proceeding in law or in equity in relation thereto and such action or proceeding shall be prosecuted or maintained in the name of the Secretary of the Board for the time being. Power given to the Board to purchase and to sell property and to prosecute actions.
- IV. In all contracts conveyances leases or other deeds or instruments whatsoever relating to such premises as aforesaid whereunto the said Board shall be a party it shall be sufficient to describe or designate the said Board by the style or title of "The Board of Education" without naming the members thereof or any or either of them. And where the said Board shall be the party conveying or dealing with any lands or premises the deed for that purpose signed by the Chairman and two members of the said Board shall be deemed a sufficient execution thereof. Designation of Board. Execution of deeds of conveyance.

## APPENDIX C.

### THE EDUCATION ACT 1886 AMENDMENT ACT 1900.

AN ACT TO AMEND "THE EDUCATION ACT, 1886," AND TO PROVIDE FOR ANOTHER OFFICIAL IN THE EDUCATIONAL DEPARTMENT, AND FOR OTHER PURPOSES.

(63 Vic., Cap. 4.)

(Assented to 11th May, 1900.)

May it please the Queen's Most Excellent Majesty that it may be enacted, and be it enacted by His Excellency Sir Gilbert Thomas Carter, Knight Commander of the Most Distinguished Order of Saint Michael and Saint George, Governor and Commander-in-Chief in and over the Bahama Islands, the Legislative Council and Assembly of the said Islands, and it is hereby enacted and ordained by the authority of the same as follows:—

- I. This Act may be cited for all purposes as "The Education Act 1886 Amendment Act 1900." Title.
- II. The words "Principal Act" hereinafter used in this Act shall be construed to apply to "The Education Act 1886." Definitions.

- An official to be styled "Inspector and General Superintendent of Schools" to be attached to the Educational Department. Salary. Amends Schedule A to "The Public Establishments Act 1889." Definition.
- III. From and after the passing of this Act there shall be attached to the Educational Department of the Colony an official to be styled "Inspector and General Superintendent of Schools" which office together with the salary accruing thereto shall be held by the person now holding the office of "Secretary to the Board of Education and Inspector of Schools."
- IV. In reading hereafter Schedule A to "The Public Establishments Act 1889" the words "Secretary to the Board and Inspector of Schools" shall be omitted and the words "Inspector and General Superintendent of Schools" shall be inserted and read in lieu thereof and wherever the words "Inspector of Schools" are used in the Principal Act or in any other Act of Assembly they shall be held and construed to apply to the person hereafter holding the office of "Inspector and General Superintendent of Schools."
- V. There shall also be attached to the Educational Department of the Colony in addition to such "Inspector and General Superintendent" an official who shall be styled "Secretary to the Board of Education" who shall have the same authority in matters relating to the Board of Education in the Island of New Providence as is now vested in the "Secretary to the Board and Inspector of Schools" and who shall perform all such duties in the said department as may be prescribed by the said Board.
- VI. The person hereafter holding the office of Secretary to the Board of Education as aforesaid shall receive a salary at and after the rate of one hundred pounds per annum payable out of the Public Treasury by warrant in the usual manner.
- VII. In reading hereafter Section I. of the Act of Assembly 54 Victoria Chapter 10 the words "one thousand" in line 5 shall be omitted and the words "nine hundred and twenty-eight" shall be inserted and read in lieu thereof.
- VIII. This Act shall not come into operation until the Officer Administering the Government notifies in the Official Gazette that it is Her Majesty's pleasure not to disallow the same and thereafter it shall come into operation upon such day as the Officer Administering the Government shall notify by the same or any other notice.
- Grant to the Board of Education reduced. Commencement of Act

## APPENDIX D.

### BYE-LAWS.

#### A CODE OF BYE-LAWS COMPILED UNDER THE AUTHORITY OF THE ACT, 49 VICTORIA, CHAPTER 16, SECTION IV. [SECTION VII]\*

(Revised and Amended, 1897.)

#### PRELIMINARY CHAPTER.

A sum of money is annually granted by the Legislature for Elementary Education in the Bahamas.

\* In the references from these Bye-laws to the Act of 1886 the numbers of the sections given refer to the Act in its original form and have been altered by subsequent amendments of the Act. The revised numbers are noted in square brackets.

This grant is administered by the "Board of Education."

The Board consists of His Excellency the Governor and twelve members annually appointed by him.

## CHAPTER I.—THE SCHOOL.

### NEW SCHOOLS.

(1.) The inhabitants of any settlement desiring the establishment of a school must make an application in writing to the Secretary to the Board, enclosing a document to show the number of children between the age of five and fifteen years who will probably attend the school; how far the inhabitants are prepared to aid in the erection and furnishing of a school-house and keeping it in repair, and whether they are willing to send their children regularly to school.

### CONTINUANCE OF SCHOOLS.

(2.) Should the average daily attendance of any school be less than twenty-five, or should the cost of education exceed two pounds per head per annum, the Secretary shall bring such schools under the notice of the Board with the view of having the teacher removed and the school closed.

### USE OF SCHOOL-ROOMS.

(3.) When any school-room is required for stated religious services, or in New Providence for any purpose whatever, the permission of the Board shall be previously obtained.

No school-room on the *Outlands* which is either the property of, or which is rented by the Board, shall be used for other than educational purposes, without the sanction of the School Committee and the teacher, nor for any lengthened period without the permission of the Board.

### CLEANLINESS OF SCHOOL PREMISES.

(4.) The school-room and closet shall be swept each day after school, and the furniture carefully dusted each morning before school. The floors shall be washed by throwing water over them and sweeping it out at least once a month.

No sweepings or other rubbish shall be allowed to remain, nor bushes nor rank weeds to grow, within the school lot, or within 50 feet of the school-room, whichever limit may first be reached.

The necessary sweeping, dusting, washing, weeding and removal of rubbish within the above limits shall be performed by the pupils under the direction of the teacher, who must apportion such work equitably.

### HOURS OF ATTENDANCE.

(5.) The hours of attendance shall be from ten o'clock in the morning till two in the afternoon, or where there is a recess, which in no case shall exceed half an hour, till half-past two. On Friday the hours of attendance shall be from ten o'clock in the morning till one o'clock in the afternoon with no recess.

### OPENING AND CLOSING.

(6.) Each school shall be opened and closed by singing a hymn from a selection provided by the Board, reading a portion of Scripture by the teacher, and repeating the Lord's Prayer simultaneously, the teacher leading.

### HOLIDAYS.

(7.) The holidays shall be:—

Christmas—Two weeks, including Christmas Day and New Year's Day.

Easter—Good Friday and Easter week.

Summer—Four weeks in August, except by special permission of the Board.

Ash Wednesday.

Queen's Birthday (May 24th).

Prince of Wales' Birthday (November 9th).

Anniversary of Prince Alfred's landing in Nassau (December 3rd).

(8.) No teacher shall close school nor be absent during school hours at other times than those above specified without special permission from the Board, unless compelled to do so by sickness or other unavoidable cause, there being no opportunity to obtain permission. Any such case must be reported and the cause explained in the report for the month in which it occurs.

The neglect or infringement of this bye-law will involve a deduction from the salary in proportion to the time lost unless the Board direct otherwise.

#### CLASS-BOOKS.

(9.) The class books used shall be such as may from time to time be approved by the Board. The Bible shall be used as a reading book.

(10.) The subjects of instruction shall be those which appear in the annexed Schedules A and B, or under "Industrial classes"; but the Board may add thereto at any time, or limit the number to be taught in particular schools.

#### CLASSIFICATION AND TIME-TABLE.

(11.) The schools shall be classified according to the standards of attainment set forth in Schedule A; and a time-table showing such classification, the apportionment of time, and the place to be occupied by each class, shall be prepared by the teacher, submitted to the Inspector for approval, hung in a conspicuous place in the school-room, and strictly adhered to.

Schedule C affords an example; but the time-table for each school must be specially adapted to the number and requirements of the pupils attending it, and must be re-arranged to suit changed conditions.

SCHEDULE A.—PRIMARY SUBJECTS.

SUBJECT.	Preliminary for very young children.	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.	STANDARD V.	STANDARD VI.
READING .	To know thoroughly the Alphabet and words of two or three letters.	Easy narratives in Monosyllables from cards or St. I. Reading Book.	A few lines from Reading Book Standard II. or its equivalent.	Standard III. Reading Book or its equivalent.	Standard IV. Reading Book or its equivalent.	A few lines of Poetry or from Standard V. Reading Book.	A short paragraph from a newspaper, &c.
SP-LLING .	Words of two or three letters.	<i>Viva Voce</i> , any word in Standard I. Reading Book.	<i>Viva Voce</i> , any word in Standard II. Reading Book.	A few lines of Dictation from Standard III. Reading Book.	Dictation from Standard IV. Reading Book.	Dictation from Standard V. Reading Book.	Dictation from Newspaper or Modern Narrative.
WRITING .	Small letters and figures from copy.	Capital and small letters from memory.	To copy in manuscript a line of Print.	Large and Text hand in Copy-books.	Round and Small hand.	To write neatly and legibly on paper.	To reproduce the substance of a simple narrative read slowly, twice.
ARITHMETIC	Know figures to 10 at sight and count to 20.	To form on slate figures up to 20 from dictation; to name at sight figures up to 20; to add and subtract orally or on slate numbers up to 10.	Numeration and Notation to thousands. A sum in Simple Addition or Subtraction. To know thoroughly the Multiplication Table.	Notation to hundreds of thousands. To work sums as far as Short Division (inclusive). Money Tables.	Sums in Long Division, Compound Rules (Money.) Numeration and Notation to Millions.	The Compound Rules and Reduction, Addition, Subtraction, Multiplication and Division of Common Weights and Measures.	Bills of Parcels, Practice and Simple Proportion. If presented a second time in Std. VI. the Arith. shall be Vulgar and Decl. Fractions, Interest and Rate per cent. Questions will <i>always</i> be set in the back rules.



**SCHEDULE B.—EXTRA SUBJECTS TO BE TAUGHT.**

To pass a good Examination in the subjects prescribed in Schedule A. shall be essential to promotion into a class of a higher standard, but, in addition thereto, the teacher shall instruct each class, and each scholar shall be expected to show some proficiency in the following studies :—

STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.	STANDARD V.	STANDARD VI.
Singing. Simple Bible Lessons. Simple Object Lessons.	Singing. History of our Lord. More advanced Object Lessons.	Singing. Scripture History till the Exodus. Easy sums in Mental Arithmetic. Definitions of Geographical Terms.	Singing, Sol-fa method. * Scripture History to the Reign of Saul. * General Geography. Use of the Mariner's Compass. Definitions in Grammar and Simple Parsing. Mental Arithmetic.	Singing, Sol-fa method. * Scripture History till the Captivity. * Geography of Europe and Bahamas,†† with maps. Finding courses and distances on a map of the Bahamas. * Outlines of English History from 1668 to 1803. More difficult parsing and the rules of Syntax. Mental Arithmetic.	Singing, Sol-fa method. * General Scripture History, Old and New Testament. Geography of America and British Colonies with Maps. Finding courses and distances on a map of the Bahamas. * Outlines of English History from 1803 to Victoria. English Grammar and Analysis of Sentences. Mental Arithmetic, including the extended Multiplication Table. Book-keeping.

NOTE.—\* The portion of the subject to be studied by IV., V. and VI. Standards in Scripture, Geography and History shall be set by the Inspector on his annual visit or as soon after as practicable. The whole of the above will be studied in the course of the three years.

**HOME LESSONS.**

(12.) As far as possible, lessons in spelling, arithmetic, composition, or other suitable subject shall be given to the scholars to be prepared at home, and brought for examination on the following day, for which marks shall be given.

**INDUSTRIAL CLASSES.**

(13.) Where practicable classes shall be formed for teaching the following subjects:—Agriculture, cookery, needlework, plaiting, netting, and any other industrial subject which the Board may direct.

(14.) In connection with every school where agriculture is practically taught, a portion of the school lot shall be set apart for that purpose, and the master shall be allowed to divide the produce equally between himself and the pupils engaged therein.

(15.) Specimens of produce may be exhibited to the Inspector at his annual visit, and when he reports that the garden is well and satisfactorily kept, application may be sent to the Board for seeds or gardening tools, not exceeding 10s. in value.

(16.) When any industrial subject has been directed to be taught in a school, it shall be provided for in the time-table.

**EVENING SCHOOLS.**

(17.) The Board will permit and approve of the establishment of Evening Schools on condition that a report containing the number in attendance be sent in monthly to the Secretary; and to encourage these institutions will allow the teacher the whole of the fees and the use of the school building and materials.

SCHEDULE C.--TIME-TABLE. (EXAMPLE.)

Time.	Section	Place.	* Monday.	Tuesday.	* Wednesday.	* Thursday.	Friday.
10 to 10.15. Open School by Singing, Reading, Scripture and Lord's Prayer. Mark names.							
10.15 to 10.55.	I.	Gallery	Coll. Less. Geog.	Coll. Less. Gram.	Coll. Less. History	Coll. Less. Gram.	Coll. Less. Geog.
	II.	Classes	Arithmetic	Reading—secular	Arithmetic	Reading Scripture	Arithmetic
	III.	Desks	Writing cap. letters	Writing small letters	Writing figures	Writing small letters	Writing words
10.55 to 11.35.	I.	Classes	Arithmetic	Reading—secular	Arithmetic	Reading—secular	Arithmetic
	II.	Desks	Writing (C.B.)	Writing (C.B.)	Writing (C.B.)	Writing (C.B.)	Writing (C.B.)
	III.	Gallery	Coll. Less. Spelling	Coll. Less. Letters	Coll. Less. Object	Coll. Less. Figures	Coll. Less. M. Arith.
11.35 to 12.15.	I.	Desks	Writing (C.B.)	Writing (C.B.)	Writing (C.B.)	Writing (C.B.)	Writing (C.B.)
	II.	Gallery	Coll. Less. Geog.	Coll. Less. Gram.	Coll. Less. Geog.	Coll. Less. Gram.	Coll. Less. Scrip.
	III.	Classes	Reading cards	Reading books	Reading cards.	Reading books	Reading (Scrip. cards)
12.15 to 12.45 RECESS FOR 30 MINUTES.							Recapitulation.
12.45 to 1.20.	I.	Classes	Reading—secular	Arithmetic	Reading—secular	Arithmetic	
	II.	Desks	Dictation—slates	Transcribing	Dictation—slates	Transcribing	
	III.	Gallery	Coll. Less. Letters	Coll. Less. Figures	Coll. Less. Spelling	Coll. Less. Letters	
1.30 to 1.55.	I.	Desks	Dictation—slates	Transcrib. (books)	Dictation—slates	Transcribing (books)	
	II.	Gallery	Coll. Less. Spell.	Coll. Less. Object	Coll. Less. Reading	Coll. Less. M. Arith.	
	III.	Classes	Arithmetic	Reading cards	Arithmetic	Reading cards	
1.55 to 2.30.	I.	Gallery	Coll. Less. Scrip.	Coll. Less. M. Arith.	Coll. Less. Scrip.	Coll. Less.—History	
	II.	Classes	Reading—secular	Readg. (Scrip. cards)	Arithmetic—Mental	Readg. (Scrip. cards)	
	III.	Desks	Readg. (Scrip. cards)	Writing figures	Readg. (Scrip. cards)	Writing small letters.	

\* Sewing for girls from 12 till 2 o'clock. (See bye-law 55.)

SCHEDULE D.—(1) AND (2) SPECIMEN FORMS

(18.) (19.) REGISTRATION.

(20.) ANNUAL RETURN OF ATTENDANCE, &c. (SCHEDULE E).

(21.) EXAMINATION SCHEDULES (SCHEDULE F)

SCHOLARS TO BE PRESENTED FOR EXAMINATION.

(22.) Every child who has attended 100 days and over must be presented for examination, unless absent from the school through some unavoidable cause, and no child may be so presented who has attended less than sixty days since last inspection.

SCHOLARS NOT TO BE PRESENTED TWICE IN THE SAME STANDARD.

(23.) No child who has passed in any standard except the sixth in any of the Board's schools may be presented again in the same standard, but must be placed in a higher one, unless special cause can be shown to the satisfaction of the Inspector.

SCHOLARS OVER NINE YEARS OF AGE.

(24.) No child who is over nine years of age may be presented in the preliminary standard for examination, except there is some special excuse for doing so, as previous illness, etc.

CLASSIFICATION OF SCHOOLS.

(25.) Schools will be rated as first, second, third or fourth class according to (a) organisation and discipline; (b) the proportion of pupils presented for examination; (c) the percentage of passes obtained by them; (d) the proportion of passes obtained in Standards IV., V., and VI., as compared with those obtained in the lower standards; (e) intelligent knowledge of the extra or class subjects.

PUBLIC EXAMINATIONS.

(26.) Public examinations of the schools in New Providence shall be held annually, as the Board may direct.

*In the Outislands*, where practicable, the Inspector may, at his annual visits, conduct public examinations, to which the School Committee and other inhabitants shall be invited.

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CHAPTER II.

SCHOLARS.

ADMISSION OF SCHOLARS.

(27.) The parent or guardian applying for the admission of any child into a school under the Board shall furnish the teacher with its name

and age, and with the name, residence and occupation of its parents or guardian.

#### ADMISSION AND EXPULSION.

(28.) No child who is over five and under sixteen years of age shall be refused admission into or expelled from any school without the sanction of the Board.

#### CERTIFICATES.

(29.) Any scholar under sixteen years of age who shall have been in any school not less than two years, and who shall receive the mark "very good" in all the subjects prescribed in Standard VI., shall receive a certificate of graduation.

#### ABSENTEES.

(30.) In all cases of absence the teacher shall ascertain the cause; and when the compulsory clauses of the Education Act are inapplicable (see Bye-Laws 58, 59, and 60), and the absence is continued for more than a month without sufficient reason, the name of the scholar shall be erased from the register.

#### PUNISHMENTS.

(31.) To enforce proper discipline, it shall be lawful for the teachers to inflict the following punishments:—

- a. Confinement after school hours.
- b. Lessons or tasks to be learned.
- c. Public rebuke or censure.
- d. Moderate corporal punishment, with a cane or switch, when the above are ineffectual.
- e. In extreme cases, with permission from the Board—expulsion, the teacher having power to suspend while awaiting the Board's decision.

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### CHAPTER III.

#### THE TEACHERS.

##### CLASSES OF TEACHERS.

(32.) The recognised classes of teachers shall be:—

- a. Principal teachers, who must be certificated.
- b. Assistant teachers.
- c. Pupil teachers.
- d. Monitors.
- e. Teachers of needlework.
- f. Teachers of any other industrial pursuit.

##### APPLICATIONS.

(33.) Each candidate for the office of teacher shall forward to the Secretary a letter written by himself (or herself) accompanied by a testimonial from a minister of religion.

##### EXAMINATIONS.

(34.) Every candidate shall undergo an examination by the Inspector of Schools, similar to that of a pupil teacher, at the end of the fifth year. (See Schedules G. and M.)

(35.) The following scale of marks shall be used in the examination of candidates for schools:—

SCHEDULE G.—SCALE OF MARKS.

Subjects.	Marks.			
	Maximum.	Excellent.	Good.	Fair.
Scripture ... ..	75	60	45	30
Class Teaching and School Management* ...	125	100	75	50
Reading* ... ..	75	60	45	30
Spelling* ... ..	75	60	30	30
Writing* ... ..	50	40	60	20
Arithmetic* and Bookkeeping ... ..	100	80	45	40
Grammar* ... ..	75	60	45	30
Composition ... ..	75	60	45	30
Geography† ... ..	75	60	45	30
History ... ..	75	60	45	30
Euclid (Domestic Economy for females) ...	50	40	30	20
Algebra (Needlework for females) ... ..	50	40	30	20
Music ... ..	50	40	30	20
Drawing* ... ..	50	40	30	20
Totals ... ..	1,000	800	600	400

MINIMUM MARKS REQUIRED TO PASS.

(36.) The minimum number of marks required to pass in the fourth class shall be 400; in the third class 500; in the second class 600; and in the first class 800.

TRAINING.

(37.) Candidates who have passed as above may be sent for training, as vacancies occur, to the Boys' Central or other efficient school for such period as the Board may direct in each case, during which they shall each receive £3 per month, in aid of their personal expenses, together with the use of such books and apparatus as may be necessary.

EMPLOYMENT ON TRIAL.

(38.) Those candidates who, during the period of training, show that in addition to the necessary ability and requirements as scholars, they have reasonable aptitude for keeping order and teaching, shall be eligible to be employed either as principal or assistant teachers for one year on trial.

CERTIFICATES.

(39.) After the trial year the teacher shall, if successful, be recognised as a "Public School Teacher under the Board of Education," and receive a certificate of the third or fourth class, according to the combined results of the teacher's own examination and of the year's work in school.

\* Failure in subjects marked \* excludes a candidate from appointment.

† Including the use of the Mariner's compass and the finding of courses and distances on a map of the Bahamas.

(40.) A certificate shall be raised to the second class after not less than three years' service including the trial year, the teacher having passed in the second class originally or by re-examination, and produced second class results at the last two annual inspections.

(41.) A certificate shall be raised to the first class after five years' service including the trial year, the teacher having passed in the first class originally or by re-examination, and produced first class results at the last two annual inspections.

#### FURTHER TRAINING.

(42.) Teachers who remain at an unsatisfactory grade of efficiency, or deteriorate, may be required to attend the Boys' Central or other efficient school for further training and instruction during such time as the Board may direct.

#### PROMOTION.

(43.) Efficient teachers will be promoted to higher schools as vacancies occur.

#### ATTENDANCE ON DIVINE WORSHIP.

(44.) Each teacher must when practicable attend some place of Divine Worship on Sundays.

#### PAID RELIGIOUS TEACHERS EXCLUDED.

(45.) No teacher shall be a paid agent of any religious sect or denomination.

#### DISCIPLINE.

(46.) In case of inefficiency or wilful neglect or disobedience the teacher may be punished by temporary or permanent diminution of salary, removal to a less important school, or temporary suspension without salary, the certificate being liable to be disrated. In extreme cases of the above nature, or in case of misconduct occasioning loss of character, the Board will recommend to His Excellency the Governor that the teacher be dismissed from the service, and the certificate will be cancelled.

#### SALARIES.

(47.) The salary of each teacher will be determined yearly upon consideration of the average number of pupils attending the school and the teacher's efficiency and length of service.

As a further inducement to teachers to exert themselves to the utmost to secure the best possible attendance during the year, and the best possible results at the inspection, a bonus of from 5 to 7½ per cent. on the salaries set down in the estimates will be paid to such teachers as shall appear to deserve it, such bonus to be payable along with the December's salary, or as soon after as may be practicable.

#### WHEN PAYABLE.

(48.) Subject to Bye-law 19 (monthly return to be filled up in a prescribed form) the salary for each month will be payable on the first day of the succeeding month.

PUPIL TEACHERS.

(49.) Pupil teachers are persons employed to serve in schools on the following conditions:—

- a. That no pupil teacher shall be appointed to any school having an average attendance of less than sixty children.
- b. That the school be favourably reported on and the teacher be considered by the Inspector capable of carrying them through the course of study prescribed in Schedule M.
- c. That they be presented annually to the Inspector and pass successfully according to this Schedule.
- d. That they be over fifteen years of age, and not subject to any bodily infirmity likely to unfit them for permanent employment under the Board.
- e. That they sign the agreement in Schedule L.

SALARY OF PUPIL TEACHERS.

(50.) The salary of pupil teachers shall be ten pounds for the first year, with an annual increase of two pounds ten shillings, provided they pass their examinations satisfactorily.

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SCHEDULE L.

MEMORANDUM OF AGREEMENT.

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## SCHEDULE M.—TABLE OF QUAL

TIME.	CERTIFICATE OF CHARACTER.	READING.	ENGLISH GRAMMAR.	WRITING AND COMPOSITION.	ARITHMETIC AND MATHEMATICS.	
					MALES.	FEMALE.
For admission.	A certificate of good character from a Minister of Religion.	To read with fluency, ease, and expression.	To point out the parts of speech in a simple sentence.	To write from dictation, in a neat hand, with correct spelling, a short paragraph.	Numeration and Notes to millions. Tables Weights and Measures Sums as far as the Division (Money).	
End of the first year.	A monthly certificate of good conduct from teacher.	Improved articulation and expression in reading.	The noun, adjective, and verb with their relations in a sentence.	A paragraph from a newspaper, to be written neatly and correctly from dictation.	Practice and Proportion.	Reduction of Fractions and Bills Parcels.
End of the second year.	Same as above.	Same as above.	The pronoun, adverb and preposition with their relations in a sentence.	To write from memory the substance of a narrative read twice.	Vulgar and Decimal Fractions. Elements of Book-keeping in this and following years.	Proportion.
End of the third year.	Same as above.	Same as above.	Rules of Syntax.	To write as above; to repeat some part of 100 lines of poetry learned during the year.	Interest and rate percent.; Euclid Book I., to proposition xv.	Vulgar and Decimal Fractions.
End of the fourth year.	Same as above.	Same as above.	Recapitulation. Latin roots.	Simple parsing, paraphrasing and analysis of sentences.	Recapitulation, Euclid Book I., to prop. xxvi. Algebra, first four rules.	Interest and rate percent.
End of the fifth year.	Same as above.	Same as above.	Latin and Greek Roots, Affixes and Prefixes.	A short essay or theme on a subject chosen by the Inspector.	Euclid Book I., Algebra to end of simple equations with problems.	Recapitulation.

NOTE.—In every appointment to schools, all other things being equal, preference will be given to their own.

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CONDITIONS FOR PUPIL TEACHERS.

HISTORY.	MUSIC.	GEOGRAPHY.	DRAWING.	SCRIPTURE.	CLASS TEACHING.
		To have an elementary knowledge of Geography, and know the points of the compass.			
The succession of the English Sovereigns from Egbert to Elizabeth.	The shapes and length of notes and rests, places on the treble staff.	The British Isles and Bahamas, including the finding of courses and distances on a map or chart. [Maps to be drawn in this and the following years.]	Exercises in Freehand.	The books of Genesis and Matthew.	To teach a junior class in the presence of the Inspector.
The succession of the English Sovereigns from Egbert to Victoria.	Dotted notes and rests, various kinds, and signatures of diatonic Scales.	Europe and Ancient Palestine.	Exercises in Linear Geometry.	Genesis, Exodus and the Gospels.	To examine a class on the meaning of words taken from the reading lesson.
Outline of English History from 1066 to 1484.	Intervals and sharps and flats.	The British Colonies.	Exercises in Linear Perspective.	The Acts of the Apostles.	To examine a class in Grammar, Geography or Arithmetic.
Outline of History from 1485 to 1603.	Musical terms and recapitulation.	Asia and Africa.	Model Drawing.	The New Testament.	To give a gallery lesson.
Outline of History from 1603 to the present time.	Recapitulation, to write from dictation a tune.	America and recapitulation.	Drawing on Black board.	General Scripture History.	To give a gallery lesson on a subject chosen by the Inspector.

be given to those who have been pupil teachers and who have terminated successfully prenticeship.

**MONITORS.**

(51.) Monitors are persons employed to serve as subordinate teachers in schools whose average attendance is upwards of thirty-five.

They are appointed on the following conditions :—

- a. That they be over twelve years of age.
- d. That they be presented to the Inspector annually for examination according to Schedule N.

**SALARY OF MONITORS.**

(52.) They shall receive the sum of four shillings per month during the first year, five shillings per month during the second, six shillings per month during the third, and eight shillings per month during the fourth and subsequent years as long as they are so employed.

## SCHEDULE N.—QUALIFICATIONS FOR MONITORS.

YEAR.	READING.	ENGLISH GRAMMAR.	WRITING AND COMPOSITION.	ARITHMETIC.	GEOGRAPHY.	HISTORY.	RELIGIOUS KNOWLEDGE.
1st Year	Read with fluency, ease and expression from Standard V. Reading Book.	Parts of speech, with number, gender, case, mood and tense.	Write from dictation a paragraph from Standard V. Reading Book.	Addition, Subtraction, Multiplication, and Division of Money.	Same as Standards V. and VI. on paper.	Same as Standards V. and VI.	Genee and Exodus.
2nd Year	As above, Standard VI. Reading Book, with meanings of words contained in part read.	Parse a simple sentence. Noun, verb, adjective, and pronoun, fully.	As above, Standard VI. Reading Book together with 25 lines of poetry and 25 lines of prose from memory.	Compound Rules. Weights and Measures.	As above, but more fully.	As above, but more fully.	Life of Christ and Acts of Apostles.
3rd Year	As above from Newspaper.	Recapitulation and Rules of Syntax.	Write from memory a short narrative, read slowly twice, and repeat 80 lines of poetry and 80 lines of prose.	Bills of Parcels, Practice, Proportion and Vulgar Fractions.	As above, but more fully.	As above, but more fully.	General Scripture History.

**EXTRA INSTRUCTION OF ASSISTANTS, PUPIL TEACHERS, AND MONITORS.**

- (53.) Every teacher shall devote to the extra instruction of assistants, pupil teachers, and monitors not less than five hours per week, none of which shall be in the ordinary school hours, and not more than two of which shall be in the same day.

**(54.) MONTHLY CERTIFICATE OF ASSISTANTS, PUPIL TEACHERS, AND MONITORS**

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**SEWING TEACHERS.**

- (55.) In all schools where a mistress or female pupil teacher is employed instruction in needlework shall be given as part of the school course but in mixed schools in which there is no such teacher a sewing teacher shall, wherever practicable, be employed on the following conditions:—

- a. All girls over eight years of age shall attend the sewing class except as provided for in 55 c.
- b. The sewing teacher shall attend every Monday, Wednesday and Thursday from twelve till two o'clock.
- c. The children shall be encouraged to bring plain work from their homes; but when none is brought, or such as is unsuitable the pupils shall be provided with pieces of cloth on which the following operations shall be practised: Over-sewing, hemming stitching, tucking, gathering, button-holing, darning, herring-boning, putting on band, putting in gusset.

All such pieces when filled shall be sent to the Education Office with the monthly returns.

Girls who have passed satisfactorily in the above may be exempted from further attendance at the sewing class.

- d. At the annual visit of the Inspector the sewing teacher shall be in attendance, and each girl engaged on a separate piece of work.

**SALARY OF SEWING TEACHERS.**

- (56.) The salary of sewing teachers shall be ten shillings per month.

**MONTHLY RETURN OF NEEDLEWORK.**

- (57.) The following monthly return shall be sent from all schools where there is a mistress, a sewing teacher, or female pupil teacher employed  
Schedule O:—

SCHEDULE O.

BAHAMAS—DEPARTMENT OF EDUCATION.

RETURN OF NEEDLEWORK FOR THE MONTH OF ..... 18...

NAME OF SCHOOL ..... NAME OF TEACHER .....

Date.		Days	No. of Girls Employed.	Remarks.
		Monday		
		Wednesday		
		Thursday		

LIST OF ARTICLES MADE OR MENDED DURING MONTH

Articles of Clothing, &c.	No. made.	No. mended.	Articles of Clothing, &c.	No. made.	No. mended.	Articles of Clothing, &c.	No. made.	No. mended.
Shirts, Day			Dresses			Sheets		
" Night			Frocks			Quilts		
Collars			Petticoats			Curtains		
Cuffs			Chemises			Pillow Cases		
Fronts			Drawers			Towels		
Neckties			Bodies			Table Cloths		
Pants			Sacques or Jackets			Toilet Covers		
Drawers			Night Dresses			Dusters		
Coats			Aprons			Table Napkins		
Jackets			Pinafores			Other Articles		
Waistcoats			Nightcaps			Platting, yards of		
Flannel Vests			Stockings					
Handkerchiefs			Infants' Hoods					
Frs. Stockings or Socks			" Jackets					
Knitted Bras			" Boots					
Other Articles			Other Articles					

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## CERTIFICATE OF GOVERNESS OR PUPIL TEACHER.

I, \_\_\_\_\_, certify the above return to be correct in every particular.

Teacher.

## DECLARATION OF SEWING TEACHER.

I, \_\_\_\_\_, teacher of sewing at the Public School hereby declare that I have given regular attendance at the said school every Monday, Wednesday, and Thursday in the month of \_\_\_\_\_ (holidays excepted), from 12 till 2 o'clock p.m. and instructed the girls in needlework to the best of my ability. I also declare the above return to be correct in every particular.

Sewing Teacher.

## CHAPTER IV.

## ENFORCEMENT OF ATTENDANCE AT SCHOOL.

(49 VIC., CAP. 16.)

(58.) The parent or guardian of every child of not less than six nor more than thirteen years of age shall cause such child to attend school; and upon conviction of failure to do so without reasonable excuse, such parent or guardian shall be liable to a penalty, which with costs shall not exceed one shilling for the first offence, nor two shillings and sixpence for the second offence, nor five shillings for the third or any subsequent offence.

(59.) Any one of the following reasons shall be reasonable excuse, namely:—

- a. That the child is under efficient instruction in some other manner.
- b. That the child has been prevented from attending by sickness or any unavoidable cause.
- c. That the child is in possession of a certificate from the Inspector of Schools of ability to read and write and of a knowledge of elementary arithmetic prescribed by Standard VI., (Schedule A.
- d. That there is no public school open within one and a half mile, measured according to the nearest road from the residence of such child.

(60.) The time during which every child shall attend school shall be the whole time for which the school selected shall be open for the instruction of children of a similar age, including the day fixed by the Inspector of Schools for his annual visit; provided always that nothing in these Bye-laws shall prevent the withdrawal of any child from any religious observance or instruction in religious subjects, or shall require the child to attend school on any day exclusively set apart for regular observance by the religious body to which its parents or guardian belong.

(61.) The time or times during which religious instruction is given shall either be at the beginning or end of the day, and shall be inserted in the time-table. (See Bye-law 11.)

(62.) The Inspector of Schools will issue certificates of merit to those scholars who pass in Standard VI., and other children not being scholars in the school shall be allowed to attend free of charge on the day of examination. All children who obtain certificates shall be exempt from these regulations.

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CHAPTER V.

LOCAL SCHOOL COMMITTEE.

(63.) ELECTION OF TWO MEMBERS.

1. The city, township, or settlement in which a public school is situated shall be a "School District" for the purposes of the 18th \* [21st] Section of the Education Act, 1886.
2. In the month of March in each year an election shall be held in the public school-room of each school district for the election of two persons to serve as members of the School Committee of such school district.
3. The teacher of the public school in each school district shall, in the month of March in each year, four days at least before the day of election, post on a door of the school-house a notice of the day and hour when the election of members of the School Committee will take place.
4. The meeting shall be presided over by a Justice of the Peace, if one be present; if not, the teacher may request the fittest person present to preside, or preside himself.
5. The teacher shall furnish the chairman with a list of persons entitled to vote; and no parent or guardian shall be entered in such list whose child has been continuously absent from school for four weeks preceding the day of election, unless such absence be owing to sickness or other unavoidable cause, in which case the vote shall be marked and explained in a foot-note.
6. The chairman having explained the objects of the meeting and read the duties of Local School Committees, shall call for nominations and write down the names of the nominees.
7. Should more than two persons be nominated, the chairman or some person under his direction shall call upon each person in the above-named list who may be present, to vote, and shall record the same by writing the name of the voter under the name of the nominee or nominees in whose favour the vote may be given.
8. The chairman shall count the votes and announce the numbers in each case.
9. The lists of votes shall be made in duplicate, and certified as being correct by the chairman and the teacher; one copy to be retained among the school papers, and the other to be sent to the Secretary of the Board of Education by the first opportunity.
10. Upon receipt of such list the Secretary of the Board of Education shall submit the names of the elected members to the Colonial Secretary, with a view to their being gasetted for public information along with the names of the appointed members.
11. In case of the death, removal from the Island, or resignation of an elected member, the remaining members shall have power to fill the vacancy till the next annual election.

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\* See footnote on page 18 above.



(64.) **DUTIES.**

1. They shall co-operate with the teacher in securing the attendance at school of all children of school age who reside within a practicable distance.
2. They shall see that the school is conducted in accordance with the bye-laws of the Department.
3. The members shall undertake in rotation the duties of school visitor for one week, *i.e.*, visit parents of children who are irregular in attendance or do not attend at all; call at the school at least once during the week without notice, and take memoranda of the number present, order, occupation, etc.; keep memoranda of any irregularities in opening or closing school, of any days not being holidays when the school is not open, or of any other departures from the bye-laws with the explanation given by the teacher in each case.
4. A monthly meeting shall be held at which the teacher shall be present, and at which the memoranda of each school visitor shall be read and discussed.
5. The Committee may correspond with the Secretary of the Board asking for information or making suggestions or complaints respecting the school or the teacher.
6. Any two members of the Committee may take the teacher's declaration and countersign the returns, referring to either the school registers or to visitors' memoranda to verify the same.
7. It shall be the duty of Local School Committees to co-operate with the Board and its officers in rendering the schools as popular and efficient as possible.

**CHAPTER VI.**

(65.) **DUTIES OF THE CONSTABLE OF THE BOARD.**

(49 Vic., Chap. 16, Sec. 31 [34].)

1. He shall prepare and keep correctly, by means of personal visitations and inquiry, a register of all children in Nassau and its suburbs who are between the ages of six and thirteen years, with the place of residence, name of parent, or guardian, date of birth, and school attended (if any) in each case according to a form supplied by the Secretary.
2. He shall visit all public schools in Nassau and its suburbs, including Sandilands, once a week, to obtain lists of absentees, with certificates according to 49 Vic., Chap. 16, Sec. 28 [31], Sub-sec. 4.
3. He shall look after and obtain information respecting children of school age who may be found in the streets, on the wharves, etc., during school hours.
4. He shall ascertain from the parents, from other informants, or, when practicable, by personal observation, the causes of non-attendance at school, and take memorandum thereof.
5. He shall submit to the Secretary a daily written report of the duties performed, together with the names of non-attendants at school.
6. He shall report to the sitting Magistrate at Nassau such parents or guardians as he shall deem to have violated the Education Act, and attend in Court to give evidence against them.

7. He shall report himself at the guard-room daily at 9 a.m., Sundays excepted.

8. He shall be engaged as above, or in such other duties connected with the Department as may be directed during eight hours per day, Sundays and Public Holidays excepted.

VISITORS.

(66.) The persons authorised by Section xx. of the Education Act, and those nominated by the Governor as Visitors, shall in addition to the privileges conferred by the Act, be allowed to inspect the school registers or any official books, and to enter their views in the visitors' book.

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CHAPTER VII.

(67.) INSTRUCTIONS TO THE SECRETARY TO THE BOARD AND INSPECTOR OF SCHOOLS FOR THE EFFICIENT ADMINISTRATION OF THE CODE.

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(68.) [Right of Appeal of School Teachers.]

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(69.) A copy of the Code shall be placed in a prominent position in every Schoolroom.

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APPENDIX E.

EXTRACT FROM GENERAL DESCRIPTIVE REPORT  
ON THE BAHAMAS ISLANDS.\*

I fear that in this Colony the type of education provided under the auspices of the Government is not that which is best suited to the needs of the masses, and if any real progress is to be effected, a radical alteration must be made in the present system. It may be said that none of the boys reached by the Education Act proceed with their studies after leaving school. As a rule the main object of the parents is to get them away from school, so that their services might be utilized on board a sponger or in some form of manual labour. In the very unlikely event of a boy showing an aptitude for book learning and making the best use of his training, his great ambition is to become a clerk in a store, or possibly to enter the Government Service. But the demand for this form of labour is extremely limited, and very poorly remunerated, whereas there is need for a good class

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\* General Descriptive Report on the Bahamas Islands, in which is included the Annual Report for 1902. Cd. 1906.

of artisans. At present there is not one master carpenter, blacksmith, or mason in the Colony, and no means of training these and possible exponents of other industrial arts. There are men who build houses and small craft and fashion wood and iron into various shapes; but it is the "rule of thumb" which reigns, and there is little of the precision which comes of the trained hand and eye in conjunction with a trained mind. What is wanted here is a system based on that so ably conducted by Mr. Booker Washington at Tuskegee, in Alabama, United States of America, and until that or some similar scheme based upon industrial training as the main factor in the educational method is adopted, I fear that no improvement in the condition of the large native population in this Colony will be manifested. It is easy, however, to make destructive criticism, but although an alternative system may be advocated, it is almost impossible in a Colony like this, where the revenue is never sufficient for the calls upon it, to make the radical change which would be necessary in order to place this question upon a proper foundation, and unfortunately, so far, little disposition has been shown by the Legislature to assist the Government in its efforts to encourage practical agriculture, which, after all, is the industry upon which the mass of the people must rely, and about which at present they know next to nothing.

THE  
SYSTEM OF EDUCATION  
IN  
BARBADOS.

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## THE SYSTEM OF EDUCATION IN BARBADOS.

## I.—INTRODUCTION.

The Island of Barbados (about the size of the Isle of Wight) contains in area 166 square miles, and the estimated population is 195,588. About one-twelfth of the people are reported as of pure European descent; and the remainder are either blacks or of mixed European and African origin, the blacks making up about three-fourths of all the inhabitants. Size and population.

The first colonists occupied the island in 1625 under a grant from King James I., and their numbers increased so rapidly during the Great Civil War of England that in 1650 the white population was set down at 30,000. First Settlement 1625.

Slaves were first imported from Africa to work on the cotton and tobacco plantations in 1636, and as soon as the cultivation of sugar was introduced, perhaps in 1637, the number of Africans imported rose to such an extent that before the end of the seventeenth century the population of the Colony was said to be 150,000. 1636 and 1637.

At an early period provision was made for the celebration of Divine Services in accordance with the forms of the Church of England. In 1645 there was a church in each of the eleven parishes. But the educational needs of the children were not cared for during the first century of the Colony's existence. It was considered then and for very many years afterwards most undesirable to give any instruction to the children of slaves. 1645.

The oldest educational institutions in the island are those in connection with Codrington College. In the year 1711 Colonel Sir Christopher Codrington, a native of Barbados, and proprietor of certain estates in the parish of St. John, bequeathed the whole of his landed property to the Society for the Propagation of the Gospel in Foreign Parts for the purpose of establishing and maintaining a college or school for the higher education of the youth of the island, and for supplying trained ministers for the work of the Church in the West Indies. He also stipulated that schools should be established on his estates for the instruction of the slaves. In 1712 the Rev. John Holt was sent out by the Society as their first chaplain, and he was specially charged to give attention to the slaves and their children. Oldest Educational Institution: (a) Codrington College.

A High School was commenced on these estates in 1721, which was the beginning of the present Grammar School known as the Lodge School. An arrangement was also made by which the trustees of the Codrington estates assisted some of the most promising pupils at the Grammar School to continue their education at one of the English Universities. (b) The Lodge School.

(c) The Harrison Foundation.

The benevolent example of Sir Christopher Codrington was followed in 1733 by Mr. Thomas Harrison, a merchant of Bridgetown, who gave to the parish of St. Michael a certain building and a sum of money for the education of poor boys.

(d) The Alleyne School.

In 1785 Sir John Gay Alleyne, of Bawdens estate, bequeathed an annuity of £60 a year to the parish of St. Andrew for the education of the poor white class. This is the endowment of the present Alleyne Second-Grade School in this parish.

(e) The Christ Church Foundation School.

Some time in the eighteenth century the parish of Christ Church received a bequest of 100 acres of land from a Mr. Williams, the rent of which is still used to provide a limited number of poor white boys and girls with an education in English subjects.

(f) The St. Mary's and Central Schools.

Through the energy of Lord Combermere, then Governor of Barbados, two schools were established—St. Mary's in 1818, and the Central School in 1819. The former was for the education of free coloured children and the children of slaves, and seems to have been supported entirely by Voluntary Grants, assisted by a Grant from the Church Missionary Society. The Central School was for poor white children. The vestry of each parish contributed to its maintenance and was allowed to send two pupils. The Legislature also granted this school a fixed sum annually, and this was the first Grant made by the Government for educational purposes.

(g) The Hutchinson's Trust.

In 1857 Mr. Emmanuel Hutchinson bequeathed a house and certain property for the founding of a school for the education and clothing of thirty-six poor children of the white population, eighteen of each sex. This school does not now exist, owing to the loss of the Trust Funds through depreciation of land.

(h) Parochial or Parish Schools.

Besides the afore-mentioned institutions there were several Parochial Schools in certain parishes supported by Vestry Grants for the benefit of the poor white and middle class. Such schools have long ago fallen out of existence.

## II.—PRIMARY EDUCATION.

1838—1846.

After the emancipation of 1838, the Church of England, the Moravians, and the Wesleyans devoted themselves earnestly to the education of the children of the labouring classes, and by 1844 there were in connection with the Church of England fifty-eight schools with 3,932 children; four Moravian with 359 children; four Wesleyan with 416 children. It is also stated that there were at that time one hundred and forty-nine private schools with an attendance of 2,745 pupils.

1846—1850.

The first Grant by the Legislature for popular education was made in 1846, when a resolution was passed by the House of Assembly granting £750 annually to the Bishop of the Diocese for disbursement among the schools belonging to the Church of England.

At this time there was no inspection nor any system of examination for testing the teaching given to the children.

In 1850 the first Education Act was passed appointing a Com- Education  
mittee of the Legislature to look after the education of the people. Act of 1850.  
Grants-in-Aid were to be given to the schools of all denominations according to certain regulations, and an Inspector was appointed at an annual salary of £100, he being allowed to hold office at the same time as a teacher in the Central School. The grant was distributed according to a plan proposed by the late Bishop Rawle, then Principal of Codrington College. Principal Rawle argued that the people would value what they paid for, and he accordingly arranged that a school should receive Legislative aid in proportion to the average attendance and the amount raised from school fees. From 1850 to 1858, through the energy of the Inspector and the active co-operation of the clergy of all denominations, the number of schools and the attendance increased rapidly.

In 1858 another Act was passed considerably extending the Education  
liberality of the Legislature. The salary of the Inspector was raised Act of 1858.  
to £300, and he was required to devote his undivided attention to the duties of his office. The subjects of instruction were also at this time defined as follows:—Reading, writing, arithmetic, religious instruction from the authorised version of the Bible, grammar, geography, music and English history. Arrangements were also made for training pupil teachers, and the issuing of certificates of proficiency to teachers.

In 1866 the system of making Grants as before described was abolished. There were many objections to it. Although a large number of young persons had been brought under school discipline, it had not produced the educational results that were expected, and there was an inducement to fraud which many teachers had been unable to resist. The system of payment according to examination results was framed by the Inspector and was adopted by the Committee, and that is the system which, with recent modifications, still obtains in Barbados, and under which educational efforts have prospered.

A Commission, with Dr. Mitchinson, then Bishop of the Diocese, Commission  
at its head, sat in 1875-76, and in its Report recommended various of 1875-76.  
changes which were embodied in the Education Act of 1878. This Act increased the expenditure on Elementary Education from £4,000 to £9,000, and limited the cost of the entire educational system of the Colony to £15,000. A Sub-Inspector was appointed, and the Vestries were relieved of their obligation in respect to the education of the poor, with the exception of providing and keeping in repair school buildings as required by the Education Board.

In 1890 an Act was passed to consolidate the Acts relating to Education. This Act, as amended in 1897, is the instrument Act of 1890,  
under which the education of the island is at present carried on. amended in 1897.

In 1894 the expenditure on education exceeded £16,000, and a Commission  
Commission was appointed, with the late Bishop Bree as President, of 1894.  
to enquire into the system of education. A few of the recommendations of this Commission were adopted, and following on the Report sent in by it were the amendments made in 1897.



One of these amendments fixed the amount to be expended on Elementary Education at £11,000, and this sum is annually voted by the Legislature of the Colony.

Central  
Authority.

The Education Act of 1878 had swept away the Committee which had existed since 1850, and provided for the formation of a Board to consist of four members of the House of Assembly, three of the Legislative Council and two others, all to be appointed by the Governor of the Colony. This provision was maintained in the Consolidating Act of 1890, but in 1897 an amendment was made to the Education Act requiring that five members should be selected from the House of Assembly, two from the Legislative Council, and two others; the appointments being vested in the Governor as by the Act of 1878. In Appendix B will be found the Education Act of 1890, as amended by the Act of 1897.

The recommendation made by the Education Commission of 1894-96 with respect to the constitution of the Board was not adopted.

The Board is entrusted with the general control of the Elementary Schools. They make rules and regulations for their good government; for the subjects to be taught; for the appropriation of all sums granted in aid; and for the remuneration of the masters, mistresses, assistant teachers, and pupil-teachers. The Board does not, however, appoint the teachers; it approves or disapproves, as the case may be, of the appointments submitted to them by the local Managers.

There are no Government Schools, strictly so called, although the entire cost of Elementary Education is borne by the general revenue of the Colony, with the exception of the providing of school buildings.

All rules made by the Board for the government of the Elementary Schools, before they become law, must be approved by the Governor in Executive Committee, and published six times in the Government "Gazette." No bulletin is issued by the Board for the interpretation of the Rules and Instructions issued by them from time to time; this is done by the Inspectors at their visits, or by correspondence with the chairman of the local Managers.

The cases in which there has been any conflict between the decisions of the Central Board and the local Managers have been few, and with these exceptions the system has worked harmoniously.

Local  
Authority.

Each Elementary School is under the control of three Managers, consisting of the minister of the district in which the school is situated, or of the chapel to which the school is connected, and of two laymen whose names are submitted annually for appointment by the Board. There has never been any difficulty in obtaining the service of capable and proper laymen as co-Managers, and in a few districts the lay Managers exercise the privilege given them of visiting the schools and of being present at the annual inspections.

The principal duties of the local Managers are (1) the appointment and dismissal of teachers and pupil-teachers, subject in each

case to confirmation by the Education Board; (2) the control of the expenditure of grants made to them for the erection and repairs of school buildings; (3) fixing the rate of school fees; (4) considering applications for the remission of school fees; (5) investigating complaints against school teachers.

The chairman of every school committee is required by rule to visit each school in the district at least four times during each quarter.

As there are no Government Schools in the Colony, so none of the buildings are the property of the Government, nor does the Central Government grant any aid towards their repairs. In the case of schools connected with the Anglican Church, the majority of the buildings are the property of the vestries of the several parishes; some few which were built by private subscriptions are the property of the district in which they are situated.

With a few exceptions, the Moravians and Wesleyans are the owners of all the schools in connection with their missions. Several rooms are rented for school purposes.

The money spent on repairs, etc., of school property is furnished by the vestries in accordance with the Education Act. This sum amounts to £950 annually, but is very inadequate. It is distributed by the Central Board on estimates furnished by the local Managers. The sum raised by any one parish must be expended on the schools in the parish. No new school can be started without the sanction of the Central Board unless, of course, the local Managers are prepared to pay the teacher's stipend. Many school buildings are too small for the attendance, and much inconvenience is thereby caused in the arrangement of classes, but as time goes on and funds are available this defect will be remedied.

It must be borne in mind that the system of Education is not of very long standing, as also the fact that the Colony's resources are limited at every point.

The work of School Inspection is performed by an Inspector and an Assistant Inspector. An Inspector's Assistant renders help in the examination of the larger schools and in paying surprise visits.

The island is divided into a northern and a southern district; the former consists of seven parishes, and the latter of the four largest and most populous parishes.

Each school is examined annually, and surprise visits, for the purpose of checking the registers, etc., are paid at least twice per quarter by the Inspectors or their Assistant.

Besides the work of inspection the Inspectors and their Assistant examine the pupil-teachers and hold the annual examination of teachers for certificates. The Inspectors have also to attend the investigation of charges involving the dismissal of teachers, assistants or pupil-teachers. Reports are always forwarded to the Central Board on all examinations and investigations.

All correspondence and the administration of the amounts voted for education, including the grants for repairs raised by

the vestries, is carried on through the Education Office; the staff of which consists of a Secretary and an Assistant Secretary. All the officers are appointed by the Central Board and are on the same footing as public officers appointed by the Governor. The members of the present staff are all natives, three of whom are graduates of Universities.

**Attendance.** The Education Act of 1878 did not make attendance at school compulsory, but contained a clause by which compulsory attendance could be enforced. Up to the present time this clause has not been put into operation. Children are admitted into school at the age of four years and are allowed to remain until they have passed Standard VII., or have reached the age of sixteen years.

There are about 40,000 children in the Colony of the school age. The number on the roll in 1901 was 23,660, and the average attendance 13,547.

In 1897, when the highest numbers were reached, the roll was 28,757, and the average attendance 15,556.

At the census of 1891 it was estimated that there were 10,538 children in private schools or being educated at home, but it has been considered that the majority were not being educated at all. Since the Legislature undertook the education of the people, and the fees in the Public Elementary Schools were placed at the lowest possible rates, it has been impossible for private adventure schools for the poorest classes to furnish even a moderate income for anyone capable of keeping a school. There is no inspection or notice taken of any private school that may exist.

**Private  
Schools.**

**Number of  
Elementary  
Schools, and  
conditions  
of aid.**

There are 169 Public Elementary Schools—43 boys, 41 girls, 32 mixed (boys and girls) and 53 infant schools.

The conditions of aid are:—

- (a) That the school is necessary to the district;
- (b) That the school premises are healthy, well ventilated, properly furnished, and supplied with suitable offices, and contain sufficient accommodation for the scholars attending the school;
- (c) That is taught by a person approved of by the Board. Married women will not be regarded as suitable persons to be teachers except under special circumstances;
- (d) That the teachers are not allowed to undertake duties not connected with the school, which occupy any part whatever of the school hours;
- (e) That it is managed by the supervising minister, and two other persons appointed annually by the Board;
- (f) That the school be conducted strictly according to the rules made by the Education Board, a copy of which must be kept at the school, and all returns of information concerning the school asked for by the Board be promptly furnished;
- (g) That the school and school books be at all times open to the inspection of the Education Board or any member thereof, and to any or either of its officers;

(h) That the Chairman of the Managers visit the school four times at least during each quarter;

(i) That needlework be taught in all girls' schools;

Every school is required to be under the charge of a certificated School Staff. Schools other than infant schools with an average attendance of fifty children are under the charge of a certificated teacher and an assistant teacher or pupil-teacher. To a school averaging 100 are assigned a head teacher and two assistants or pupil teachers. For schools having an average attendance of 150 the staff consists of a head teacher, two assistant teachers and a pupil-teacher. In infant schools the number in average attendance must be slightly higher in each case to obtain an addition to the teaching staff. No school is retained on the aided list which fails to obtain a quarterly average of thirty.

For the purpose of instruction each school is usually divided into nine classes, and the children are classified according to their proficiency in reading, writing and arithmetic, and no child may be promoted to a higher class who has not passed at the annual inspection the standard prescribed for the class in which he is placed. Classes may be grouped for object lessons, for instruction in the principles of agricultural science, for singing and for religious knowledge. The religious instruction is undenominational. It is given in every school, but there is the usual conscience clause under which any child may be withdrawn whose parent or guardian objects to his receiving such instruction. During the last sixteen years there have been only two withdrawals from examination in this subject.

No physical drill is taught, nor has there as yet been any provision made for instruction in drawing, cooking, manual training or handicrafts. There is also no kindergarten system. The school hours are from 10 a.m. to 4 p.m., but a school may be assembled at 9.30 a.m., the teacher being required to be present fifteen minutes prior to the beginning of school work.

The following is the Standard of instruction prescribed:—

#### FIRST CLASS.

*Reading.*—Sheet Lessons. First Primer.

*Writing.*—Single letters.

*Arithmetic.*—Forming figures.

*Religious Knowledge.*—The Lord's Prayer.

#### SECOND CLASS.

*Reading.*—Second Primer.

*Writing.*—Small letters and a sentence from reading book slowly dictated.

*Arithmetic.*—Numeration and notation up to 99. Addition and subtraction mentally with numbers up to 12.

*Religious Knowledge.*—To say distinctly the Lord's Prayer.

*Singing, Object Lessons.*

## THIRD CLASS.

*Reading.*—First Book.

*Writing.*—To write sentences dictated from the Reading Book.

Copy-writing Nos. 1 and 2.

*Arithmetic.*—Numeration and notation up to 999. Adding and subtracting mentally up to 100, and on slates up to 999. Very easy problems.

*Religious Knowledge.*—To say the Lord's Prayer, the Creed and Ten Commandments.

*Singing, Object Lessons, Recitation.*

## FOURTH CLASS.

*Reading.*—Second Book.

*Writing.*—To write a passage from the Reading Book dictated in clauses.

*Arithmetic.*—Numeration, etc., of five figures. Multiplication and division. Sums mentally and on slates. One easy problem.

*Religious Knowledge.*—To write any portion of the First Standard test and to answer questions on a portion of the Gospel set beforehand.

*Singing, Object Lessons, Recitation.*

## FIFTH CLASS.

*Reading.*—Third Book.

*Writing.*—To write on paper or slate a passage from the Reading Book. Copy-writing Nos. 5, 6, and 7.

*Arithmetic.*—Numeration, etc., of all the simple rules, including long division of six figures. Easy problems including only one rule.

*Religious Knowledge.*—To write on paper or slate any portion of the First Standard test, and to answer questions on a selected portion of the Bible set beforehand.

*Grammar.*—To declare the parts of speech in a sentence and to form simple sentences.

*Needlework.*—(See Appendix A., Schedule III., Standard III.)

*Singing, Recitation, Domestic Economy.*—(Girls only.)

\* *Useful Occupations.*—(Boys only.)

## SIXTH CLASS.

*Reading.*—Fourth Book.

*Writing.*—To write, on paper or slate, a passage from the Reading Book. Copy-writing Nos. 8, 9, and 10.

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\* This was inserted with the hope that school managers would see their way to have boys taught some trade (carpenter's, joiner's, tailor's or shoemaker's, etc.) before leaving school, and the Education Board are willing to make grants where a trade is properly taught. Up to the present, however, no school managers have applied for a grant under this head.

*Arithmetic.*—The simple and compound rules applied to money problems.

*Religious Knowledge.*—Same as the Fifth Class.

*Grammar.*—Declension of nouns and pronouns. Conjugation of verbs. Full parsing of a single sentence.

*Geography.*—Definitions. Geography of the schoolroom and neighbourhood. Knowledge of the map of the world.

*Needlework.*—(See Appendix A, Schedule III., Standard IV.)

*Music.*—To sol-fa at sight an easy piece in the natural key. To answer questions from an elementary book.

*Singing, Recitation, Domestic Economy.*—(Girls only.)

*Useful Occupations.*—(Boys only.)

SEVENTH CLASS.

*Reading.*—Fifth Book. Unprepared passages.

*Writing.*—To write a passage, on paper or slate, of the same standard as the reading.

*Arithmetic.*—Reduction and the compound rules in all the tables. Problems.

*Religious Knowledge.*—To answer questions on two selected books or portions of two selected books of the Bible.

*Grammar.*—Rules of Syntax. Parsing of a difficult sentence.

*Geography.*—Barbados. The West Indies. North and South America. Special attention to productions and peoples.

*English History.*—To the end of the reign of Richard III.

*Needlework.*—(See Appendix A, Schedule III., Standard V.)

*Music.*—To sol-fa at sight a piece in the Keys of G, D, F, B. To answer questions from an elementary book.

*Singing, Recitation, Domestic Economy.*—(Girls only.)

*Useful Occupations.*—(Boys only.)

EIGHTH CLASS.

*Reading.*—Sixth Book. Unprepared passages.

*Writing.*—To write a passage, on paper or slate, of the same standard as the reading.

*Arithmetic.*—Vulgar fractions. Simple proportion. Practice. Mensuration of rectangles.

*Religious Knowledge.*—Same as that required of the Seventh Class.

*Grammar.*—Composition and analysis.

*Geography.*—The British Isles and India.

*English History.*—To death of Charles I.

*Needlework.*—(See Appendix A, Schedule III., Standard VI.)

*Music.*—Same as Seventh Class.

*Singing, Recitation, Domestic Economy.*—(Girls only.)

*Useful Occupations.*—(Boys only.)

NINTH CLASS.

*Reading.*—As the Eighth Class, but with more expression, etc.

*Writing.*—To write a passage, on paper or slates, of the same standard as the reading.

*Arithmetic.*—Compound proportion. Interest. Decimals.

*Religious Knowledge.*—Same as that required of the Seventh Class.

*Grammar.*—Same as the Eighth Class, but better work is demanded.

*Geography.*—The British Empire.

*English History.*—From the Great Rebellion to the present time.

*Needlework.*—Same as the Eighth Class.

*Music.*—Same as the Seventh Class.

*Singing, Recitation, Domestic Economy.*—(Girls only.)

*Useful Occupations.*—(Boys only.)

Religious  
Instruction.

The instruction prescribed by the Regulations and the questions set on the Scripture authorised by the Schedule are strictly undenominational and undogmatic, but the Minister of a school, to whatever denomination it may belong, is not debarred from giving specific dogmatic teaching, and the teacher may also assist the Minister in this respect. There are no regulations setting forth the days or time that such instruction should be given in school; this is a matter of arrangement between the Minister and the teacher. The Central Board are never approached on this point, nor is it their wish that they should be.

Teachers.

An examination is held each year of those persons who have passed through a four years' course as pupil-teachers and who desire to obtain a teacher's certificate.

For the Syllabus of Examination for a third-class certificate see Appendix A, Schedule V., First Year, and for the Syllabus of Examination for a second-class certificate see Appendix A, Schedule V., Second Year. See also Appendix A (Code of Regulations), Section IV.

Candidates passing the above examination are arranged in two divisions, viz., the Honours Division and Division II. Males who obtain 800 marks and females who obtain 750 marks are placed in the Honours Division. Candidates who, though not qualified for the Honours Division, obtain not less than 500 marks are placed in Division II.

A candidate, after passing the examination, can be employed as an assistant teacher; and a third class certificate is granted on obtaining favourable reports from an Inspector for two full years of service as a head teacher, or for two years as an assistant and one year as a head teacher.

Every alternate year a further examination is held, open to teachers holding third class certificates and wishing to qualify for second class certificates. The syllabus for this examination is somewhat wider than that appointed for the first examination and the standard is higher. The successful candidates are divided into two divisions, the proportion of marks required for admission

to the Honours Division being the same as before. A teacher who passes this examination receives at once a second class certificate.

Promotion from the second class to the first class is earned by good service only.

The teachers now in service are classified as follows :—

	Men.		Women.
Class I. .. ..	22	..	4
„ II. .. ..	20	..	8
„ III. .. ..	51	..	39
Employed as Head Teachers } but not passed 3rd Class } Certificate Examination. }	3	—	20
Passed the Certificate Ex- } amination, but not yet } classed .. .. }	76	—	67
	172		138

The system of payment by results obtains in this Colony, and the salaries of teachers are made up by grants under the following heads :—

- (I.) Capitation Grant.
- (II.) Premium Examination Grant.
- (III.) Certificate Bonus.
- (IV.) Bonus for Instruction of Pupil-Teachers.

In 1900 three teachers received more than £100 from the Government; eleven received between £70 and £100; thirty-eight between £50 and £70; and the rest less than £50. No teacher is granted less than £25 per annum.

Most of the female teachers are paid on the same scale as the male teachers; but by a recent amendment to the Code, all new female teachers receive only 75 per cent. of what a male teacher would receive under similar conditions.

The salaries of assistant teachers range from £10 to £25 per annum.

The pupil-teacher system is organised on the same lines as in England, and a pupil-teacher must be fourteen years before he can obtain an appointment. The standard of attainment required on entering the apprenticeship is that of the eighth or ninth class in reading, dictation, arithmetic, English and one other subject. The period of apprenticeship is generally four years, and each pupil-teacher is required to pass an examination at the end of each year of service.

For the subjects of examination for pupil-teachers see Appendix A, Schedule IV.



The services of pupil-teachers are remunerated at the following rates :—

1st year	£	0	0	per annum.
2nd „		5	16	8 „
3rd „		6	13	4 „
4th „		7	10	0 „

The most satisfactory female pupil-teachers are offered a two years' course at a Training College in Antigua; the amount spent annually on such training being £300.

There is at present no provision made for the training of male teachers.

Pensions.

For the past twenty years or more it has been the custom for the Board of Education to recommend teachers to the Legislature for pensions on their becoming superannuated. All who have been so recommended have received pensions ranging from £10 to £25 per annum. One very satisfactory teacher was a short time ago granted a pension of £50 per annum after fifty years' service.

A Bill has just been passed by the Legislature arranging for a fixed scale of pensions for all Elementary School teachers, thus preventing application to the Legislature in each individual case. A copy of this Bill is printed as an Appendix to this Report. (See Appendix C.)

Fees.

The rate of fees to be paid by children attending public Elementary Schools is decided by the Managers of each school and must not exceed 3d. per week for each child. The usual fee in the country districts is a penny per week for older children and a half-penny for infants. The fees are received by the head teacher and are retained by him as part of his income. Managers have the power of deciding, in cases of poverty, what children should be received into school free of charge.

In consequence of the scarcity of money among the people school fees are very badly and irregularly paid. The total amount collected during 1900 was £1,007 and the average attendance 13,795.

There are no continuation schools or classes.

Work among the labouring classes is begun at 7 o'clock and ends after 5 o'clock in the afternoon.

Expenditure.

The entire cost of Elementary Education is borne by the Central and Local Government. Prior to 1898 the expenditure on Elementary Education was not fixed, and supplementary estimates were frequently sent in to the Legislature towards the close of a year. This was due to the system of payment by results. In November, 1897, the Education Act was amended, and the amount to be spent on Elementary Education limited to £11,000. This sum includes the amounts granted for books and furniture and the tuition of pupil-teachers. It does not include the sum spent on the training of teachers nor the amount spent on Primary School exhibitions.

The sum raised locally for school purposes has already been stated in this Report, as well as the amounts raised by school fees.

Voluntary subscriptions do not exist.

The means adopted for accommodating a system of payment by results to the Legislature enactment fixing the amount of expenditure is stated in Section 7 of the Education Act, which is printed as an Appendix to this Report. (See Appendix B.)

As a connecting link between Elementary and Higher Grade Exhibitions. Education six Primary School scholarships were established by the Education Act of 1878, on the recommendation of the Education Commission of 1874-76.

One scholarship is awarded annually after a competitive examination, is tenable at either of the two First Grade Schools for boys for a period of six years, and is of the annual value of £25; the sum of £150 each year is thus spent in giving the most promising boys in Primary Schools a First Grade Education Results have shown that the money expended on these exhibitions has been well spent.

### III.—SECOND GRADE EDUCATION.

The Legislature rendered no assistance to Secondary Education First grant to Second Grade Education. before 1858. By the Education Act passed in that year, it was authorised that a sum, not exceeding £300 per annum, might be spent in assisting any school that existed or might be established for the education of the middle classes.

There were at that time certain parochial schools supported by endowments, parochial grants and fees of pupils.

The Education Committee also provided exhibitions by allotment to each separate Second Grade School.

On the recommendation of the Education Commission of 1875-76 Change in system after 1875-1876. these schools were placed on a different basis.

A governing body was constituted for each school, of which Governing Bodies. there were then five in number, for boys only. There are now six, four for boys and two for girls.

On each Governing Body the Education Board is represented by Education Board represented on Governing Bodies. two members, annually appointed by them; except in the case of one school the Governors of which are the Education Board.

The Governing Bodies appoint and dismiss the head teachers, supervise the schools, and are responsible for all receipts and expenditure. All assistant masters are appointed and dismissed by the head teachers subject to the approval of the Governors. Duties of Governing Bodies.

The Education Board frame the schemes for the establishment Schemes how framed. and management of these schools, which, on receiving Legislative sanction, have the force of law. In the schemes framed by the Board the subjects of instruction and the fees to be charged are set forth, and all other matters which have for their object the good government of the schools.

The subjects of instruction set forth in the present schemes Subjects of Instruction. are:—

- (a.) Arithmetic.
- (b.) Mathematics.

- (c.) The English Language.
- (d.) Latin.
- (e.) French.
- (f.) Geography.
- (g.) History.
- (h.) Religious Knowledge.
- (i.) Elements of Natural Science.
- (j.) Some other modern European Language.
- (k.) Drawing.
- (l.) Vocal Music.
- (m.) Drill.

Although in the syllabus of instruction, drawing has never been taught in the boys' schools, it has been successfully taught in the girls' schools and certificates obtained from the Department of Science and Art, South Kensington (now the Secondary Branch of the Board of Education).

Needlework is also taught in the girls' schools.

Shorthand and bookkeeping have within the last three years been introduced into the largest of the boys' schools, and the Education Board hope that as time goes on it will be found practicable to take up these subjects in all of them.

**Annual Examinations.**

The upper Forms of each Second Grade School are prepared for the Cambridge Junior Local Examination. The lower Forms are examined annually by a local Examiner appointed by the Governors and his report is transmitted by them to the Education Board.

**School-age.**

Boys are admitted at the age of seven and may be retained ordinarily until they have reached the age of seventeen, and specially up to nineteen.

Girls are admitted at the age of seven and may be retained ordinarily until they have reached the age of fifteen, and with special permission up to eighteen.

**Income how derived.**

Each school receives a fixed grant from the Government, and this grant along with fees of pupils, and in one or two cases private endowments, are the sources from which the income of each school is derived.

**Attendance.**

The number of pupils, boys and girls, usually in attendance is 250

**Expenditure.**

The amount annually voted by the Legislature for Second Grade Education is £1,100—£800 in fixed grants and £300 for exhibitions

**Exhibitions.**

There are sixty exhibitions at £5 each, twenty awarded annually and tenable for three years. The subjects of examination are dictation, arithmetic (the four simple and compound rules), geography and English grammar. Any boy under twelve years of age may compete.

At the expiration of the three years for which a Second Grade Exhibition is awarded, a boy may elect to renew it with a more difficult examination, including vulgar and decimal fractions, French and Latin, and if he is successful he can retain it up to

The vestries of the parishes in which these schools are situated also grant exhibitions to the parents of boys in straitened circumstances, subject to the regulations framed by the Education Board. Girls as well as boys may be elected to parochial exhibitions.

Parochial Grants.

There are several private schools of a Second Grade type in the island, principally in and near Bridgetown. There is no inspection of these, nor is there any recognition of them by the Government. They aim at passing children in the Cambridge Local Examinations.

Private Schools.

#### IV.—FIRST GRADE EDUCATION.

It was in 1721 that a High School, which was the beginning of the present Lodge School, was started in order to impart to the sons of the gentlemen of the island an education sufficient to enable them to proceed to English Universities. The staff of this school were paid by pupils' fees and possibly out of a grant from the Society for the Propagation of the Gospel, on whose estates and at whose cost the buildings were erected.

The Lodge School, 1721.

It was in 1733 that a similar school was founded by a Mr. Thomas Harrison, as mentioned in the introduction to this report, to supply boys of the parish of St. Michael with a liberal education. The number of boys on the foundation was not to exceed twenty-five, and the administration of all matters connected with this foundation was entrusted to a Board of Governors or Trustees established under Mr. Harrison's will. This foundation was the beginning of the present Harrison College.

Harrison College, 1733.

For nearly a century and a half both these High Schools were conducted by their respective Boards without aid from the Legislature. In 1871 a grant of £800 was voted by the Legislature by way of exhibitions to assist boys in paying their expenses at these schools. In this year also Harrison College was re-organised and opened on its present basis with a staff of three masters.

Earliest grant made by the Government towards First Grade Education.

Both these schools remained under the management of Trustees unrecognised in any sense as public Boards until the passing of the Education Act of 1878. This Act reconstituted the Governors of both schools, styled thereafter not Trustees but Governing Bodies, and at the same time sanctioned a grant of £1,000 per annum towards the upkeep of Harrison College and £500 towards the maintenance of the Lodge School.

Increase in Grant in 1878.

The higher education of girls was not provided for until 1881, when, under the provisions of the Education Act of 1878, Queen's College was started "for the purpose of furnishing a sound and high-class education to girls of the upper and middle classes of society." This school stands on the site of the old "Central School" for girls, and receives Government aid to the extent of £400 per annum.

Queen's College.

At Harrison College there is a staff of nine masters, eight of whom are graduates of English Universities. One of these masters gives instruction in German only. This staff does not include

Staff of First Grade Schools.

the teachers in the Science Department, mention of whom will be made later on.

The staff of the Lodge School consists of three masters, all of whom are graduates of English Universities. Besides the resident staff, instruction in agricultural science is given two days in each week by the Assistant to the island Professor of Chemistry.

The staff at Queen's College consists of nine mistresses and a master for teaching physical exercises.

The head teachers are appointed and dismissed by the several Governing Bodies, and all assistant teachers are appointed and dismissed with the concurrence of the Governors by the head teachers.

The Blue Book issued annually by the Government states in detail the emoluments of the several teachers of these schools.

There are no pensions given to the teachers of either First or Second Grade Schools.

There is attached to Harrison College a well-equipped chemical laboratory, and the Science Department is under the control of the island Professor of Chemistry and Agricultural Science, who is appointed by the Education Board; and the Science staff consists of the Professor of Chemistry, an Assistant Professor, and a Lecturer provided by the Imperial Department of Agriculture recently established in the West Indies by the Imperial Government.

The range of work in the two Boys' High Schools extends from an average Upper Fifth standard to the level of open University Scholarships, and comprises the following subjects:—Greek, Latin, English, French, German, Divinity, Mathematics, Science. No provision is made for what is termed a modern education.

The High School admits girls who can pass an examination in reading simple narrative, writing text hand, and easy exercises in addition and subtraction, with the multiplication tables. This test represents the standard of the Preparatory Form. Starting with this standard, the work of the school extends to that of the Senior Cambridge Local Honours' Certificate. Girls are also prepared for the South Kensington Drawing Examinations, the Ablett Drawing Examination, and the London Institute Needlework Examinations. Class singing lessons and drill exercises are taken once and twice a week respectively.

The work of the Upper Forms of the two Boys' Schools is tested annually by the Cambridge Syndicate for the examination of schools. Schedules are forwarded to the Syndicate in September each year, giving the list of work prepared, and in November the papers arrive in the colony, and on the completion of the examination the answer papers are forwarded to the Syndicate for their report.

The three Lower Forms at the Girls' School are examined annually by a local examiner appointed by the Governors, and the Fourth, Fifth and Sixth Forms are sent in for the Cambridge Local Junior and Senior Examinations, the class lists of which invariably testify to careful and sound work.

Curriculum  
at First  
Grade  
Schools.

Annual  
Examination.

Exhibitions.

For the purpose of encouraging the education of deserving boys

at the First Grade Schools the Education Board are authorised to spend annually £350 on exhibitions—twenty junior and ten senior. Such boys must be natives of the colony, and must be sons of parents not in well-to-do circumstances.

The maximum age for admission to a junior exhibition is thirteen, and to a senior sixteen.

These exhibitions are awarded after a competitive examination in the subjects set forth in the regulations made by the Education Board.

The Vestries of four parishes are also authorised by the Education Act to lay rates for the granting of exhibitions to deserving boys. The regulations for the tenure, etc., of these exhibitions are also framed by the Education Board. There are no First Grade Scholarships for girls.

The fees charged for boys attending the High Grade Schools Fees. are:—Preparatory Form, £5 per annum; the First Form, £10; all other Forms, £15. For girls £3 15s. is charged per annum in the Preparatory Form, £7 10s. in the Lower Forms, and £10 in the Upper.

The amount annually voted for First Grade education is £2,250.—Expenditure. £1,900 as grants-in-aid and £350 for exhibitions.

The ordinary attendance at the three High Grade schools is about Attendance. 320—200 boys and 120 girls.

#### V.—UNIVERSITY EDUCATION.

There is in the colony a College founded, as stated in the introduction to this report, by the sole benevolence of General Sir Christopher Codrington. The erection of the buildings was commenced in 1714 and completed in 1743, and in 1745 a Grammar School was opened at the College with twelve scholars on the Foundation and with from twenty to thirty not on the Foundation, under the direction of a master and usher, both clergymen. This school was kept up with varying success until 1780, when the hurricane of 10th October of that year almost destroyed the buildings. Codrington College.

In 1789 a school was re-opened on the upper estate with six boys on the Foundation. In 1797 the College was repaired and re-opened under the principalship of the Rev. Mark Nicholson, assisted by a Mr. Thomas Moody, styled writing master, with eighteen scholars on the Foundation.

The institution continued on this principle until 1829, when it was remodelled as a strictly Collegiate Institution and no longer as a mere Grammar School for boys, with the Rev. J. H. Pinder, M.A., of Caius College, Cambridge, as Principal. In 1831 another hurricane ravaged the Colony and unroofed nearly all the College buildings, causing a temporary disarrangement of the work at the institution.

In 1835 the Rev. Mr. Pinder retired and was succeeded by the Rev. H. J. Jones, M.A., of Exeter College, Oxford, who held office until his retirement in 1846.

In 1847 the Rev. R. R. Rawle, Fellow of Trinity College, Cambridge, was appointed Principal, and under his guidance until 1864 the usefulness of the College, from an educational point of view, was largely increased. The Rev. Mr. Rawle resigned in 1864 and was succeeded as Principal by the Rev. W. T. Webb, who had been a student at the College under Mr. Rawle. Mr. Webb was Principal for twenty years, and during that time a long roll of students was added to the Matriculation list.

In 1875, through the influence and energy of Bishop Mitchinson, the College was affiliated to the University of Durham, and from that date to the present time the course of study in any branch pursued is that directed by the Senate at Durham, and all students at Codrington College are admissible to all degrees, licences, and academical ranks in the several Faculties of the University.

From 1830 to the present time 393 students have matriculated at Codrington College, and old Codringtonians are to be found in every profession in the West Indian colonies.

The staff at the College at the present time consists of a Principal and two Professors. The College is in no way under the control of the Government, but is under a local Trust Council and Executive Board: the Trustees being the Society for the Propagation of the Gospel in Foreign Parts. The usefulness of the college has in recent years been limited by the depreciation in the value of the estates caused by the depression prevailing in the sugar market. The number of students at the college at the close of 1901 was twelve; there have been as many as twenty-one in residence at the same time.

**Scholarships.** Four scholarships of the annual value of £40 each are provided by the Government, tenable at Codrington College for a period of two years. Candidates for these scholarships must be under twenty years of age, natives, or the sons of natives of Barbados, or of persons domiciled in the island, and have resided therein for at least ten years. The examination of candidates is conducted by the College authorities in accordance with the regulations framed by the Education Board, and the Board elect to the scholarships according to the report of the examiners. These scholarships were established in 1850.

Besides the scholarships tenable at Codrington College there are four scholarships termed the Barbados Scholarships—one awarded annually and tenable for four years at an English University, or at an Agricultural or Technical College in Europe or America to be approved by the Education Board. Each of these scholarships is of the annual value of £175; they were established by the Education Act of 1878. The conditions as to age and birth are the same as those for the scholarships at Codrington College, and the standard of proficiency is such as prevails at the colleges of Oxford and Cambridge in respect of examinations for open scholarships and exhibitions. The examination questions are set by examiners appointed by the Cambridge Syndicate each year on the application of the Education Board, and forwarded to them. The papers are returned to the Syndicate, and on the receipt of their report the scholarship

is awarded to the candidate who stands highest in order of merit, if in the opinion of the examiners he is deemed eligible for election. The roll of Barbados scholars is a credit to the Colony, and these scholarships have been a great incentive to sound learning.

The scholarships which used to be granted from the funds of Codrington College have of recent years ceased owing to the loss of trust moneys. It is hoped that with the promise of better times for the sugar industry some of these scholarships will be revived.

#### VI.—REFORMATORIES AND SPECIAL SCHOOLS.

There is a Reformatory entirely under Government control, to which youthful offenders are sent and detained according to the term of sentence pronounced on them. The boys in this institution undergo strict discipline, are taught the three R's, and work on the land connected with the institution.

There is no such institution existing for girls, but an Act has been recently passed by the Legislature for establishing one. This Act will not, however, be put into operation unless and until the finances of the Colony are equal to the necessary expenditure.

There is no provision made for the education of deaf, dumb, blind or defective children. There are two orphan homes supported entirely by the subscriptions of charitable persons. There is no provision for technical or industrial schools, but the time is not far distant when it is likely that the subject of technical and industrial education will have to be seriously considered by the Government.

J. E. REBOR, Inspector of Schools.

J. A. CARRINGTON, Assistant Inspector of Schools.

J. R. NICHOLS, Secretary to the Education Board.

May, 1902.

*Note.*—The following is taken from Colonial Reports—Annual, No. 368, Barbados. Report for 1901-1902:—

“During the year the lectures to the teachers of the Elementary Schools inaugurated by the Imperial Commission of Agriculture have been continued, and for the first time prizes were given by the Imperial Department of Agriculture at the local show for peasants, to pupils from these schools for the best exhibits of the commoner vegetables growing in pots, boxes, etc. This is a step in the right direction, and cannot fail to be of the highest value in inculcating the best methods of growing plants, and the main principles which underlie the practice of agriculture. Thirty-four teachers have received certificates as being competent to give instruction in agriculture.

“It is intended to hold annual exhibitions of plain needlework and to give money prizes to successful competitors with a view to encourage the acquisition of a good knowledge of this useful branch of school work by the girls in the Elementary Schools. The necessary grant of money has been made by the Legislature.

“The question of starting an industrial school for the purpose of teaching useful handicrafts to lads has been under consideration. Suitable buildings for the purpose exist, and a scheme for teaching carpentry, plumbing, masonry, and smithwork, etc., has been worked out. It is hoped that when the circumstances of the Colony improve and money becomes available this important matter will be taken up.”



## APPENDIX A.

## CODE OF REGULATIONS FOR ELEMENTARY SCHOOLS.

## I.—GENERAL REGULATIONS.

## 1. CONDITIONS TO BE OBSERVED.

1. The conditions on which the Education Board will grant aid to any new school, or continue aiding schools which are already on their list, are as follows :—

[For the conditions see p. 48 above, Section II. Primary Education.]

## 2. TYPES OF SCHOOLS.

2. The types of Elementary Schools aided by the Board will be as follows :—

- (a.) Boys', taught by a master ;
- (b.) Girls', taught by a mistress ;
- (c.) Primary Mixed (Boys and Girls), taught by a master ;
- (d.) Infant Mixed (Boys and Girls), taught by a mistress ;
- (e.) Combined (Boys and Girls), taught by a master, or, under exceptional circumstances, by a mistress.

3. The type of an aided school must not be changed without the sanction of the Education Board. Each change will be considered on its merit. In the event of the Education Board requiring the types of schools to be changed to boys' and girls' schools, the Education Board will, for a period of one year from date of change of type, so arrange the grant to the schools as to cause as little loss of income as possible to those teachers affected by the change, provided the average attendance and the efficiency of the schools be maintained. If upon the change of the type of a school the service of an uncertificated mistress be retained either as head teacher or assistant, the Education Board will so divide the premium grant between the head teacher and assistant as to them shall seem proper.

## 3. AVERAGE ATTENDANCE.

4. Elementary Schools already in receipt of aid will be allowed to continue on the list, so long as the average attendance does not fall below thirty in any school.

## 4. AGE OF ADMITTANCE, ETC.

5. Children under the age of seven years will not be admitted into a Primary School unless they have passed Standard II.

6. Children over the age of seven and not over the age of eleven who have never attended a Public Elementary School may be received into a Primary School, if they can read an easy passage to the satisfaction of the Inspector. Any child over the age of eleven and not over the age of fifteen may be received into a Primary School.

7. No child can be retained in an Elementary School after he has passed Standard VII., nor after the end of the month in which he attains the age of sixteen.

Any pupil, who has not attained his or her sixteenth birthday, may, with the approval of the Supervising Minister and the Inspector, if of the same sex as the principal teacher, be retained in any public Elementary School ; provided that the attendance of such pupil shall not be recorded in the

attendance register, nor allowed in any way to affect the Government grant to the school.

8. Children may be admitted into Infant or Combined Schools, and included in the returns of average attendance between the ages of four and eleven years. No child shall be allowed to remain in an Infant School after he has passed Standard II., except under the provision of Rule 38, nor after the end of the month in which he attains the age of twelve years.

No girl shall be allowed to remain in a Combined School taught by a master after she is twelve years of age if, in the opinion of the Inspector, she can attend a Girls' School. Similarly, no boy shall be permitted to remain in a Combined School taught by a mistress after he is nine years old.

#### 5. SCHOOL HOURS, DISCIPLINE, ETC.

9. In Elementary Schools aided by the Education Board, work shall be begun not earlier than 8.30 a.m., nor later than 10 o'clock, and shall cease at 4 p.m. One hour shall be allowed for the recess, which shall fall between 1 and 2 p.m. The teacher must be present at least 15 minutes before the time for beginning work; and should, so far as it is practicable, exercise a general supervision of the pupils during the time allowed as the mid-day recess.

10. The Managers will be expected in every case, as far as lies in their power, to make provision for the adequate accommodation of the pupils attending the school in their respective district. Ordinarily, six square feet will be regarded as the superficial area necessary for each child in an Infant School, and eight square feet in a Combined or Primary School. The teacher shall not be allowed to admit more children than can conveniently be accommodated, if such children can find accommodation in other aided schools in the neighbourhood. The Education Board will not grant any money for the enlargement of a school if the children can find accommodation in other aided schools in the neighbourhood.

11. It shall be the duty of the teachers to give particular attention to the ventilation and cleanliness of their school-rooms and the premises connected therewith.

12. The teachers shall practise such methods for maintaining discipline in their schools as would be exercised by a kind and judicious parent in his family; and shall avoid corporal punishment in all cases where good order can be preserved by milder measures.

If a pupil's misconduct appears to call for his expulsion from the school, the case must be brought before the School Managers and settled by them, and they shall refer the proceedings to the Education Board for confirmation or otherwise.

13. The Board will not retain a school on the aided list so long as the teacher then in charge of it is retained in his or her position, if they have reason to be dissatisfied with its general condition as reported by the Inspector, or in the event of immorality or grave impropriety of conduct on the part of the teacher coming to their knowledge, or in case of serious disproportion being reported to them after a premium examination between the amount earned by passes and that earned by the attendance of children.

## II. SALARY GRANT TO TEACHERS.

### 1. FIXED ALLOWANCE.

14. The teacher of every Elementary School, which maintains the required average attendance, will receive from the Board a fixed quarterly

allowance, in consideration of such required average attendance, at the following rate :—

In a Pure Primary School	- - - - -	\$18.*
„ „ Mixed do. do.	- - - - -	\$13.
„ „ Boys' or Girls' do.	- - - - -	\$13.
„ „ Combined do.	- - - - -	\$11.
„ an Infant do.	- - - - -	\$ 9.

## 2. CAPITATION MONEY.

15. In every Elementary School receiving aid, a capitation allowance will be paid at the following rates per quarter to the teacher on so much of the average attendance as is in excess of the required average :—

		cents.
In a Pure or Mixed Primary School	.. .. .	24.
In a Boys', Girls' or Combined School	.. .. .	18.
In an Infant School	.. .. .	12.

To teachers hereafter appointed, the capitation allowance for each child over 100 in average attendance will be two-thirds the above rate in each type of school.

16. The capitation allowance may be increased if the Inspectors report to the Education Board that the average attendance of the schools had been seriously lessened by rain, or epidemic sickness.

17. To the grants afore-mentioned will be added the amounts earned as examination premiums at the last preceding examination and the certificate bonus to which the teacher is entitled.

18. By the Education Act Amendment Act, 1897, the grant for Elementary Education is limited to £11,000. To keep the expenditure within this limit a deduction will be made from the premium grants whenever this is necessary.

19. For any breach of the regulations, for neglect of duty, or for lack of discipline, the grant to the teacher will be subject to a deduction proportioned to the gravity of the fault.

20. The grant to teachers of every Elementary School will be paid monthly to the Supervising Minister, or to one of the Managers, if circumstances require it. Changes, resignations, or dismissals of teachers during the quarter will be dealt with on their several merits.

21. Female teachers hereafter appointed shall receive only three-fourths of the amount of salary which would be paid to a male teacher in a similar position.

22. No head teacher, notwithstanding the foregoing rules, shall receive a smaller salary than the maximum grant to an assistant.

## III. PREMIUM GRANTS.

### I. GENERAL REGULATIONS.

23. Every Elementary School on the aided list shall be examined once in each year by the Inspector, the Assistant Inspector, or the Inspectors' Assistant—at least a week's notice being given to the Supervising Minister that he may apprise the teacher and notify the same to the Managers.

24. Every child shall be eligible to participate in the premium examination of any school, provided his name has been on the books of that school, and no other, for at least twenty-two weeks immediately previous to the

\* A dollar in Barbados = 4s. 2d.

week in which the examination is held. Vacation weeks must not be counted.

25. The head teacher shall prepare for the examination, in such manner and by such time as may be required by the Inspector, a schedule containing the names and ages of all the children to be presented for examination, arranged according to the Standards in which they are to be examined.

26. Every scholar shall be presented in the Standard next higher than the highest in which he has before passed whether in his present or in any other school. The Inspector shall, however, have the authority to examine a pupil otherwise if in his opinion it is an advantage to the child for him to do so.

27. The Examiner shall furnish the school with a copy of the result of the examination to be preserved as a school record.

## 2. PRIMARY SCHOOLS AND DEPARTMENTS.

28. The Elementary Examination in Primary Schools or Departments shall consist of tests in :—

A :—

1. Reading.
2. Dictation.
3. Arithmetic.

B :—

1. Religious Knowledge, unless a parent or guardian shall have notified the Supervising Minister that he conscientiously objects to the child receiving instruction in this subject.
2. Copy-writing in Standard III. and IV.
3. Recitation.
4. Useful occupations—(for boys only).
5. Sewing—(for girls only).

29. Those children who pass in reading, dictation and arithmetic in the Standard in which they are presented, will be regarded as having passed the Standard, and will be eligible for examination in class subjects and singing. No more than two class subjects shall be taken by any class. Standard III. can only take one subject—English.

30. The Standards for the Elementary Subjects are set forth in Schedule I., Class Subjects in Schedule II.

31. A grant of 12 cents will be made for a pass in reading, dictation, arithmetic, religious knowledge, copy-writing, useful occupations, grammar, geography, history, domestic economy and music.

A grant of 6 cents will be made for a pass in sewing and recitation, and 3 cents for a pass in singing.

32. The examination in reading, dictation, arithmetic, religious knowledge, copy-writing, and sewing must be individual. In all the other subjects the pupils may be taken individually or by sample, and the examination may be oral or written at the option of the examiner.

## 3. INFANT SCHOOLS OR DEPARTMENTS.

33. The examination in Infant Schools or Departments shall consist of tests in :—

A :—

1. Reading.
2. Dictation.
3. Arithmetic.

B :—

1. Religious Knowledge, if the parent or guardian does not con-

scientifically object to the child receiving instruction in this subject.

2. Recitation for Standards I. and II.

34. Those children who pass in reading, dictation, and arithmetic in the Standard in which they are presented will be regarded as having passed in the Standard, and may be presented for examination in singing and object-lessons and Standards I. and II. in copy-writing.

35. A grant of 8 cents will be made for each pass in reading, dictation, arithmetic, and religious knowledge. In recitation, copy-writing, and object-lessons a grant of 4 cents will be made for each pass, and 3 cents for a pass in singing.

36. The Standards of examination in Infant Schools and Departments are set forth in Schedule I.

37. The examination in reading, dictation, arithmetic, religious knowledge must be individual; in the other subjects the pupils may be taken individually or by sample at the discretion of the Examiner.

38. Children who have passed Standard II. should be transferred at once to a Primary School. The Inspector, however, may allow any pupil to remain in an Infant School if in his opinion it is an advantage to the child that he should do so.

4. COMBINED SCHOOLS.

39. In classifying a Combined School for examination the children will be arranged in the Standard work of Infant and Primary Schools; and the premiums paid will be the same as those paid to Primary and Infant Schools.

IV. TEACHERS.

40. An examination will be held annually of persons seeking to obtain certificates as teachers.

41. The examination is open to persons who, being upwards of eighteen years of age—

- (a.) have completed their course at a training institution recognised by the Education Board;
- (b.) hold certificates as teachers from some other colony;
- (c.) have served for at least four years as pupil-teachers and passed their examinations in their respective years of service;
- (d.) are employed in schools aided by the Board at the time of examination as teachers or assistant teachers. Females who have been employed as private assistants to teachers for six months will also be admitted to this examination until such time as the Board shall in their annual instructions to teachers withdraw this permission.

42. All candidates who do not hold certificates from the Education Board must take up the first year's subjects; and in order to obtain a third-class certificate a teacher must not only pass this examination, but must also obtain favourable reports from an Inspector for two full years' service as head teacher or for two years as an assistant and one year as head teacher.

43. Persons who have passed the Cambridge Local Examination for Juniors or any equivalent examination, will be excused the first year certificate examination provided they pass in the school management paper required for first-year candidates, and will be eligible for appointment as assistant teachers. Persons who have passed the Cambridge Local Examination for Seniors, or any equivalent examination, will be excused the second-year certificate examination provided they pass in the school management paper required in both examinations.

44. Teachers who have obtained third-class certificates must, in order to obtain a second class, pass successfully in the subjects for the second year. This examination will be held biennially.

45. A list will be published after the examination showing the names of successful candidates arranged in two divisions.

46. Certificates of the second class can be raised to the first class by good service only.

47. A certificate may at any time be recalled, suspended or reduced to a lower class; but not until the Board has informed the teacher of the charges against him and given him an opportunity of explanation.

48. Certificate bonuses at the undermentioned annual rates will be paid to teachers of both sexes who have obtained certificates, so long as they are employed as principal teachers in schools in connection with the Education Board.

For certificates granted :—

	First class.	Second class.	Third class.
Prior to 1885	\$72	\$48	\$24
In 1885 and 1886	\$60	\$40	\$20
Since 1886	\$30	\$24	\$12

49. The syllabus of examination for both first and second year teachers will be found in Schedule V.

#### V. PUPIL-TEACHERS AND ASSISTANTS.

50. The average attendance for which it is deemed necessary to have an assistant or pupil-teacher is fifty in a Primary or Combined School for two consecutive quarters, and seventy in an Infant School. Additional assistants or pupil-teachers must be appointed whenever the Education Board requires it; provided that not more than two assistants be allowed in any school. A pupil-teacher must be appointed if any further addition to the staff be deemed necessary.

51. A candidate for the office of pupil-teacher must be at least thirteen years of age, and must be presented to the Inspector at the annual premium examination and pass in reading, dictation, arithmetic, English, and one other subject in Standard VI. or VII. A candidate must have attained the age of fourteen years before he can receive an appointment, and no candidate may be appointed who is over eighteen years of age. A testimonial of good character should be required from every candidate for the office of pupil-teacher.

52. A pupil-teacher or assistant must be, except under special circumstances, of the same sex as the teacher of the school in which he or she is engaged.

53. The quarterly stipends of pupil-teachers in their different years of service will be as follows :—

1st year	\$6.
2nd do.	\$7.
3rd do.	\$8.
4th do.	\$9.

The increase shall begin on January first following the annual examination.

54. Every pupil-teacher will be examined at the close of each year of his apprenticeship. If a pupil-teacher fails to pass any one of his annual examinations, and be permitted to remain in the service, only half the grant will be paid in the year following the failure. Two failures during the course will entail dismissal.

55. The instruction to pupil-teachers must be given out of school time; and the time for study under the personal superintendence of the teacher

should not be less than an hour and a half daily throughout the school week. One hour daily for five days, and the remaining two hours and a half on Saturday, will be deemed by the Education Board an equally satisfactory arrangement. A time-table and register of the actual instruction given by the teacher to his pupil-teachers shall be kept at the school, and be always open to the inspection of the Supervising Minister and the Inspectors.

56. A grant at the rate of sixteen dollars per annum will be paid in each year, after the annual examination of pupil-teachers has been held, on account of the instruction of every pupil teacher who has passed the examination for that year. This amount will be paid to the teacher who was responsible for his instruction during the twelve months preceding the examination, and in case the pupil-teacher has been under the tuition of more than one teacher the amount will be divided between these teachers in proportion to the time during which the pupil-teacher was instructed by each of them. When a teacher is responsible for the instruction of more than one pupil-teacher the Board will make arrangements for such further payments as shall to them seem fit.

57. The subjects of examination for pupil-teachers in their several years will be found in Schedule IV.

58. As soon as a pupil-teacher shall have passed the fourth year's examination he will then be called Assistant Teacher and will receive \$12 per quarter. He will be required to attend the next First Year's Certificate Examination. If he pass, he will receive \$15 per quarter; if he fail, his stipend will be reduced to \$9 per quarter. Two failures will entail dismissal.

59. Any person who has passed the Certificate Examination in the first or second division may be appointed an assistant teacher in a school where his services may be deemed necessary. On the appointment being confirmed by the Education Board such assistant shall receive \$15 per quarter during his first year of service. The first year of service will be reckoned as complete on December 31st following the appointment, provided the assistant has been entitled to salary for at least nine months, otherwise his full year of service will not be regarded as complete until the end of the second December following the appointment. Assistants will be entitled to an addition of \$6 per annum during their second year of service, and of \$12 during their third year. A sum equivalent to 3 per cent. per annum of the premium granted to the head teacher of the school in which he is serving shall be added to the assistant's fixed salary of \$6 per month during his fourth year as assistant, and an additional 3 per cent. for each additional year until a maximum salary of \$10 per month shall be paid to such assistant teacher. All persons who have passed such examinations as are accepted by the Board in the place of the Certificate Examination shall, if appointed as assistants, receive remuneration at the same rates as those referred to in the preceding section. Those persons already employed as assistants who have passed only in the third division of the Certificate Examination shall receive a sum of £10 per annum, so long as they are allowed to retain their situations. The average attendance which would justify the application for a pupil-teacher will be deemed sufficient to authorise the appointment of an assistant.

60. In the event of a school to which a pupil-teacher or assistant has been appointed falling in average attendance no grant will be made if for two consecutive quarters the average attendance should be less than forty in a Primary or Combined and fifty-five in an Infant School.

61. No assistant or pupil-teacher shall be required to teach or to perform any other duties except the preparation of his own lessons for more than five hours in every day.

62. The appointment and dismissal of a pupil-teacher or assistant teacher must in every case be made by the Managers. The teacher may, however,

suspend a pupil-teacher until he can communicate with the Supervising Minister. He may not suspend an assistant, but he must report any irregularity to the minister immediately.

63. An assistant or pupil-teacher shall be liable to dismissal without notice for idleness, disobedience, dishonesty or immoral conduct. Ordinarily a month's notice will be given.

#### VI. FEES.

64. Every child in attendance at an Elementary School must pay a school fee of not less than one cent. per week in an Infant School or Department, and two cents in a Primary School or Department. The scale of fees must in each school be regulated by the Managers and no remission or reduction of these can be made by the teacher without their sanction. Children unable to pay the prescribed school fee shall be received into the school if, in the opinion of the Managers, they are entitled on account of poverty to free instruction.

65. The Education Board will not assist any Elementary School in which any child shall be charged for its instruction at a higher rate than 6 cents per week.

66. No child who has been at a public Elementary School shall, without the sanction of the Education Board, be received into any other public Elementary School, aided by the Education Board, unless the teacher of the latter school is satisfied by a statement from the teacher of the former school, that the fees on behalf of such child have been either paid or remitted.

67. No arrears shall be claimed for a longer period than twelve weeks, nor at a higher rate than two cents in Primary Schools or Departments, or one cent in Infant Schools or Departments per week.

#### VII. NEEDLEWORK.

68. To any Primary or Combined School in which it is desired to have plain needlework taught, the Board will be willing to make a grant not exceeding \$6.00 per quarter in aid of the salary of a duly qualified Instructress on the following conditions:—

- (a.) That at least thirty girls are in average attendance. Girls of the Second Standard in an adjacent Infant School may be permitted to attend this class, and be included in the attendance;
- (b.) That the Instructress possesses a certificate of competence issued by the Board;
- (c.) That two afternoons in each week be devoted to needlework.
- (d.) That the Instructress be not permitted to teach in more than two schools;
- (e.) That a register of girls attending the work school be regularly kept by the Instructress.

69. If the teacher or assistant teacher of a Girls' Primary or Combined School be qualified to impart instruction in needlework and be duly appointed as the Sewing Mistress, twelve cents will be paid for each pass, but the grant of \$6 mentioned in Regulation 68 will not be paid. A small grant of \$1 per quarter will be allowed to provide materials.

70. A person desirous of being appointed Instructress must furnish a certificate of good character from a Minister or one of the Inspectors, and must pass satisfactorily in the needlework examination of second-year teachers.

71. The Standards of examination in needlework will be found in Schedule III.



**VIII. SPECIAL GRANTS-IN-AID.****1. FOR FITTINGS, FURNITURE, ETC.**

72. Any school on the aided list for which such a grant is required must have special application made in its behalf by a requisition in a form which will on application be supplied by the Education Board. On receipt of the requisition, if the Education Board see fit, a grant will be made for the purpose, provided that not more than five dollars shall (except under special circumstances) be granted in any one year to any Elementary School.

Under the above heading are included official books, writing desks, masters' desks, book-presses, benches, monitors' seats, clocks, black-boards, ink-stands, easels, maps, map-stands, lesson-boards, lesson-stands, ball-frames, brooms, bells, mats, scrubbing schoolroom, etc. Applications made later than the month of October in any year will not, except under special circumstances, be considered.

At every premium examination the Inspector and Assistant Inspector are instructed to enquire for and report upon articles supplied under this Rule.

**2. FOR BOOKS AND STATIONERY.**

73. An adequate supply of school materials shall be maintained in each school, to which end assistance will be given to every school on the list of the Board towards furnishing books, slates, copy-books, registers, visitors' books, inks, pens, penholders, lead and slate pencils, and school stationery generally, by orders on a stationer, in accordance with the detailed quarterly requisitions filled in by the teacher and signed by the Supervising Minister. The grant will be calculated according to the average attendance of each school.

All articles thus supplied, capable of being marked, must be plainly marked with the name of the school before they are brought into use.

Unless the school buildings are kept secure, and proper receptacles are provided for school requisites, these grants will be discontinued.

The articles granted under this rule may not be used for the instruction of pupils in any Sunday or night school without the sanction of the Education Board. The Inspector and Assistant Inspector are instructed to examine into and report upon the condition and security of these supplies at every premium examination.

74. Requisitions for books and stationery must be sent to the Secretary of the Board along with the quarterly returns, on forms which will be supplied by the Secretary.

**IX. OFFICIAL BOOKS.**

75—84 . . . . .

**X. QUARTERLY REPORTS.**

85—88 . . . . .

**XI. MANAGERS.**

89. Previous to the close of each year every Supervising Minister shall submit for appointment by the Board, the names of fit and proper laymen able and willing to act with him as Managers of the schools under his supervision for the ensuing year. Two members will form a quorum.

90. In the event of a vacancy occurring during the year in the Managers

of a school, from death, resignation, a prolonged absence of three months, or incapacity, fresh names must be submitted to the Board.

91. Every appointment or dismissal of a teacher, assistant teacher, or pupil-teacher, shall be made by the Managers; and the Board will expect to be notified in each case whether such appointment or dismissal is made with the concurrence of the Supervising Minister. Notice of appeal from a sentence of dismissal by the Managers must reach the Secretary of the Board within three days after such sentence has been pronounced, otherwise the appeal will not be entertained.

92. Appointments or dismissals shall be submitted to the Education Board for confirmation within fourteen days.

93. A month's notice must ordinarily be given by the Managers to a teacher in case of dismissal, and a similar notice by the teacher in case of resignation. If, however, the dismissal be for any grave fault the Board may withhold the salary of the teacher.

94. The Chairman of the Managers may suspend a teacher pending the investigation of a grave charge; in that case the charge must be investigated by the Managers within a week from the date of suspension. (Notice of an investigation must be sent to the Inspector or Assistant Inspector at least seven days previous, so that he may attend and report to the Education Board as required by the Education Act Amendment Act 1897.) The Chairman of the Managers must also immediately communicate the result of the enquiry to the teacher and the Education Board. If it appear to the Managers advisable the teacher may be further suspended until the Board shall have replied.

95. In case the Chairman of the Managers shall fail to obtain a meeting of the Managers within the specified time, he shall then report the matter at once to the Education Board to be dealt with by them.

96. The Board will look to the Managers to hear and determine any complaint that may be brought before them of undue severity of punishment of any pupil by a teacher, with a view to discouraging appeals to a court of law.

97. The Managers are also expected to prepare or approve estimates for repairs, etc., of the school buildings, and to satisfy themselves that such repairs are executed with due economy and efficiency.

98. The Managers shall, when possible, be present at examinations and on other public occasions, of which due notice shall always be given them by the Chairman.

## XII. HOLIDAYS, ETC.

99. At Christmas there will be about two weeks' vacation, at Easter one week, at Whitsuntide two weeks, and in September two weeks. All other holidays, and the dates at which these vacations begin and end, will be notified from time to time by the Education Board.

100. Should it be necessary to close the school on any day or for a part of any day, ordinarily a school day, the consent of the Supervising Minister must be obtained, and the circumstances must be reported to the Education Board on the quarterly report. The Board will, if they disapprove, deduct a proportionate amount of the teacher's grant.

101. If the work of the school be continued in the absence of the principal teacher his place must be supplied by a person of whom the Supervising Minister has approved. It is undesirable that the pupil-teacher should be left in charge of the school. Acting teachers will not be permitted for a longer period than three months.

## XIII. SCHOOL BUILDINGS.

102. During the month of January each year the Managers should furnish to the Education Board an estimate in detail of their requirements in regard to the erection, repairs, and rent of school-buildings, and the cleaning of out-offices, etc. The Board cannot undertake to deal, during the year, with requisitions which reach them later than the end of February.

103. The application must be accompanied by a certificate from the Managers showing that the previous grant has been duly expended.

104. The Board will not call upon vestries to repair as schools buildings in which the Sacraments are celebrated according to the use of any Christian Denomination ; or the internal arrangements or fittings of which are in the opinion of the Inspector inconvenient and ill-adapted for educational purposes.

105. So long as the yearly sum available for school-buildings and teachers' houses remains inadequate for the educational needs of a parish, the Board will give preference to those requirements for which the largest amount of local assistance is forthcoming. The Board will not hereafter entertain any fresh application for the rent of teachers' houses.

## XIV. SCHEDULES.

106. The Schedules hereto annexed marked respectively, I., II., III., IV., and V., shall form part of these regulations.

## XV. EXHIBITIONS FROM PRIMARY TO FIRST GRADE SCHOOLS—BOYS.

107. An exhibition of the value of £25 per annum, tenable for not more than six years, may be awarded annually by the Education Board to any boy of sufficient merit educated in an Elementary School, to be held at any First Grade School.

108. Any boy under thirteen years of age on the day of examination will be eligible as a candidate who for two years preceding his candidature shall (a) have received his education in some Primary or Combined School recognized by the Education Board, and (b) shall transmit to the Board a certificate of good conduct and character covering the above period from the teacher or teachers of the school or schools in which he has been educated, countersigned by the Supervising Minister or Ministers thereof, and (c) shall have passed Standard V., VI., or VII. in reading, dictation, arithmetic, and two other subjects of the Premium Examination of Primary Schools.

109. The Examination will take place at the same time, and will be conducted by the same Examiner, and in the same way as the Examination for Second Grade Exhibitions, and the subjects for examination will be—

- (a.) Writing from dictation.
- (b.) Geography.
- (c.) Arithmetic (including the work of Standard VII.)
- (d.) One of the following subjects :—  
Euclid, Book I.  
or The Latin Accidence.

## XVI. TRAINING COLLEGE EXHIBITIONS.

110. There shall be four exhibitions not exceeding £50 per annum each in value, two to be competed for each year, tenable for two years at any Training Institution approved by the Education Board.

111. The exhibition may be awarded, at the discretion of the Education Board, to any girl between the age of sixteen and twenty years who—

- (a.) has passed the Cambridge Local Examination as a Junior or Senior candidate ;
- (b.) is a pupil-teacher of the second year at least ;
- (c.) has received her education in a public Elementary School, and has passed while at school Standard VII. in three elementary and two other subjects of the Premium Examination, and has also passed the examination for Second Year Pupil-teachers.

112. A selected Candidate must furnish a certificate that she is in good health and not suffering from any physical infirmity.

113. A terminal report on the conduct and progress of each Exhibitioner shall be forwarded to the Education Board by the authorities of the College.

114. The Exhibitioner will be expected to pass the final examination of the College (Regulation 43 will also apply to these Exhibitioners), or to pass the Barbados Certificate Examination for First Year Teachers.

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## SCHEDULE I.

## ELEMENTARY SUBJECTS.

		INFANT DEPARTMENTS.			
		<i>Primer Standard.</i>	<i>Standard I.</i>	<i>Standard II.</i>	<i>Standard III.</i>
Reading.	To read monosyllables.  In all books used in the	To read a short paragraph from a book not confined to words of one syllable.  classes, at least two school.	To read a passage from an Elementary reading book with fluency.  reading books must	To read a passage from a more advanced book with fluency and intelligence.  be in use, and in the	
Recitation.	Devotional	To recite 32 lines.  hymns and school	To recite 48 lines.  songs will not be	To recite 60 lines with intelligence and expression.  accepted under this	
Writing.	To write from dictation words from one of the Primers in use.	To write a short passage from a reading book of their Standard. Copy books Nos. 1 & 2 of any series.	To write a passage from a reading book of their Standard, dictated in clauses. Copy books Nos. 3 and 4.	To write a passage from a 3rd Standard book on paper or on slate. Copy books 5, 6, 7.	
Arithmetic.	Counting of articles up to 99. Notation and numeration of the same. Addition and subtraction mentally with numbers and things not exceeding 12.	Notation and numeration up to 999. Adding and subtracting mentally up to 99, and on slate up to 999. Addition and subtraction tables. Very easy problems.	Notation &c. of 5 figures: multiplication and division tables. Sums in multiplication and short division, mentally and on slate. One easy problem.	Notation, &c. of all the simple rules, including long division of 6 figures: Easy problems involving only one rule.  In the third and	
Religious Knowledge	To say distinctly the Lord's Prayer.	The Lord's Prayer, the Creed, and the Ten Commandments.	To write any portion of the 1st Standard test, and to answer questions on a portion of Gospel set beforehand.	To write any portion test, and to answer selected portion of the	
Singing.	To sing sweetly and distinctly a short hymn and a school song.	Two hymns and two school songs.	As Standard I.		
Object Lessons.	Common objects, animals, plants, illustrations of trade and other employments.			Domestic Economy for useful Occupations for	

The Writing and Arithmetic of Standard III. and upwards may

SCHEDULE I.

ELEMENTARY SUBJECTS.—Continued.

PRIMARY DEPARTMENTS.			
Standard IV.	Standard V.	Standard VI.	Standard VII.
To read a passage from a still more advanced book with intelligence.	To read a passage from a standard author or a newspaper.	To read a difficult paragraph from a standard author or newspaper.	As the 6th, but with more expression &c.
V, VI, and VII	Standards the exam	ination will not	be confined to the
To recite 80 lines with intelligence and expression.	To recite 100 lines with intelligence and expression.	To recite 120 lines with expression.	with intelligence and
head : Inspectors	must approve of	selections.	
To write a passage from a 4th Standard book on paper or on slate. Copy books, 8, 9, 10.	To write a passage of the same Standard as the reading, not necessarily from their own books.	To write a passage si	milar to the one read.
Money table. Simple reduction and the compound rules. Dollars and cents.	Reduction and the compound rules in all the tables.	Vulgar fractions. Simple proportion. Practice. Mensuration of rectangles.	Compound proportion. Interest. Decimals.
higher Standards at	least half the sums	given should be	problems.
of the 1st Standard questions on a Bible set beforehand.	To answer questions in two selected books, or portions of two books of the Bible.		

To sing well 3 hymns and 3 school songs.

girls only }  
boys only } As published in the Instructions to Teachers issued by the Education Board.

be on slate or paper at the dictation of the Examiner.

SCHEDULE II.  
CLASS SUBJECTS.

	STANDARD III	IV.	V.	VI.	VII.
Grammar, &c. ....	To declare the parts of speech in a sentence and to form simple sentences	Declension of Nouns and Pronouns; conjugation of Verbs. Full parsing of a simple sentence.	Rules of Syntax. Parsing of a difficult sentence.	Composition and Analysis	In Standard VII better work will be demanded than in VI.
Geography.....	...	Definitions. Geography of the school room and of the neighbourhood. Knowledge of the Map of the World, so as to include the continents with the countries in them. Oceans and Seas.	Barbados. The West Indies. North and South America. Special attention to production and people.	The British Isles and India.	The British Empire.
English History .....	...	...	To end of reign of Richard III.	To death of Charles I.	From the Great Rebellion to the present time.
Music .....	To Sol-fa at sight an easy piece in the natural Key and in Common Time, with Crotchets, Minims, and Semibreves. To answer questions from an Elementary Book.		To Sol-fa at sight a piece in the Keys of G, D, F, and B, in Common or Triple Time, with Quavers, Crotchets, Minims, and Semibreves. To answer questions from an Elementary Book.		

SCHEDULE III.

NEEDLE WORK.

STANDARD III.

Hemming, sewing, seaming, felling, stitching and sewing on strings.

Herring-bone stitch. The stitch only on flannel or canvas.

Darning, simple on canvas.

STANDARD IV.

The work of the previous Standard—gathering, setting in, button hole, sewing on button.

Darning, plain (as for thin places) in stocking web material.

Herring-bone, a patch (at least 3 inches square) on coarse flannel.

STANDARD V.

The work of the previous Standards and the running of a tuck.

Plain darning of a hole in stocking web material.

Patching in calico and flannel.

Putting in gussets.

STANDARD VI. & VII.

The work of previous Standards; whip stitch and setting on frill.

Darning plain on coarse linen, patching in print, cutting out a pinafore, apron, night gown or petticoat.

PUPIL TEACHERS.

First Year.

1. A garment in calico or print (a pinafore or apron) showing all the stitches required in Standard III.
2. A hole correctly mended in stocking material.

3. A patch not less than 2 inches square on calico.

Second Year.

1. A garment in calico showing all the stitches required in Standard IV.
2. Darning.
3. A patch not less than 2½ inches square on flannel.

Third Year.

1. A garment in calico (night shirt, night gown or petticoat) showing all the stitches required in Standard V.
2. A hole filled in with stocking web stitch, on stocking material, not less than 1½ inches square.
3. A patch on print.

Fourth Year.

1. To show a garment cut out and neatly "fixed" or "tacked" together.
2. A three-cornered darn, the tear not less than 1 inch square, and a cross cut darn on coarse linen.
3. A patch in print.

TEACHERS—MISTRESSES.

First Year.

1. To cut out and make parts of any plain article of under-clothing in common use.
2. To answer questions in needle-work (within the above limits) on paper.

Second Year.

1. The work of a needle woman in various branches applicable to the family of a working man.
2. To answer questions on paper.



## SCHEDULE IV.

## SUBJECTS FOR THE EXAMINATION OF PUPIL TEACHERS.

	Reading and Recitation.	Writing and Drawing.	Arithmetic.	Grammar and Composition.	History.
First Year.	To read with fluency, ease, and just expression a passage from a book notified beforehand, and to recite 70 lines of standard poetry.	Copy-book writing and dictation.	Vulgar and Decimal Fractions, Problems. (Females easier questions than males.)	a. The accidence and easy parsing from an Elementary Book. b. To write the substance of a story read.	a. Old Testament History to the end of Judges. b. English History to the end of Stephen's reign.
Second Year.	To read as above and to recite 80 lines of standard poetry.	Copy-setting and Dictation.	Practice, Proportion and Interest with Averages. Proportional Parts. (Females easier question than Males.)	a. Syntax and Analysis. b. Paraphrasing.	a. Old Testament History to the Baby Ioniah Captivity. b. English History Henry II. to Richard III.
Third Year.	To read as above and to recite 100 lines of standard poetry.	Dictation and Drawing of Maps and Diagrams.	Discount, Profit & Loss, Square Root. For males in addition to above: Algebra—First 4 rules, G. C. M. & L. C. M. Euclid Book i. to 26.	a. Parsing of difficult poetry, analysis of complex sentences and paraphrasing. b. Letter-writing.	a. New Testament History: Matthew and John. b. English History: Tudor and Stuart Periods.
Fourth Year.	To read as above and to recite 100 lines of standard poetry.	Dictation and Free-hand Drawing.	Stocks, Mensuration of Circles and Triangles, Cube Root. For males in addition to above: Algebra—Fractions and simple equations. Euclid Book i.	a. Fuller knowledge of Grammar and Analysis. b. Essay writing.	a. New Testament History: Mark, Luke and Acts. b. Revolution to the present time.

Books to be used will be notified by the Education Board from time to time at the Science is an optional subject in the above examinations. A pupil teacher who does marks as the other candidates.

SCHEDULE IV.

SUBJECTS FOR THE EXAMINATION OF PUPIL TEACHERS.—Continued.

Geography.	Teaching.	Music.	Science. (Males only.)	Needham. (Girls only.)
Definitions and the map of the world generally, Barbados and the West Indies in particular.	To answer questions on the correct methods of teaching Reading and Writing. Notes of Lessons.	Notes, their shape and value. Treble and Bass staves. The Scale of C, and the intervals found in it. Simple time.	Classification of animals.	As set forth in Schedule III.
Definitions, etc., as above. The British Empire in particular.	To answer questions on the teaching of Arithmetic and on Class Arrangement. Notes of Lessons.	All the Major scales. Simple and Compound Time.	Classification of plants, earth, stones, etc.	
Definitions, etc., as above. Europe and America in particular.	To answer questions on the teaching of Object Lessons and Class Subjects. Notes of Lessons.	Dotted Notes, tied Notes, Rests, Terms of expression, Pace and Style.	Physiology, animal and vegetable.	
Definitions, etc., as above. Asia and Africa in particular.	To answer questions on Discipline and Class Management. Notes of Lessons.	Various forms of the Minor Scale, Diatonic and Chromatic Interval.	Physics and Chemistry.	

suggestion of the Inspector.  
not take up this subject will however be expected to obtain the same minimum number of

## SCHEDULE V.

## SYLLABUS OF EXAMINATIONS FOR CERTIFICATES.

The maximum number of marks obtainable in each subject is placed within brackets, and those subjects in which failure excludes from a certificate are denoted by the mark §.

## FIRST YEAR.

## Part I.

## 1. READING. § [60]

To read with distinct utterance, due attention to the punctuation and just expression from some standard author.

## 2. REPETITION FROM MEMORY. § [40]

150 lines from some standard author.

## 3. PENMANSHIP. § [40]

To write a specimen of the penmanship used in setting copies, or text hand and small hand.

## 4. SPELLING. § [60]

To write a passage from dictation.

## 5. ENGLISH COMPOSITION. § [50]

To write simple prose upon a given subject.

## 6. ARITHMETIC. § [150]

Men—Proportion, Interest, Discount, Averages, Square Root, Proportional Parts, Vulgar and Decimal Fractions, Measurement of Rectangles.

Women—Practice, Proportion, Simple Interest, Vulgar and Decimal Fractions.

## 7. TEACHING. § [120]

Notes of Lessons.—The Methods of teaching the Elementary and Class Subjects.—To answer questions on the Rules and Regulations.

## Part II.

## 8. ENGLISH LANGUAGE [120]

Parsing, Analysis and the Principles of Grammar.

## 9. SCRIPTURE HISTORY. [100]

The Pentateuch and the Gospels.

## 10. ENGLISH HISTORY. [100]

1. Outlines from a specified school book.—2. Special period to be announced each year.

## 11. GEOGRAPHY. [100]

1. A knowledge of the outlines of the geography of the globe.—2. British Isles and West Indies in particular.

SCHEDULE V.—*Continued.*

12. MUSIC THEORY [30], PRACTICE. [30]

Theory—All the major and minor scales and signatures, diatonic intervals. The value of notes, dotted notes and rests. Bars and time signatures. Syncopation, compass of voices, common musical terms.  
Practice—Graded rests in time. Time and ear training based upon the requirements for the various school divisions.

13. NEEDLEWORK. [60]

Women—As in Schedule IV.

500 Marks will be required for a Pass in the above subjects.

A candidate who has passed may take any two of the following optional subjects.

1. DRAWING. [60]

Freehand—Elementary stage.

2. EUCLID. [90]

Men—Book I.

Women—First 26 Propositions—Book I.

3. ALGEBRA. [90]

Men—Four simple Rules, G.C.M., L.C.M., Fractions, simple Equations.

4. DOMESTIC ECONOMY. [60]

Women—1. Food, its composition, etc.; 2. Clothing; 3. Fresh air ventilation, etc. 4. The Home furnishing, cleansing, etc.

5. SCIENCE. [60]

Physiology and Botany.

SECOND YEAR.

Part I.

1. READING. § [60]

As in First Year but from unseen book.

2. REPETITION FROM MEMORY. § [40]

As in First Year.

3. SPELLING. § [60]

As in First Year.

4. COMPOSITION. § [70]

5. ARITHMETIC. § [150]

Men—As in First Year with cube root, stocks, etc. added.

Women—Same as First Year Men.

SCHEDULE V.—*Continued.*

## 6. TEACHING. § [120]

As in First Year—The different method of organising, managing and teaching an Elementary School.

Any Book on Teaching, Education Reform, etc., approved by the Education Board.

## Part II.

## 7. ENGLISH LANGUAGE. [120]

Outlines of the History of the English Language and Literature—Derivations, paraphrasing, figures of speech in addition to First Year work.

## 8. SCRIPTURE. [100]

Whole course of Scripture History—No questions of a doctrinal character.

## 9. ENGLISH HISTORY. [100]

As in First Year.

## 10. GEOGRAPHY. [100]

As in First Year. Any Continents specified beforehand—Map drawing.

## 11. MUSIC. [60]

As in First Year but more advanced work.

## 12. NEEDLEWORK. [60]

Women—As in Schedule IV.

A candidate who has received the 500 marks required for a Pass in the above subjects may take any *two* of the following optional subjects.

## 1. DRAWING. [60]

Freehand.

## 2. EUCLID. [60]

Men—Book I and II. Women—Book I.

## 3. ALGEBRA. [60]

Men—Up to Quadratic Equations of one unknown quantity.

## 4. DOMESTIC ECONOMY. [60]

Women—Preparation of articles of food in common use and for the sick. Household management and washing. Thrift.

## 5. SCIENCE. [60]

Principles of Agriculture. Hygiene.

Men must obtain 800 and Women 750 to be placed in the Honours Division.

Any one obtaining a place in the Honours Division will have two years to his credit in counting for a First Class Certificate.

APPENDIX B

THE EDUCATION ACT, 1890.

AN ACT TO CONSOLIDATE THE ACTS RELATING TO EDUCATION.

[28th October, 1890.]

(As amended by the Education Act Amendment Act, 1897.)

Be it enacted by the Governor, Council, and Assembly of this island, and by the authority of the same, as follows:—

PART I

THE BOARD AND ITS OFFICERS.

*The Board.*

1. (1) For the purposes of this Act a Board to be called the Education Board shall be and the same is hereby established, and the said Board shall be composed of a president and eight other persons to be nominated from time to time by the Governor, of whom two at least shall be members of the Legislative Council, and five at least members of the General Assembly; provided always that the members so appointed from the General Assembly shall continue to be members of the Board in each subsequent session if returned to serve therein, and shall also continue to act as members of the Board after the expiration or dissolution, and during the prorogation of the General Assembly, without its becoming necessary to make new appointments for the time being.

(2) Should any member of the Board decline to act, or, unless absent on leave from the colony, absent himself without sufficient excuse from three successive meetings of the Board, the president of the Board shall notify the same to the Governor, who shall thereupon appoint some fit person to fill the vacancy thereby created.

*Quorum.*

2. Any four members of the Education Board shall be sufficient to form a Quorum.

*The Officers.*

3. (1) The Education Board are hereby authorized and empowered, from time to time as may be necessary, to appoint the following officers, who shall be paid the salaries hereinafter specified monthly on the warrant of the Governor in Executive Committee, namely:

An inspector	- - - -	£350	per annum.
An assistant inspector	- - - -	£250	" "
An inspector's assistant	- - - -	£150	" "
A secretary	- - - -	£300	" "
An assistant secretary	- - - -	£75	" "

(3) The assistant secretary and inspector's assistant are and shall be appointed on such conditions as to tenure of office as the Board may determine.

4. The Education Board may from time to time as to them shall seem proper determine the duties to be performed by the inspector, assistant inspector, inspector's assistant, secretary, and assistant secretary.

5. The inspector of schools and assistant inspector of schools shall hold an examination of all the Elementary Schools under their supervision at least once in every year, and report in writing on such schools to the Education Board not later than the first day of March in each year, to be

by the Education Board laid before the Governor for the information of the Legislature.

*Annual Estimates.*

6. It shall be the duty of the Education Board to gradually carry into effect, as nearly as may conveniently be done, the recommendations contained in the report of the Education Commission, 1874-5, so far as the same are embodied in this Act, first giving their care to the amendment and extension of the system of elementary education; and in order that this may be done more effectually, and that the objects of this Act may in all respects be fully carried out, they are hereby authorised and required to forward to the Governor in Executive Committee for insertion in the general colonial estimates an estimate in detail of all sums which will be required for educational purposes and for the working of this Act during the then current or ensuing year (as the case may be); and there shall also be forwarded to the Governor in Executive Committee, to be laid before the Legislature, a statement in detail showing the expenditure of the sums voted during the preceding year.

*Grant for Elementary Education.*

7. (1) In case of delay in voting the annual estimates for the purposes of this Act, from whatever cause or in whatever manner arising, the Educational establishment as provided for by the then last voted estimates shall, in the meantime, continue to be maintained from and by the public treasury, but under no circumstances shall it be so maintained for any longer period than twelve months;

Provided always that the annual expenditure under the Act to meet the cost of

- (a) Salaries of teachers, assistant teachers, and pupil-teachers of Elementary Schools;
- (b) Allowances to teachers for the instruction of pupil teachers;
- (c) Books, stationery, fittings, and printed forms for Elementary Schools, and
- (d) Examination of teachers, pupil-teachers, and for the office of pupil-teachers,

shall in no event in any year exceed eleven thousand pounds.

(2) If in any year the sum voted on the Estimates shall be insufficient for the purposes mentioned in the preceding sub-section, the examination premium rates shall be reduced by the Education Board so as to render the sum granted available to meet the expenditure.

*Rules and Regulations.*

8. The Education Board are hereby authorised and empowered to make rules and regulations for all matters and things connected with the educational service of the colony, or relevant to all and every the purposes of this Act; and further they shall have power from time to time to alter, amend, add to, or annul all such rules and regulations, and regulations when so made, altered, amended, or added to shall be submitted to the Governor in Executive Committee for his approval, and when approved shall be published six times in the official gazette of this island, and shall thereafter have the force and effect of law in as ample a manner to all intents and purposes as if they had been inserted in this Act.

*General Duties of the Board.*

9. It shall be the general duty of the Education Board to carry out the provisions of this Act and to secure in all respects and by all means its efficient working. They shall receive applications for aid from public Elementary Schools, and, when they think fit, award the grants thereon; they shall take special care that all sums whatever granted and paid under

all or any of the provisions of this Act shall be properly and usefully applied and expended; they shall receive and consider the inspector's and assistant inspector's reports; and, whenever they may deem it expedient, they shall visit and examine any school or schools receiving legislative aid, and draw up reports in reference thereto, and lay the same before the Governor for the information of the Legislature.

*Plans of Buildings.*

10. Whenever any new building shall be erected or any substantial alterations of existing buildings shall be made, under any of the powers and provisions of this Act, the plans for such new buildings or such alterations shall in all cases be submitted to the approval of the Education Board, who shall have power to amend and vary the same; and for these and all other like purposes of this Act, they shall be authorised to call on the Superintendent of Public Works for his advice and assistance.

*Annual Report.*

11. Once in every year the Education Board shall present to the Governor for the information of the Legislature a report showing the general working during the past year of the education system in operation under this Act.

PART II.

ELEMENTARY SCHOOLS.

*School Buildings.*

12. The vestries of the several parishes are hereby authorised and required to lay rates in their respective parishes at every annual laying of rates for the purpose of raising such sums as the Education Board shall by requisition in writing call upon them to raise for building or repairing school buildings, including teachers' houses; provided, however, that in the case of St. Michael's parish, no such requisition shall be for a greater amount than £200 in any one year; and in the cases of the parishes of St. Philip, Christ Church, and St. George, for a greater amount than £100 in any one year; and in the cases of the other parishes respectively for a greater amount than £75 in any one year; and provided also that the vestry of any parish may appeal within fourteen days after such requisition shall have been made to them, to the Governor in Executive Committee in respect of the subject matter thereof; and the Governor in Executive Committee, after inquiry into the matter, shall have power either to confirm, modify, or disallow any such requisition.

*Rules for Elementary Schools.*

13. The Education Board shall make rules and regulations for the good government of the Public Elementary Schools; for the subjects to be taught, and the course and order of study in such schools; for the appropriation of the sums granted in aid thereof for settling and enforcing the payment of the fees to be paid therein; and for the remuneration of the masters, mistresses, and pupil teachers thereof.

*Condition of Aid.*

14. (1) No Primary School shall be entitled to be placed on the list of the Education Board to receive legislative aid unless the number of children in actual average attendance at such school during the three previous months be not less than fifty, except as respects the parish of St. Andrew, in which parish the required average attendance, as aforesaid, shall be thirty-five.



(2) After any such school shall have been placed on the list of the Education Board and shall have received legislative aid, it shall be lawful for the Education Board to continue to make grants to such school, although the average attendance as aforesaid of children may have fallen below fifty in the other parishes or below thirty-five in the case of St. Andrew, if and so long as circumstances shall appear to them to justify it; provided always that in no case shall legislative aid be granted to any such school when its average attendance as aforesaid shall have fallen below thirty in the other parishes, or below twenty in St. Andrew.

(3) Notwithstanding the preceding provisions of this section the Education Board may in any case, if exceptional circumstances so demand, exact a lower average attendance in the case of any school than that hereinbefore mentioned.

*No Aid to Complexional Schools.*

15. No public money, parochial or otherwise, shall be granted under any circumstances or in any form in aid of the funds of any school maintained for the education of children of any particular complexion.

*Doles.*

16. No person connected with any public Elementary School shall give or distribute to any child attending any such school, any dole or portion of food or clothing or any money, for the purposes of inducing such child to attend school.

*School Committees.*

17. Every public Elementary School shall be under the immediate superintendence of a committee composed of the minister of the district, or of the congregation with which such school is connected, and two laymen to be appointed annually by the Education Board, and in each case the said minister shall be the chairman of such committee, and the committee shall exercise all the rights of patronage in such school, including the appointment and dismissal of the master or mistress or pupil-teachers of such school, subject, however, to approval by and a right of appeal to the Education Board; provided always that when any charge shall be made against a teacher, assistant teacher, or pupil-teacher which may involve his dismissal, notice in writing of the charge shall be sent at least seven days before the proposed meeting by the supervising minister to the Inspector of Schools (be he Inspector or Assistant Inspector) in whose district the school is; and such Inspector of Schools shall attend the meeting and sit as assessor and report to the Education Board.

*Factory Acts.*

18. The Education Board shall have power to make rules and regulations for bringing into operation, when they shall see fit, the principle of the English Factory Acts, that is, by providing that it shall not be lawful for any person to employ any child under the age of twelve years, to work for any pecuniary wage or any reward whatsoever, unless previous to such employment such child shall have passed a minimum standard of educational qualification to be fixed by the Education Board, before the Inspector of Schools or the Assistant Inspector, or, in case of other than public Elementary Schools, before such person as the Education Board shall approve. Provided always that to acquire the educational qualification herein referred to, no child shall be required to pass an examination in any religious doctrine or instruction, except with the knowledge and concurrence of the parent or other lawful guardian for the time being of such child.

*Half-time System.*

19. Either as an alternative to the procedure indicated in the last foregoing section or concurrently therewith, as they shall think fit, the Education Board shall have power to make rules and regulations for bringing into operation the half-time system, that is, for compelling the attendance of children under the age of twelve years at some recognised school, public or otherwise, during a certain number of days or a certain number of hours in each week, as they shall think fit, the usual periods of school holidays being excepted. Provided that no such rule or regulation shall in any way interfere with the religious belief to which any child so compelled to attend school may belong; and provided that any rule or regulation made under this section requiring a child to attend school shall provide for the total or partial exemption of such child from attending school, if the Inspector or Assistant Inspector of Schools certifies that such child has reached such a standard of education as would in the opinion of such Inspector or Assistant Inspector be sufficient to exempt the attendance at school of such child, and the Inspector or Assistant Inspector is hereby required to examine any child for the above purpose when instructed so to do by the Education Board.

*Rules and Regulations.*

20. The Education Board are hereby authorised and required to appoint such officers and to make all such rules and regulations as may in their judgment be necessary for carrying out, in the most effectual and at the same time the most simple and least harassing manner, the intention of the two last preceding sections or either of them, and such rules and regulations, besides being approved and published as is hereinbefore provided, shall be laid on the table of both Houses of the Legislature, and if within twenty-one days thereof either House shall present an address to the Governor against any of the said rules and regulations, then such rule or rules and regulation or regulations shall *ipso facto* stand annulled; and any person violating any rule or regulation passed under this Act, except any rule or regulation which may have become annulled in the manner specified by this section, shall be liable for every such offence to a penalty not exceeding ten shillings, to be recovered in a summary manner before a police magistrate, on the complaint of any person, and to be paid into the public Treasury.

*Exhibitions.*

21. In order to facilitate the bringing of very promising boys in humble circumstances within the reach of the advantages of high education, six exhibitions, not exceeding £25 per annum each in value, may be awarded, one in each year, by the Education Board, to boys of sufficient merit, educated in the Primary Schools of this island, to be held at any first-grade school; and the candidates for such exhibitions shall be admitted to compete under such conditions as to the age, and shall be examined in the manner and in the subjects, and under the conditions, which shall be prescribed in any rules made by the Education Board for that purpose, and the exhibitions shall be tenable for not more than six years each, on such terms and conditions as the Board shall in like manner appoint.

*Examination of Teachers.*

22. An annual examination of such teachers as shall offer themselves for that purpose shall be held by such persons as the Education Board shall appoint, and a list of all who pass shall be published, and those who pass with credit shall be ranked in two honour classes, and annual premiums shall be awarded by the Education Board to teachers holding certificates granted by the Board according to a scale to be fixed by the said Board.

*Pupil-teachers.*

23. The master or mistress of every Elementary School which the Inspector of Schools or the Assistant Inspector shall certify, subject to the rules of the Education Board, to be in a fit state for employing and training pupil-teachers, shall be allowed, subject to the rules aforesaid, to receive as such pupil-teachers young persons who shall be at least fourteen years of age, have a good character from their minister or some other respectable person, and pass a satisfactory examination; and for every such pupil-teacher so received the said master or mistress of such school shall receive such payment as the Education Board shall think fit.

*Examination of Pupil-teachers.*

24. Every such pupil-teacher who shall have been admitted into any school as aforesaid, and who shall produce a certificate of good conduct for the preceding twelve months from his minister or some other person approved of by the Education Board, shall be examined annually by such persons as shall be appointed for that purpose from time to time by the Education Board, and shall, if he pass, be entitled to receive a certificate and be classified according to his proficiency, and shall receive such allowance as the Education Board shall think it proper to make.

*Training of Teachers.*

25. The Education Board shall in each and every year select by competition from among the pupil-teachers a certain number of candidates to be specified by the Board to be trained as Primary School teachers in some institution to be approved of by the Board, and to be subject in all things to the control and supervision of the Education Board; provided the expenditure for such purposes shall not exceed £300 in any one year. And the Education Board shall make such arrangements, together with such rules and regulations for the instruction and discipline of such students, as they shall deem meet; provided always, that the rights of conscience of each and all of such students in respect of their religious beliefs shall be duly and fully protected in all such arrangements, rules and regulations, if any, as may be made.

*Industrial and Ragged Schools.*

26. The Education Board shall have power, and they are hereby required, to frame schemes for the establishment of an industrial school in or near Bridgetown, and also, if they shall think it advisable, of one or more industrial schools in such localities in the country districts as they shall judge best suited to the purpose, and also, if they shall think fit, for the establishment of ragged schools in town or elsewhere; and the Board shall submit such schemes to the Legislature along with the estimate of the cost of the establishment of such school or schools to be by them approved, amended, or disallowed, as the case may be, and the Board are hereby authorised to make rules and regulations for the maintenance, good government, and working of such school or schools when so established, and to appoint such officers from time to time as they shall judge to be necessary, and at such salaries as they shall think fit.

## PART III.

## SECOND GRADE SCHOOLS.

*Schemes for Establishment.*

27. The Education Board shall have power, and they are hereby required, to frame schemes for the establishment, either concurrently or from time

to time, of Second Grade Schools in such localities as may be deemed by them expedient.

*Schemes how framed and dealt with.*

28. Whenever, and at such times as they shall think proper, the Education Board shall form schemes as aforesaid for the establishment of such Second Grade Schools as they shall deem expedient ; and in such schemes they shall set forth the proposed name and the actual locality of such school, the composition, functions, and powers of the governing body thereof, the course of study to be pursued therein, the public grant or allowances to be made towards the establishment or maintenance thereof, the application, if any, in aid thereof, or any parochial endowment as hereinafter provided, and all such matters and things as the Board shall think it right to set forth ; and may from time to time alter and amend any such schemes after they have become law, as hereinafter provided ; and such schemes and amended schemes shall be laid before the Legislature, and shall, when they shall have received sanction of both branches of the Legislature and the assent of the Governor, be legally binding on all persons.

*Governing Bodies.*

29. When and so soon as such schemes for the establishment of Second Grade Schools shall have acquired the force of law in the manner hereinbefore mentioned, the several governing bodies as therein constituted shall be and become bodies corporate to all intents and purposes, and shall have a perpetual succession and a common seal, and shall sue and be sued by the name assigned to them severally in the said schemes, and all lands, buildings, property and effects whatsoever belonging to or thereafter to be acquired by the same schools, shall be vested in the respective governing bodies thereof.

*Grants in Aid.*

30. The Education Board shall have power, and they are hereby required, to propose, in the annual Estimates hereinbefore provided for, such grants as they shall think proper in aid of the Second Grade schools already established or to be established as aforesaid.

*Rules for Government.*

31. In consideration of the said grants to the Second Grade Schools, the Education Board shall have power to call on the governing bodies of such schools to frame statutes and rules for the good government and regulation of such schools, and the said governing bodies shall from time to time alter, add to, or rescind the same, and such original, added, or altered statutes and rules shall in all cases be subject to the approval of the Education Board.

*Exhibitions.*

32. For the purpose of encouraging the studies of deserving boys at the Second Grade Schools, the Education Board shall have power to place on the annual Estimates hereinbefore provided for, a sum not exceeding £300 in each year, to be expended in sixty exhibitions at £5 each per annum, and these exhibitions shall from time to time be awarded after due advertisement, according to the results of an open competitive examination, and shall be tenable at any of the said Second Grade Schools, at the option of each exhibitor's parent or guardian ; and the Education Board are hereby authorised and required to make rules and regulations for settling the age and qualifications of candidates and the character of the examinations to be held for such exhibitions, and also for determining the conditions on which such exhibitions shall con-

tinue to be held by those to whom they may be awarded, and for prescribing all other matters and things in relation to the said exhibitions; and they shall also have power to make provision for the remuneration of the persons to be appointed by them to examine candidates for such exhibitions.

*Parochial Exhibitions.*

33. The vestry of the several parishes shall have power, and they are hereby authorised if they shall think fit, to lay a rate on the ratepayers of their respective parishes, along with the general annual rates, for the purpose of raising a reasonable and proper sum for the maintenance of parochial exhibitions, at the Second Grade Schools connected with their respective parishes, for the children of parishioners in straitened circumstances; and such parochial exhibitions shall be awarded and held subject to such provisions and to such rules and regulations in respect of candidature, examination, and all other matters relating thereto, as may be made by the Education Board.

*Annual Examinations.*

34. In order to maintain a high standard of efficiency in the Second Grade Schools, the Education Board are hereby authorised to make such arrangements as they shall think proper for the annual examination, and, if practicable, the inspection of the said schools.

PART IV

FIRST GRADE SCHOOLS.

*Board to Determine First Grade Schools.*

35. It shall be the duty of the Education Board to provide, as occasion may demand, that First Grade education be brought within the reach and means of such inhabitants of this island as desire it for their sons; and the said Board shall determine what schools shall be Schools of the First Grade and shall define the functions and powers of the governing bodies of all such schools, and also of the headmasters thereof, and shall frame schemes for the management of such schools, and shall have power to call upon the said governing bodies by requisition in writing from time to time to frame statutes, orders, and rules for the discipline, government, and course of instruction of such schools as far as may be in conformity with the report and recommendations of the Education Commission aforesaid; and the said statutes, orders, and rules, when so framed, shall be approved, amended, or referred back by the Education Board, and when finally settled shall be published for general information in the official Gazette.

*Provision for Instruction.*

36. In framing such scheme as aforesaid the Education Board shall make due provision that instruction be given not only in the English and classical languages and literature, and in mathematics, but also in the French language, and in the elements of one or more of the natural sciences, and, when practicable, in the German language. They shall also provide that in one First Grade School at least, arrangements be made so as to secure a thorough and solid education for such boys as may require a moderate lieu of a classical education.

*Annual Examination and Inspection.*

37. In order to secure a high standard of education in the First Grade Schools, the Education Board are hereby authorised and required to make provision, as they may deem best after consultation with the governing

bodies and headmasters of the said schools, for the thorough annual examination and, if practicable, the periodical inspection of such schools, whether by qualified residents in this or neighbouring colonies, or by invoking the assistance of examining bodies in England; or by securing the periodical visits of a travelling Inspector from England; and the said Board are hereby empowered, if they shall see fit, to enter, through His Excellency the Governor, into negotiations with the governments of neighbouring colonies in order to secure the services of such travelling Inspector conjointly with them, and the Board shall also have power to carry into effect any agreement that may be arrived at after such negotiations.

*Publication of Reports.*

38. As soon as possible after the conclusion of each such examination or inspection, the Education Board shall publish in the official Gazette so much as they shall think fit of the reports of such examiners or inspectors, as the case may be; and they shall also at the close of each year, or as soon thereafter as possible, publish in like manner a report of each First Grade School which shall be furnished by the governing body of each such school, setting forth the actual state of the school as to numbers, attendance, discipline, subjects of instruction, and general condition, together with a statement of income and expenditure for the year then expired.

*Exhibitions.*

39. For the purpose of encouraging the education of deserving boys at the First Grade Schools, the Education Board shall have power to place on the annual estimates herein-before provided for, a sum not exceeding £350 to be expended in exhibitions for the benefit of boys who are natives of Barbados, or the sons of a native, and whose parents are not in well-to-do circumstances; and the said Board are hereby authorised and required to settle and to publish in the official Gazette the numbers and value of the several exhibitions to be thus created, having due regard to the recommendations of the said Education Commission in that behalf; the age and qualifications of the candidates for the same; the nature and periods of the examinations to be held for awarding the same; and the conditions and duration of tenure; provided always, that the said exhibitions shall be awarded according to the results of a competitive examination, to be conducted under the direction of the said Board, to boys only who show real merit, and shall be tenable at any First Grade School at the option of the successful candidate's parent or guardian.

**HARRISON COLLEGE.**

*Governing Body.*

40. The President of the Council for the time being, the Speaker of the House of Assembly for the time being, the Attorney-General for the time being, the rector of the parish of Saint Michael for the time being, the churchwarden for the parish of Saint Michael for the time being, and two members of the vestry to be chosen annually, shall, together and in conjunction with the Education Board, be the trustees and directors of Harrison College for all intents and purposes: provided, however, that the Education Board, as such, shall still exercise its distinct functions in respect of the said school as otherwise provided for.

41. The said school shall be a school of the First Grade, and shall be styled and called Harrison College, and the said trustees and directors thereof shall be styled and called The Governing Body of Harrison College, and they shall be and are hereby constituted a body corporate and shall have a perpetual succession and a common seal, and shall sue and be sued under

the style and title aforesaid ; and in the said Governing Body of Harrison College shall vest, without any conveyance, all the estate, property, and effects, of what nature and kind soever, and also all the rights and liabilities, which severally were formerly of the trustees and directors of the said school ; and any five members of the said Governing Body shall be sufficient to form a quorum for the transaction of the business of the said school.

*Annual Grant in Aid.*

42. For the purpose of supporting Harrison College and assisting the Governing Body thereof in making good any guaranteed salaries of masters of the said College, an annual sum not exceeding £1,000 is hereby granted from the public Treasury to the Governing Body, to be paid to them or their order from time to time, on the warrant of the Governor in Executive Committee, on their certifying to the Governor in Executive Committee that the same is required, and the Governing Body shall apply such moneys when received to and for the purposes aforesaid ; provided always that the full course of instruction defined in section 36 of this Act shall be strictly carried out ; and provided also that whenever the pupils in the said College shall be below the number of one hundred the grant hereby made shall be reduced to the sum of £800, for the period the number of pupils shall continue below one hundred ; and provided also that whenever the number of pupils in the said College shall fall below sixty, the said grant shall be further reduced to the sum of £400 for the period the number of pupils shall continue below sixty.

*Vestry Exhibitions.*

43. For the purpose of assisting at the said College in the education of ten boys whose parents, being parishioners of Saint Michael, are in straitened circumstances, to the extent of £10 each per annum, the vestry of the parish of Saint Michael are hereby authorised to apply a sum not exceeding the sum of £100 of the moneys raised at the laying of their rates in each and every year, which said sums so raised as aforesaid shall yearly be paid over by the vestry to the governing body of the said College, to be applied by them for the purposes aforesaid.

*By whom Nominations Exercised.*

44. The nominations of ten boys for whose education part provision is made in the last preceding section shall be exercised by the vestry of Saint Michael, and the boys nominated shall be examined as the Education Board shall think fit and shall make provision, and the said Board shall thereafter elect according to the results of such examinations ; provided that no boy shall be eligible for an exhibition who is less than seven years of age or more than fifteen, and provided also that the exhibitors so elected shall hold their exhibitions subject to such rules and regulations as to conditions and period of tenure as the Education Board shall from time to time establish.

**THE LODGE SCHOOL.**

45. The formal contract with the Society for the Propagation of the Gospel in Foreign Parts for the transfer by the said Society to the said Board of the Lodge School, in the parish of Saint John, with its site, buildings, playgrounds, and all appurtenances is hereby confirmed, and the site, buildings, and all appurtenances of the said Lodge School shall be vested for all intents and purposes whatsoever in the governing body hereinafter established for the same, to hold the same according to the terms and conditions of the said contract.

*Governing Body.*

46. The following persons shall constitute the governing body of the Lodge School; viz.: the Lord Bishop of Barbados, the President of the Legislative Council, the Speaker of the House of Assembly, the two representatives in the General Assembly for the Parish of Saint John, the Principal of Codrington College, the Rector of Saint John, and two other persons to be nominated by the Governor. Three shall form a quorum.

47. The above-mentioned officers and persons shall be styled the Governing Body of the Lodge School, and shall be a corporate body, and shall have a perpetual succession and a common seal, and by that name shall sue and be sued, and in them shall be vested the site, buildings, and all appurtenances of the said Lodge School, on the terms and subject to the conditions on which the same have been handed over by the said Society to the Education Board.

*Annual Grant in Aid.*

48. For the purpose of assisting in the maintenance and support of the said School, a sum of £500 per annum shall be and is hereby granted from the public Treasury, to be paid to the Governing Body of the said School on the warrant of the Governor in Executive Committee; provided always that if, at the expiration of two years from the establishment of such School, the number of boys therein shall be below thirty, the grant shall not be payable, and the payment thereof shall be suspended during such time as the said number of boys shall remain below thirty.

*Parochial Exhibitions.*

49. The vestries of the parishes of Saint Philip, Saint John, and Saint Joseph shall be and they are hereby authorised to make and lay rates at the general laying of rates in each year, for the purpose of raising the sums of sixty pounds and forty pounds, respectively, to assist in the education at the said School of the sons of persons in straitened circumstances; and the exhibitions thus provided for shall be of such value as the Education Board shall appoint, and the said vestries shall respectively nominate candidates for vacancies as the case shall be, and thereafter the like proceedings shall be had, and the like rules and conditions observed, as are hereinbefore set forth in the forty-fourth section in regard to the exhibitions provided at Harrison College by the vestry of Saint Michael.

*QUEEN'S COLLEGE.*

*School for Girls.*

50. The school for girls called the Queen's School shall rank as a First Grade School and shall be conducted on the lines of the prospectus set out in the schedule to this Act annexed, and a sum not exceeding £400 may be placed on the annual educational estimates for the support thereof, until such school shall have become self-supporting.

*Governing Body.*

51. The members of the Education Board shall constitute and be the governing body of the Queen's College, and shall have power from time to time to alter and amend the original scheme for the establishment and management of the Queen's College or any amended scheme made in accordance with the provisions of this section, but such amended scheme shall be subject to the provisions of the last preceding section of this Act.

*Lands and Buildings.*

52. All lands and buildings now forming the site and buildings of the Queen's College, and all lands adjoining the Queen's College formerly



occupied by the training school or by the clerical library, are hereby vested in the governing body of the Queen's College.

*Examination.*

53. In order to test and maintain the efficiency of the above-mentioned school for girls, the Education Board shall make rules and regulations for the holding of such examinations or inspections in connection with the said school as they shall think most suitable, and they shall make provision in their annual estimates for the cost of the same.

PART V.

UNIVERSITY SCHOLARSHIP.

*Gilchrist Scholarship.*

54. Whenever any native or the son of a native of Barbados, who shall have received his education in this colony for at least three years immediately preceding the examination, shall successfully compete in this island for a Gilchrist scholarship, he shall be entitled to receive and shall receive for the said term of three years, from the public Treasury, the sum of £75 per annum. The said sum shall be paid to him quarterly to his order out of the Treasury on the warrant of the Governor in Executive Committee on the certificate of the registrar or the head of a college or of some other proper authority of any British university at which he may be pursuing his studies, that he had during such quarter satisfactorily pursued his studies at such university or had been prevented by serious illness from so doing.

*Pembroke or other similar Scholarships.*

55. Whenever a native or the son of any native of Barbados, who shall have received his education in this colony for at least three years immediately preceding the examination, shall be elected to any exhibition tenable at any college of one of the English universities on conditions approved of by the Board, such exhibition being created by a gift to the Education Board of a sum of £400 in four annual instalments, and to be competed for by the youths of this island as an exhibition; he shall, at the discretion of the Board, be entitled to receive for the said term of four years from the public Treasury the sum of £75 per annum, and the said sum shall be paid to him in all respects in the like manner, and upon the like conditions, to those set forth in the last preceding section of this Act. Provided always that if any holder of any such exhibition shall at any time forfeit the same under any of the conditions imposed by the donor, then and in every such case the grant made by this section to such person committing such forfeiture shall immediately cease and determine.

*Barbados Scholarships.*

56. In order to further develop the higher educational interests of this island and to encourage youths who may show promise in the prosecution of their studies, by enabling them to complete their education at an English university or at an agricultural or technical college in Europe or America, to be approved by the Education Board, four scholarships, to be called the Barbados Scholarships, each of the annual value of £175, and tenable during residence as a member of the university for a period not exceeding four years, either at Oxford or Cambridge, or agricultural or technical college as aforesaid, shall be established by the Education Board—one to be competed for annually—and the said Board shall have power and they are hereby required to make rules and regulations for the admission of candidates; for the character

and conduct of the examination ; for the terms and conditions on which the said scholarships shall continue to be held ; and for all other matters and things whatsoever relating to the competition for the said scholarships, and to the tenure thereof.

*Examination.*

57. The examination for the said Barbados Scholarships shall be conducted under the direction of the Education Board by papers sent from England, and returned thereto, and the Scholarships shall only be awarded by the said Board to youths who are either natives or the sons of a native, or who have for the three years immediately preceding been receiving their education in this colony and are the sons of persons who are domiciled in this island and have resided herein for ten years, and who shall on the examination for the said Scholarship attain such a standard of proficiency as prevails generally at the colleges of Oxford and Cambridge, in respect of examinations for open scholarships and exhibitions.

*Grant from Treasury.*

58. Every person elected to one of the said scholarships shall be entitled to receive and shall receive for the said term of four years from the public Treasury the sum of £175 per annum, and the said sum shall be paid to him in all respects in the like manner and upon the like conditions to those set forth in Section 54 of this Act ; provided always that the said Scholarships shall be held subject to any rules which may be made by the Education Board in that behalf.

*Payment by Crown Agents.*

59. The Governor in Executive Committee may direct any sum granted under the provisions of the five sections next preceding, to be paid to the parties entitled to receive the same, or their order, by the Crown Agents for the Colonies, upon their receiving in each case the certificate hereinbefore specified, and any necessary expenses incurred in making such payments shall be defrayed out of the public Treasury by warrant of the Governor in Executive Committee.

PART VI.

CODRINGTON COLLEGE.

60. The Education Board shall be, and they are hereby charged with the duty of submitting, as soon as may conveniently be done, detailed plans to the Society for the Propagation of the Gospel in Foreign Parts, for working Codrington College into the educational system of the island, and of carrying on negotiations with the said Society with the abovesaid object in view ; and they shall suggest to the said Society the expediency of adopting such recommendations as to the general administration and professional staff of the establishment, as are contained in the report of the Education Commission, or otherwise as they shall think fit ; and in particular it shall be the duty of the Education Board to impress on the said Society the great importance of appointing at once a college council or governing body with definite but large powers assigned to it, subject only to such checks and general control as the said Society shall deem expedient ; and the Board shall from time to time, as they shall think fit, report their proceedings under this section, and the results thereof, to the Governor for the information of the Legislature.

*Island Scholarship.*

61. An annual sum of £160 shall be and the same is hereby granted to the Education Board, to be paid to them from time to

time on their requisition, by the warrant of the Governor in Executive Committee, and to be applied by them to the establishment of four scholarships of the annual value of £40 each at Codrington College, to be competed for and held subject to such regulations as the Board shall think fit from time to time to make; and the said scholarships shall not be confined to any particular faculty, and shall be filled up at such time in each year as the Education Board shall determine, according to the result of an examination to be held by the authorities of the said College, and they shall be tenable by any native, or son of a native of Barbados, or a youth who has for the three years immediately preceding been receiving his education in this colony and is the son of a person who is domiciled in this island and who has resided herein for ten years, for two years and no longer; provided that each such scholar shall, unless prevented by sickness or other grave cause, keep his terms continuously at the said College during such period, and shall transmit to the Secretary of the Education Board, at the close of each term, a certificate from the Principal of the College, or the person acting on his behalf, that he has kept such term by actual residence, and has satisfied the authorities of the College with his diligence and general conduct; on the receipt of which certificate he shall be paid the amount to which he may be entitled for the term then ended.

*Rawle Scholarship.*

62. So much of the sum of £400 or thereabouts raised for the purpose of founding a scholarship in memory of the Rev. Richard Rawle, M.A., as may be recovered shall be and remain vested in the Bishop of the diocese for the time being and the Principal of Codrington College for the time being, and their successors in office, upon trust that the said Bishop and Principal of Codrington College and their successors do and shall either permit and suffer the same to remain in its actual state of investment, or at any time or times sell, transfer, or dispose of the same or of part thereof, and lay out and invest the money to arise by such sale, transfer, or disposition, in the names of the said Bishop of the diocese and Principal of Codrington College and their successors, in the purchase of a competent share or shares of any of the Parliamentary Stocks or public funds of Great Britain, or at interest upon real securities in this island; and do and shall from time to time alter, vary, and transfer the said stocks, funds, or securities in, to or for other stocks, funds, or securities of the same or a like nature, as to them shall seem proper; and do and shall stand and be possessed of and interested in the said sum and any additional sum or sums, and the moneys to arise by the sale, transfer, or disposition thereof, or any part thereof, and the securities in or upon which the same may be invested, upon trust to pay the dividends, interest, and annual produce thereof unto the person or persons elected to and holding the said scholarship, subject to such rules as to candidature, examination and other matters, as the college authorities shall think fit from time to time to make.

*The Leacock Scholarship.*

63. The Lord Bishop of the Diocese of Barbados and the Principal of Codrington College, and their successors in office, shall stand and be possessed of and interested in the sum of £1,000 paid and transferred to them by the executors of the will of John Henry Leacock, late of the parish of Saint Peter, in this island, for the establishment of two scholarships of the annual value of £30 each at Codrington College; and upon and subject to all and every the trusts, powers, provisions, declarations and conditions declared and contained of and concerning the same (including the trusts for investments and varying of securities) in and by the said will or such of them as may from time to time be subsisting and capable of taking effect.

64. No master of any school aided under this Act shall be liable to be called on to serve on any jury.

APPENDIX C.

THE PENSIONS (PUBLIC ELEMENTARY SCHOOL  
TEACHERS) ACT, 1901.

AN ACT TO PROVIDE PENSIONS FOR TEACHERS OF PUBLIC  
ELEMENTARY SCHOOLS. [28th December, 1901.]

Be it enacted by the Governor, Council, and Assembly of this Island, and by the authority of the same as follows :—

1. This Bill will be cited as the Pensions (Public Elementary School Teachers) Act, 1901.

2. Any principal Teacher of a Public Elementary School, who satisfies the requirements of sub-section (1), will be entitled to receive from the public Treasury, in equal monthly instalments, an annual pension according to the scales mentioned in sub-section (2).

(1) An applicant for a pension must—

- (a) Be a principal Teacher in a Public Elementary School when the pension is applied for ;
- (b) Have been employed continuously as principal Teacher in a Public Elementary School for a period of ten years preceding the date of the application for a pension ;
- (c) Have become incapable from age or infirmity of continuing to teach a school efficiently ;
- (d) Be sixty years of age if a man, or fifty-five if a woman, unless the pension is applied for on the ground of failure of health or infirmity ;

(2) Pensions will be granted according to the following scale—

- (a) Uncertificated Teachers will be entitled to an annual pension of ten pounds ;
- (b) Teachers holding third-class certificates will be entitled to an annual pension of ten pounds, with an addition of six shillings and eightpence for each completed year of service as a principal Teacher over ten and up to and including twenty-five years ;
- (c) Teachers holding second-class certificates will be entitled to an annual pension of ten pounds with the addition of thirteen shillings and fourpence for each completed years of service as a principal Teacher over ten and up to and including twenty-five years ;
- (d) Teachers holding first-class certificates will be entitled to an annual pension of ten pounds with the addition of one pound for each completed year of service as a principal Teacher over ten and up to and including twenty-five years.

(3) No pension will be granted in excess of twenty-five years.

3. This Act shall not come into operation unless and until the Officer administering the Government notifies by Proclamation that it is His Majesty's pleasure not to disallow the same, and thereafter it will come into operation on such day as the Officer administering the Government shall notify by the same or any other Proclamation.

**THE**  
**SYSTEM OF EDUCATION**  
**IN**  
**BERMUDA.**

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## THE SYSTEM OF EDUCATION IN BERMUDA.\*

## I. INTRODUCTION.

The Bermudas, or Somers' Islands, form a small insular group situated in the Western Atlantic Ocean, about 600 miles eastward of Cape Hatteras. They lie about 730 miles south of Halifax, Nova Scotia, 677 miles south-east of New York, and 1,000 miles north-east of Jamaica. Discovered in 1515, the islands were first peopled, in 1612, by a shipload of emigrants despatched by the Virginia Company, and since that time they have continued to be an inhabited Colony of Great Britain. From 1615 to 1685 the affairs of the Colony were managed by a company in London known as the Bermuda Company; and in 1687 the first Governor under the Crown was appointed. Since 1797 Bermuda has been a permanent Imperial garrison, and since 1811 an important naval station for the British North American and West Indian Fleet. During more recent years it has become a favourite winter resort for Americans and Canadians.

Bermuda,  
Geographical  
Position of.  
Salient  
Points of its  
History.

According to the recent census return (1901) the population of Bermuda is 17,535,† made up of 6,383 whites and 11,152 coloured. The white population is composed of the descendants of the old settlers who were sent out under the auspices of the Bermuda Company, of immigrants from time to time from America, the Western Islands and other places, and of a few families of soldiers who have settled in the place on discharge. The coloured people of the islands are the descendants of the old negro and American-Indian slaves, much intermingled with white blood.

Population

Slaves were first brought to Bermuda about the year 1618, owing to the connection of the islands with the Virginia Company and the introduction into them of the culture of tobacco. At a comparatively early period of the Colony's existence, however, tobacco ceased to be cultivated, and slaves becoming no longer necessary the importation of them was discontinued.

Slaves.

In the early history of the Colony there are several records show that the teaching of the young was not neglected by the Bermuda Company, and that teachers were paid by that body. Provision was also made for the support of schools by grants of land in different parts of the island. The rents of most of these lands, however, were never applied to the purpose for which they were granted, and possession was resumed by the heirs of the donors, who came eventually to look upon them as part of their own private property. In 1816 it was found that there were still "school lands" in three of the nine parishes, and that even these

Early  
Provision for  
Schools.

School  
Lands.

\* Recent Reports of the Bermuda Board of Education can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

† This number does not include 1,966 persons connected with the Army, nor 753 connected with the Naval Establishments.

had not for many years been applied to any purpose for promoting education. A law was thereupon passed vesting these lands in a body of trustees; and the funds arising from the sale of two of the three pieces of land were transferred to these trustees for the purpose of establishing a college, or classical school for the whites, to the history of which I shall return further on.

During the eighteenth century the Colony developed a considerable maritime industry, and engrossed much of the carrying trade of the West Indies. Little or no provision, however, appears to have been made for schools. The three or four clergymen who ministered to the islanders kept day schools. This they were compelled to do for their support.

## II. SECONDARY EDUCATION.

Attempts have been made at different times to found a college or classical school in Bermuda; but these attempts have hitherto proved abortive.

Bishop Berkeley's Scheme.

Early in the eighteenth century an attempt was made to found a college in Bermuda for the education of young men of the Indian tribes of North America. In 1728 Bishop Berkeley left England for Rhode Island, intending to purchase lands in America as estates for the support of the proposed college. Before leaving England he had written a tract entitled "A Proposal for the Better Supply of Churches in our Foreign Plantations, and for the converting of the savage Americans to Christianity, by a College to be erected in the Summer Islands, otherwise called the Isles of Bermuda,"\* and, in accordance with the views therein explained, had applied to the Government of that day for a charter of incorporation and a grant of money. The charter was granted and a sum of £20,000 promised by the English Parliament. After a long delay, however, Berkeley was informed that the promised grant would not be paid. He was therefore compelled to abandon his scheme—a scheme on which he had expended much of his private fortune and more than seven years of the prime of his life; and he returned to England towards the end of 1731. The funds that he had collected for his college were made over to the Society for the Propagation of the Gospel in Foreign Parts, and from that time his scheme has been in abeyance.

Proposed Marine Academy.

Mr. Dowding's Scheme.

In 1794, in the days of Governor Hamilton, a law was passed by the Colonial Legislature for raising a sum of money by lottery for the establishment of a Marine Academy in Bermuda; but the money was never raised. In the year 1852, at the instigation of a clergyman of the Church of England, the Rev. W. C. Dowding, who had resided for some time in Bermuda, a most influential meeting was held in London to consider the best means for founding a college in Bermuda for the education of negroes of the West Indies. This project was claimed by its promoter to be a revival

\* Berkeley's Works. Vol. II., pp. 281-293.



of Bishop Berkeley's scheme. It was resolved at the meeting to make a beginning upon a small scale, to organise a grammar school in collegiate form, and to commence simple courses of lectures. In the autumn of 1852 Mr. Dowding sailed from England to carry out this proposal. The school was opened in January, 1853, in a hired building, and was attended by thirty coloured boys. Mr. Dowding himself taught for seven weeks, and on his return to England the school began to fall away. It was finally closed in 1856.

Early in the nineteenth century efforts were made to establish a classical school in the central part of the island for the boys of the better class of the white people; but, as may be seen from the following sketch, these efforts ended in failure. Devonshire  
College.

From a survey which was made by Richard Norwood in 1662 we learn that there were ten shares or 250 acres of land in different parts of the Colony belonging to what were called Free Schools, evidently schools of which the teachers had been paid by the Bermuda Company; but, as I have already stated, it was found in 1816 that there were school lands in only three of the nine parishes, and these lands were then placed in the hands of trustees for the purpose of establishing a school for the whites to be known as the Devonshire\* College. The funds at the disposal of the trustees were:—Proceeds of land, rent and timber, £1,751; granted by the Crown in 1817, out of the Crown land revenue in Bermuda, £1,000; granted by the Governor and Council in 1816 and 1827, out of the powder duties, £1,400; and by the Colonial Legislature out of the Colonial Treasury, £1,733; amounting to £5,884. A spacious building was erected on the Devonshire school-land at a cost of £3,563. The school was opened in 1829 as a superior classical boarding-school, under the Rev. Thomas Littlehales, a graduate of Oxford University, with a French master as his assistant. In 1831 the work of the school was carried on by the Rev. William Lloyd Gibbons, M.A., of Cambridge, but on his resignation in 1835 the school was closed, and the building has never since been used in any way for educational purposes. The number of day scholars gradually decreased owing to the retired situation of the school-house, which is some distance from the towns and more populous neighbourhoods of the island. The number of boarders had always been lower than was anticipated by the trustees.

In the year 1853 Mr. Dowding made application for the building for the purposes of his proposed college, but the trustees declined to grant the application.

By an Act of the Colonial Legislature of 1870 the property was divided equally between the whites and coloured people; and in 1893, when the total value of the trust funds amounted to £6,000, the body representing the white people purchased with Modern  
Secondary  
Schools.

\* Devonshire, the name of one of the central parishes of Bermuda.

The Saltus  
Grammar  
School.

its half a dwelling-house for a schoolmaster surrounded by about eight acres of land, and erected a plain building to serve as a school-room for the better class of white boys. This school is known as the Saltus Grammar School, and is attended by some forty boys.\*

The Berkeley  
Institute.

In 1895 the other half of the fund was transferred to new trustees for investment, and since that time the income derived from the investment has been devoted to the maintenance of a school known as the Berkeley Institute, which is attended by some forty coloured boys and girls.

Bermuda  
High School  
for Girls.

In 1899 a fine school building was erected by private subscriptions for the purposes of the Bermuda High School for Girls, which was established in 1894. This school is attended by eighty white girls.

Work of  
Religious  
Societies.

### III. PRIMARY EDUCATION.

Early in the nineteenth century a local District Committee of the Society for the Promotion of Christian Knowledge was formed in Bermuda, the chief object of which was to encourage schools for the poorer white children by grants-in-aid and by clerical inspection. A few years after emancipation in 1834 the grants of the District Committee were extended to a few schools for coloured children; and, about the same time, small annual grants were paid from the Society for the Propagation of the Gospel, and from the Society for the Education of Emancipated Negroes to the teachers, or, as they were called, catechists. Various sums of money were also sent at this time by the Society for the Propagation of the Gospel for the erection of plain buildings that

\* The following extract from No. 383, Colonial Reports Annual, Bermuda, Report for 1902, Cd. 1388-7, is interesting in this connection:—In connection with the intelligence received in the Colony during the year that, by the will of the late Right Honourable Cecil John Rhodes, one annual scholarship had been established at the University of Oxford for students from Bermuda, the Governor reported to the Secretary of State on the 20th December, 1902, that "a number of the principal people of the Colony had met together to consider what steps could be taken to improve the conditions of Secondary Education for white boys. It was decided at the first meeting that the promoters should concentrate their efforts on establishing a first-class school at some central point in the Colony, and that they should endeavour to obtain control of a foundation which already existed but which admittedly needed improvement. The Foundation consists of buildings and land in the Parish of Pembroke, vested in a public body called Body No. 1 of the Devonshire College Trustees. This property is now rented by certain trustees for executing the terms of a bequest in the will of a Mr. Samuel Saltus, who are at the present time in the possession of funds calculated to amount to £14,000. The movement has been attended with great success. The promoters of the scheme, in addition to obtaining the ready co-operation of the trustees named above, who have placed the income of the Trust funds entirely at the disposal of the promoters, have raised a fund by which the sum of £1,100 per annum has been guaranteed towards the support of the new school for six years. Steps will shortly be taken to obtain funds for the improvement of the school buildings and property. It is to be hoped that this praiseworthy attempt of the people to better the educational conditions now existing will meet with the success it deserves."

should serve as small chapels and school houses for the coloured people. These buildings—eight in number—are vested in the rectors of the parishes as trustees; and they are still used as school houses for the coloured children. After the year 1816 small grants had been made from time to time by the Colonial Legislature for aiding schools for the poor whites; and in 1836 a Bill was passed for two years to encourage the education of poor whites. The principle of the Bill, however, was not sanctioned by the home Government, and it was not renewed. In 1838 the Colonial Legislature first granted a sum of money to aid elementary schools generally—one at least of which was established in every parish of the colony. The great majority of the children in attendance were coloured. The instruction given was of the most elementary kind, and a joint committee of the Council and House of Assembly was annually appointed to inspect the schools for the purpose of allotting the grants. This arrangement continued until 1847. The average amount paid by the Legislature during the years 1839 to 1847 was £300; and the principle on which this grant was made is set forth in the following resolution which was passed annually by the House of Assembly during those years:—

“Whereas it is expedient to afford some support out of the Public Treasury to the different Free Schools established in these islands for the education of the poor: and whereas most of those schools have been established by charitable societies which provide salaries for the Teachers, but the Teachers in some of those schools are not as yet provided with any salary and have to find schoolrooms at their own expense, and the Teachers in some other of those schools receive from those societies but small salaries not exceeding six pounds a year: and it is deemed expedient to pay out of the Public Treasury to the Teachers of all the Free Schools a small annual allowance of 8s. for each pupil daily attending any such school (not exceeding the number of forty in any one school), and also to allow each of the Teachers not having a salary exceeding six pounds a year from any other source a salary of £15 for one year out of the Public Treasury: Resolved, that the public Treasurer be, and he is hereby authorized and required to pay”— various sums amounting in all to £263 16s. to the teachers of the eighteen schools enumerated in Appendix D. (See Below.)

In 1847, Captain (afterwards Sir) Charles Elliot, who was at that time Governor of Bermuda, sent the following message to the Local Legislature—the first message that had ever been sent to them on the subject of education:—

“Ordered by the House of Assembly to be printed, this 27th day of April, 1847.

“Governor and Commander-in-Chief, Charles Elliot.

“The Governor recommends to the consideration of the Legislature a Law authorising the appointment by the Governor and Council of a Committee of Education, consisting of not more than Five Members and a Secretary; the Members to be chosen from the two branches of the Legislature, and the Secretary to receive a salary.

First Legislative Grants.

Sir Charles Elliot's Recommendations, 1847.

"This Committee, he would suggest might be constituted Trustees for the receipt, disbursement, and account of the general vote for the promotion of religious and useful Education amongst the Youth of the Colony, including aid for the purchase, rent, building, or repair of School Houses, the supply of School apparatus and the payment of Teachers' salaries.

"He thinks that the Law should also extend to the Committee the necessary powers to take a yearly census of all the children in the Colony between the age of four and sixteen years, specifying the age, sex, colour, attainments, whether attending School or not, and if so of what degree, so that any future appropriations may be made understandingly in these important particulars.

"He hopes it would be a fundamental principle that no assistance from public funds should be granted to or for any School except in aid of private contributions or private means of support, unless in special cases of destitution in particular localities with the approbation of the Governor and Council. He thinks too that the Committee should have power to fix the proportions in which public aid should be granted in each case of application, according to the extent of private contributions or private means of support, the number of Scholars and all the other considerations naturally entering into such a matter, and full powers to make previous agreement and require suitable security if they shall see fit, respecting the objects, nature and proof of the outlay.

"It will no doubt be felt that the rights of conscience should be scrupulously respected; and it is therefore to be wished that the Committee should be required to grant aid on equal principles to all Schools for which it may be sought, without reference to the particular formularies of Christianity taught in them; which momentous subject can alone be safely and rightfully left to the unbiassed disposal of the Parents or Guardians of the Children, or the private contributors to the respective Schools. Indeed he believes it should be enacted that the Committee should have no right of interference with or objection to the religious principles on which any School is conducted, or with its management, discipline or course of Instruction, and no other right whatever as respect the Schools, than those already specified, and the right of visitation, due notice being given beforehand.

"It also seems desirable that the Committee should report twice a year to the Governor and Council for presentation to the Legislature.

"But regard being had to the isolation of this small Colony and the difficulty of procuring Teachers, he believes any public measure will be inadequate and incomplete which does not authorise the establishment of a system (prudently commenced with a careful regard to the Public resources applicable to Education) for the proper training of School Masters and Mistresses in these Islands, who may be drawn from it as they are required, by the respective Schools.

"A good Normal School here in connexion with some Parent system in England and particular branch of the Church would no doubt be a great advantage to the people of that persuasion in the Colony. But situated as we are and with the limited resources of our Treasury, the Governor believes it will be felt that such a School supported by the Public, and managed under the direct authority of the Committee, should have the widest scope of useful application.

"He thinks therefore this Normal School should be established on a principle which may best enable the Ministers of all persuasions to foster it by their zeal for the spread of Christian Education, and the pure morality inculcated by that training, to grace and enlighten it by their learning, and to cherish the blessed spirit of peace amongst the inhabitants of these Islands and their posterity, by the example of their clarity and concord in this good work.

"If these general views should meet the concurrence of the Legislature, it seems probable that the principles on which the British and Foreign School Society is established, may best reconcile the various conditions

that it may be necessary to observe ; and that Society is certainly highly distinguished in point of extent and methods of instruction, economical arrangement, and great and growing success.

"After some enquiry he believes that a Male and Female Teacher of proper qualifications and approved character and conduct, could be procured from their Training Schools on an annual Salary of £80 each, per annum, to increase at the rate of £5 per annum, till it reach £100 per year ; but it would of course be necessary to secure to them a proper Lodging, and some allowance for Light and Fuel. If with these advantages they were allowed to receive a certain number of Pupils (the number and the rate of payment for instruction to be indicated by the Committee), it may be hoped that the Institution would work satisfactorily.

"He forwards some publications procured from the British and Foreign School Library, which will amply explain their system, both as to principle and detail.

"The Governor has had less reluctance in offering the general part of this plan to consideration because in fact it is no more than an effort to adapt the system actually obtaining in England under the direct management of Her Majesty's Government, to our circumstances.

"By that System—Associations, Schools, and Men of all shades of opinion are striving heart and hand to fulfil the most serious obligation which can press upon a Christian and free people—the religious and useful Education, of the Youth, to the end that they may be prepared for their duties to society and themselves, whilst they are permitted to abide here, and for their great account hereafter.—C. E.

"Mount Langton, April 27th, 1847."

In answer to that message an Act for aiding in the establishment of schools was passed for two years. This Act provided for regular First Sch Act. of schools and an annual grant of £600. In 1849 the Act was amended and continued till the last day of 1850, but by this measure the grant was reduced to £400 per annum. On the expiration of the Act of 1849, the old system of annual inspection by a committee was reverted to until 1858, when a Schools Act was passed which provided for a Board of Education, an Inspector of Schools, and an annual grant of £450. This Act expired in 1860 ; and the next Schools Act was not passed until 1867, one year after the religious societies had withdrawn their aid from the schools. Since 1867 there has been continuous legislation on the subject. In 1876 the annual grant of £500 was increased to one of £700. In 1879, under Governor Sir Robert Laffan, K.C.M.G., a new Schools Act\* The Sch Act, 1879 was passed, which provided an annual grant of £1,200, an Inspector of Schools, a general Board, and Local Boards of Education. It is with the Act of 1879 that the present elementary school system of Bermuda may be considered to have its origin.

There are no public schools in Bermuda, in the sense in which Present Schools. that term is applied to elementary schools in England. There are no Government schools. There are no denominational schools. There are no free schools. The school fee is 3d. per week in some of the schools, 4d. per week in others, and in most of them it is 6d. per week. There are in all about fifty private venture schools,†

\* For the Schools Act, 1895, consolidating and amending the Schools Acts, 1879, 1883 and 1883. See Appendix A.

† There are also three Garrison Schools for the Army children and good schools for boys, girls, infants, and apprentices connected with His Majesty's Dockyard.

The Race  
Question.

attended by both boys and girls; and twenty-five of these are aided by grants from the Colonial Legislature. Nine of the aided schools are attended exclusively by white children and conducted by white teachers; sixteen of them are attended by coloured children under coloured teachers. There is, of course, no law, no ordinance, no regulation for the separation of the children of the two races in the schools. It is, however, the invariable rule that they attend separate schools. Two of the nine aided schools that are attended by white children may be called Higher Grade Elementary Schools. The fee charged in them is £5 per annum. They are conducted by trained teachers from abroad, who, together with the teachers of the secondary schools, prepare their older pupils for the Cambridge Local Examinations—a centre for which was established in Bermuda in 1891. The other aided schools are ordinary elementary schools.

## Attendance.

The number of pupils attending these twenty-five schools lies generally between 1,300 and 1,400, the white children representing 23 per cent., and the coloured children 77 per cent. of the total number. The number of pupils attending each school varies according to the locality in which it is situated and the efficiency of the teacher. In eight of the schools the total numbers range from 23 to 29; in six of them those numbers range from 31 to 45; in five of them from 51 to 64; and in four of them from 68 to 83. One has 112 pupils and another 139 pupils in actual attendance. The average attendance, too, varies considerably. In the two higher grade schools it reaches 88 and 89 per cent. of the total number; in nine schools the percentage of the average attendance to the total number lies between 75 and 80; in four others between 70 and 75; while in three or four schools attended by children who are employed in connection with the growing of onions and lilies, the percentage at times lies between 40 and 50. The Schools Act makes attendance at school compulsory on three days out of every five for all children between the ages of six and thirteen years; and a return that was made in July, 1901, shows that there are 2,591 children of school age, that 2,285 are attending school, 262 are taught at home or receive regular private instruction, and 44 receive no instruction—11 on account of sickness, 4 for want of means, and 29 on account of no stated reason. Of the 2,285 children that attend school, 1,117 attended the aided schools during the first half of the year 1901, and 909 of that number did so regularly. Most of the children attending the unaided schools are, doubtless, regular in their attendance; but there are at present no means of obtaining accurate information as to the regularity of the attendance of such children. (For Summary of a Return made by the parents and guardians of the children of school age in July, 1901, see Appendix E. For Summaries of such Returns made during certain years from 1882 to 1901, see Appendix F. For Summaries of the attendance at the aided schools during certain years

Attendance  
Return of  
1901.

from 1882 to 1901 see Appendix G. See also below for powers of local authorities with regard to compulsion.)

I have stated that the Legislative grant for school purposes in 1879 was £1,200. In 1883 it was increased to an annual grant of £1,400; and in 1896 to one of £1,600. This grant is paid out of the general revenue of the Colony, as there are no "school rates" in Bermuda in the sense in which that term is generally understood in England, nor do any of the schools receive anything in the way of voluntary contributions.

The object of the grant is to aid in the maintenance and efficiency of the schools receiving aid from the Public Treasury and in the promotion of education, and to pay such expenses as the Board shall incur for books, stationery, school furniture and fittings, as well as such other expenses as shall be incurred in carrying out the provisions of the Schools Act. (See also below for administration of grant.)

The grant is administered by a Board of Education consisting of the Governor of the Islands, and not more than nine, and not fewer than six other persons who are appointed by him from time to time. The present Board is composed of the Governor as President, the Chief Justice, the two Assistant Justices, two members of the Legislative Council, and two members of the House of Assembly. The Inspector of Schools acts as Secretary to the Board.

The Act provides for the appointment by the Governor of an Inspector of Schools, who is bound to devote his whole time to the duties of his office. The present Inspector was appointed by the Secretary of State for the Colonies in 1880 on the recommendation of the late Mr. Matthew Arnold. The salary attached to the office is at present £280 per annum, and includes all travelling expenses. The duties of the Inspector as prescribed by the Act are "to visit, inspect, examine and superintend all schools receiving aid under the Act, to examine all candidates for grants as schoolmasters, and report on the same to the Board as and when the Board shall require, and to perform all such other duties in connection with the schools in these islands as the Board shall prescribe." In practice, however, the chief duty of the Inspector of Schools is to act as guide and instructor to the teachers of the aided schools—the majority of whom are untrained. When the schools are in session he pays a "surprise visit" to each of them once a month. At the end of every quarter he inspects each school, chiefly for the purpose of awarding the quarterly grants; and once a year he examines the pupils in their several standards of instruction, the teachers being duly notified of the dates of the quarterly inspections and annual examinations.

The school year in these schools is of forty weeks' duration; and the school terms have been so arranged as to provide for a vacation of eight weeks during the hot summer months for the children resident in the two towns, and leave of absence from school for

SCHEME OF  
FOR CHILDREN FROM 6 TO 15, IN THE ELEMENTARY

AGE.	UNDER 8.	UNDER 9.	UNDER 10.
STANDARD.	Standard I.	STANDARD II.	STANDARD III.
READING.	McCulloch's First Book, pages 1 to 28 (inclusive).	McCulloch's First Book, and Second Book, pages 1 to 27 (inclusive).	McCulloch's Second Book, and intelligent reading from an ordinary Second Book.
RECITATION.			To repeat 20 lines of simple verse and to know their meaning.
WRITING.	To form the manuscript characters, capital and small letters, from dictation on slate or on the blackboard.	Copy in manuscript character a line of print on slates, commencing with a Capital letter. Copy Books, Nos. 1 and 2 to be shown.	Writing from dictation not more than ten easy words commencing with Capital letters. Copy Books, Nos. 3, 4, and 5 to be shown.
ARITHMETIC.	To form the figures 1 to 9 on blackboard from dictation. To count from 1 to 100.	To write numbers from 1 to 100 from dictation. Add and subtract numbers mentally from 1 to 10.	Notation and numeration from 1 to 1,000. Simple addition and subtraction of numbers of not more than three figures. Multiplication table to 6 times 12.
GRAMMAR.		.	To point out Nouns.
GEOGRAPHY.	Plan of the school room, and its immediate surroundings. Meaning and use of a map. (The children in these standards to be taught in one group.)		
DRAWING.	Drawing freehand, and with the ruler, of lines (straight, vertical, oblique, etc.), angles, parallels, and the simplest right-lined forms such as some of those given in Ablett's Demonstration Sheets.  To be drawn on slates.		



GRADED INSTRUCTION.

SCHOOLS UNDER THE BERMUDA BOARD OF EDUCATION.

UNDER 12.	UNDER 13.	UNDER 14.	UNDER 15.
STANDARD IV.	STANDARD V.	STANDARD VI.	STANDARD VII.
Intelligent reading from a Third Reading Book.	Reading of a passage from a Fourth Reading Book.	Reading from a Fifth Reading Book, and from Collier's British History.	Reading from a Sixth Reading Book, or from some standard English Author.
To repeat 40 lines poetry, and to know their meaning.	To repeat with intelligence and expression 60 lines of poetry, and to know their meaning.	To repeat 80 lines of poetry and to explain the words and allusions.	To recite 160 lines from some standard poet, and to explain the words and allusions.
Six lines slowly dictated once from the same reading book. Copy Books Nos. 6, 7, and 8 to be shown.	Eight lines slowly dictated once from a Fourth Reading Book. Copy Books Nos. 9, 10, and 11 to be shown.	Writing from memory the substance of a short story read out twice. Spelling. Hand-writing and Composition to be considered. Copy Books Nos. 12 and 13 to be shown. An exercise in Dictation.	A short theme or letter upon an easy subject. Copy Books Nos. 13 and 14 to be shown. An exercise in Dictation may also be given on Examination Day.
Notation and Numeration upto 1,000,000. Four simple rules. Compound Addition and Subtraction.	Compound Rules of money. Reduction of common weights and measures.	Practice, Bills of Parcels. Simple Proportion. Addition and Subtraction of proper fractions.	Vulgar and decimal fractions. Proportion. Exchange of English and United States money.
To point out Nouns, Verbs and Adjectives.	To point out parts of speech and make sentences containing them.	Parsing of an easy sentence.	Parsing and Analysis of simple sentences. Word-building.
Size and shape of the Earth. Geographical terms to be simply explained and illustrated by reference to Map of Bermuda. Physical Geography of hills and rivers.		Outlines of the geography of the world, with special knowledge of England and North America.	
The same on paper.	Freehand drawing of regular forms and curved figures from the flat.	Freehand drawing from the flat. Problems 1 to 12, and 19 to 33 (incl.) of Paliser's Practical Geometry. Definitions of Geometrical figures.	Freehand drawing from the flat. Problems 36 to 100 of Paliser's Practical Geometry.

the children of the country places during the month of January, when the onion plants are being weeded and transplanted, and again during the latter part of April and the early part of May, when the onions are being packed for shipment to New York. When in session the schools are required to be open on five days in every week. The school hours are from 9 to 12 in the forenoon, and from 1 to 3 in the afternoon.

Instruction,  
subjects of.

The instruction that is given in these aided schools is conducted according to the foregoing Scheme of Graded Instruction, under which the children are divided into seven standards. The school is usually divided into two sections: the lower section comprising the children of the first three standards, the upper section the children of Standards IV., V., and (where they are found) the children, of Standards VI. and VII.

Religious  
Instruction.

Clause 5 of the Schools' Act provides that the Bible shall be a daily class book in all the aided schools, and that no child shall be excluded from any such school on account of his religious denomination. In three of the schools the syllabus of the Cambridge Local Examinations is followed in the Bible reading. In the other schools the teachers adopt a syllabus of the simplest kind that is issued annually by the Board of Education. (For Simple Syllabus of Scripture Instruction for year 1901, see Appendix H.)

Compulsion;  
Powers of  
Local School  
Authorities.

The Schools' Act constitutes the vestry of each of the nine parishes a local school authority with the following powers and duties:—

1. To visit the aided schools in the parish, and to examine and inspect all such schools with a view of reporting to the Inspector of Schools any facts, circumstances or suggestions with respect to the schools or the teachers, or to the moral or educational welfare of the school, which it may be desirable to bring to the notice of the Board.

Form to be  
filled in by  
parent.

2. In the months of January and July of every year to receive from the parent or guardian of every child in the parish, between the ages of six and thirteen years, a return in writing upon the following form:—

SCHOOLS' ACT, 1895.  
PARENTS' RETURN FOR HALF-YEAR ENDING 31st DECEMBER, 1901.  
\_\_\_\_\_ Parish.

*Parents and Guardians failing to make proper returns to the Parish Vestry of their children between the age of six and thirteen years are liable to a Fine of Ten Shillings and Costs of Prosecution.*

NAME OF CHILD.	AGE.		Whether attending School or not If yes, what School? If nay, why not?
	Years.	Months.	

TEACHER'S RETURN.

NAME OF CHILD.	AGE.		Attendance during 6 months ending 31st Decr., 1901.		
	Years.	Months.	School opened.	Attended.	Teacher's Signature.
			days.	days.	
Signature of Parent _____					

3. To forward the forms when collected to the Inspector of Schools, whose duty it is to examine the returns and report upon them to the Vestry.

4. To collect twice a year a school rate of ten shillings from the parent or guardian of every child in the parish between the ages of six and thirteen years on whose behalf it cannot be shown :--

- (a) By certificate from a schoolmaster, or other sufficient evidence, that such child has been in regular attendance at a school approved by the Board of Education during the preceding six months; or
- (b) By a medical certificate, or other sufficient proof, that the child has been prevented by sickness or infirmity from attending school regularly, or that the child from defect of intellect, or from being deaf, dumb or blind, is not susceptible of education by ordinary methods; or
- (c) That the child has been receiving during the half year sufficient education by competent private tuition; or
- (d) That the child has been prevented from attending school for want of a proper school within a mile and a half of its place of residence; or,
- (e) That the child has been prevented attending school by some other reasonable cause satisfactory to the local school authority, which the local school authority shall report to the Board.

5. To collect a penalty not exceeding eighteen shillings from every parent who shall fail to make out such return, as is required, within the prescribed period, or who shall wilfully make any return which is in any respect insufficient.

6. To collect a penalty not exceeding twenty shillings and costs of prosecution from every parent who shall knowingly or wilfully make any return which is in any respect false or incorrect.

7. To appropriate the school rates and penalties when collected to the payment of school fees and to the purchase of school books and requisites for any poor children in the parish who shall in the opinion of the local school authority require such assistance.

8. To apply to the Board of Education for the necessary assistance

to pay the school fees of poor children in the parish when the funds derived from the rates and penalties are insufficient for that purpose.

9. To keep accounts of all rates and penalties received under the provisions of the Act, and of the appropriation thereof; and at the end of every year to render an account to the Board of all receipts and disbursements made by them under the Act.

Such are the powers and duties of the Vestries under the Schools' Act; but, as might be expected in a small community composed of two races of people, the Vestrymen are generally reluctant to prosecute those of their neighbours who do not send their children to school. It is a very rare thing for a Vestryman to visit a school. The rates and penalties are not collected as diligently as they might be, and (as may be seen by the numbers given in Appendix F) twenty years passed before the semi-annual returns from the parents respecting the schooling of the children were anything like complete. As a rule the collection of these returns is conducted by the Vestry Clerks who are paid small grants by the Central Board for what they do in the matter. This grant is in most cases £2 per quarter. In the two larger parishes the grant is £3 and £5 per quarter respectively.

The collection of these returns is, of course, a much easier matter in an island with a population of 17,000, and an area of nineteen square miles, than it would be in a larger country; and now that the return is a complete one, its collection may be regarded as the most important feature of our compulsory system; for it means not only that the parochial authorities and the Inspector of Schools know something of every child of school age in the island, but it also means that the parents and guardians are being reminded of and kept up to what is their duty in the matter of the education of their children. This is a most important gain; for I am convinced that by far the great majority of the parents, more especially those of the poor and poorest classes, are anxious that their children shall attend school; so that what is needed to secure observance of the law is a cultivation of this feeling and right opinion about the matter, rather than compulsion. Compulsion, of course, is not only necessary but very desirable in cases of gross neglect, especially with regard to making satisfactory returns to the Vestries.

During the year 1900 rates and penalties were collected in four of the nine parishes. The total amount collected was about £15; and, in accordance with the provisions of the Act, this money was appropriated to the payment of the school fees of poor children in the parishes.

#### Teachers.

The recognised classes of teachers in the aided schools are certificated teachers, assistant teachers and monitors. Of the twenty-five certificated teachers eleven are men and fourteen are women. One of the men is a trained teacher from Belfast, another holds a teacher's diploma from Nova Scotia, a third holds a good certificate (as a student) from Sackville College, Nova Scotia, a fourth

served apprenticeship as a pupil teacher in Antigua, and two others have passed the Cambridge Senior Local Examination in addition to the examination for the teacher's certificate of the Bermuda Board. Among the women teachers one is an L.L.A. of St. Andrews University, Scotland; another was trained some thirty years ago at the Home and Colonial College in London.

Certificates are granted without examination to teachers who hold a teacher's certificate from some well-known educational institution. In the absence of any such certificate teachers are examined twice, and undergo probation by actual service in a school aided by the Board. (For the subjects of examination, &c., see Appendix C.)

Thirteen of the aided schools, with an average daily attendance of between fifteen and thirty, are in charge of certificated teachers. In eight of the schools, in which the average attendance exceeds thirty, monitors are appointed by the Inspector of Schools from among the older pupils. These monitors are paid by the Board at the rate of one pound per quarter. In four schools, in which the average number exceeds fifty, the staff consists of a certificated teacher, an assistant teacher, and one, two, or three monitors.

The annual legislative grant of £1,600 is expended in quarterly payments under the following headings:—

1. Grants to Teachers.
2. Grants to Assistant Teachers.
3. Grants to Monitors.
4. Grants to Parish Vestries.
  - (a) To enable the Vestries to remunerate persons employed in collecting the half-yearly returns required by the Schools' Act.
  - (b) To pay the school fees of poor children when the funds derived from the rates and penalties are insufficient for that purpose.
5. Grants for repairs to School Houses.
6. Purchase of School Furniture, Prize Books, Certificates, etc., etc.

For Summarised Statement of Expenditure for certain years from 1882 to 1900 (both inclusive), see Appendix I.

The grants to teachers are paid under the following conditions:—

- (a) That, in the school, a daily average number of not less than fifteen punctual attendances is secured, that good order is maintained, that cleanliness, proper language and good manners are enforced among the pupils, and that the school work is carried on according to a Time Table recognised by the Inspector of Schools as approved by him for the school.
- (b) That the premises in which the school is held are conveniently situated, have proper offices and all necessary arrangements for maintaining decency, are in other respects eligible for the purposes for which they are used having reference to the number and class of the scholars, and

that provision is made for keeping such premises in a clean and in every respect wholesome condition.

(In administering this Article the Board will endeavour to secure, at least, eighty cubical feet of internal space, and eight square feet of area for each child in average attendance.)

- (c) That the teacher is certificated (Arts. 30-37 of Code of Rules. See below, Appendix C), and does not undertake duties not connected with the school, which occupy any part whatever of the school hours.
- (d) That a school register of the daily attendance is kept in the form prescribed by the Inspector, and that such register is accurately written up every morning according to the printed directions in the register, and is at all times open to the inspection of the Inspector of Schools, and of every member of the Board of Education and of the Local Board visiting the school.

And under the following headings :—

1. A fixed salary of £2 10s., of £5, of £6, of £7 10s., or of £9 per quarter according to the class of certificate.

2. Grants upon the Attendance of Pupils.

(a) For every punctual attendance, which means arrival at school by 9 a.m., *one penny*, up to the aggregate number of 2,000 punctual attendances during the quarter; and for every such attendance over and above the aggregate number of 2,000 punctual attendances during the quarter, *three farthings*.

(b) For every late attendance, which means arrival at school not later than 9.30 a.m., *one halfpenny*, up to the aggregate number of 1,000 late attendances during the quarter; and for every late attendance over and above the aggregate number of 1,000 late attendances during the quarter, *one farthing*.

3. Grants for Progress of the Pupils, 2s. 6d. per head for every pupil over six and under seventeen years of age, who shall be found by the Inspector of Schools to have attended regularly and to have made, during the quarter, satisfactory progress in his studies.

4. Grants of 30s. per quarter to pay a woman to give lessons in Needlework twice a week in those aided schools that are conducted by male teachers.

5. Grants not exceeding 30s. per quarter to enable the teachers to keep their school premises in a clean and wholesome condition.

The following provisions are made for the reduction of the grant :

1. No capitation rate for attendance or for proficiency of pupils is paid for :—

(a) Any pupil under four years of age.

(b) Any pupil who is upwards of seventeen years of age.

(c) Any pupil who has passed the three elementary subjects in Standard VII., and is upwards of sixteen years of age.

(d) Any pupil who is being paid by the Board as a monitor.

2. No teacher is entitled to more than £80 from the Legislative Grant in any one year, and in the case of any school at which the ordinary tuition fee exceeds sixpence a week the amount of grant paid to the teacher does not exceed £50 in any one year.

Provision for the superannuation of teachers was made in the year 1896 (see Appendix B). Every teacher who has had charge of an aided school for twenty years consecutively, and who has attained the age of sixty years, or become incapacitated by mental or bodily infirmity from properly performing his or her duties as a teacher, may be granted a superannuation allowance. This allowance is calculated on the average salary and grants for attendance and progress of pupils for the ten years preceding retirement or removal at the rate of one-fifth of such average salary and grants. For every additional year's service up to the completion of thirty-five years' service an additional one-fiftieth of such average salary and grants is allowed. So that a teacher who was allowed a superannuation allowance in consideration of thirty-five years' service, whose average salary and grants for attendance and progress of pupils during the last ten years of such service amounted to £50, would be entitled to an allowance of £25 per annum.

Superannuation of Teachers.

#### IV. CONCLUSION.

The results of the school examinations during recent years show much improvement over the work of former years, attributable to the facts that there is less teaching by rote than there used to be, and that the teachers have been led to adopt good methods in their school work. The attention of the Board of Education has, therefore, been drawn to the desirability of making some provision for the instruction of the teachers, and perhaps some of the older pupils, in the elements of agricultural science, with a view of having the same taught in the schools. There is every reason to hope that successful efforts towards this end will shortly be made, as a Public Garden was established here about three years ago.

Proposal to introduce instruction in Agriculture.

GEORGE SIMPSON,

Bermuda, 18th January, 1902. Inspector of Schools.

#### EXTRACT FROM THE REPORT OF THE INSPECTOR OF SCHOOLS (REPORT OF THE BOARD OF EDUCATION [BERMUDA] FOR THE YEAR 1900).

"With respect to the school work generally I feel I may state without exaggeration that improvement has taken place in the methods adopted by the teachers, and that it begins to appear more and more clearly that the influence of the schools and teachers upon the children is much more humanising than it formerly was. I believe that all the teachers are being more and more aroused to the necessity of awakening the thinking powers of the children to appreciate the meaning of what they read and commit to memory if any worthy and lasting results are to follow from the teaching. The importance of this part of a teacher's duty cannot be overrated, and I would again take opportunity to remind our teachers how much more profitable to the children such results are than extensive

exercises of a mechanical nature, which appeal to the rote memory only, and never gain audience of the rational memory. It is obvious that tasks that appeal to the memory rather than to the understanding are apt to cultivate stupidity and not intelligence, and that the first object of education, the object that should be the aim of the humblest as of the highest teacher, is to train the young minds how to think. "You come here not to read, but to learn how to read, how to think for yourselves," Dr. Arnold used frequently to say to the boys at Rugby, and the words might with advantage be written over the entrance of every school room, so that the scholars might be daily reminded of it. This grand principle in the teacher's work—not the teaching of knowledge so much as supplying the means of acquiring knowledge—should be the pole-star of the elementary teacher in particular, inasmuch as his object is that the learner shall acquire facility in the three "R's," and what are these but the essential instruments of education, the rudiments of all subsequent self-instruction?

"In closing this Report for the year 1900, one cannot resist the temptation to look back over the past twenty years and trace the modest achievements of to-day through the paths of their development to their early beginnings. That improvement has taken place and is still taking place in our Bermuda schools is amply evident. Indeed there is an alarm in some quarters that too much is being done. Be that as it may, it is a fact to-day with respect to secondary education that we have five or six secondary schools in prosperous condition and in regular working order under the guidance of trained teachers from abroad, who present their pupils and successfully pass them in the Cambridge Local Examinations which have now been held in Bermuda successively for ten years; and that serious attention is being given to place at least two of those schools on a permanent basis. To-day it can be said without fear of contradiction that the Schools' Act is in operation in all the parishes. The returns that are collected from the parents in January and July of each year are now complete returns, and although the rates are not collected as often perhaps as they ought to be, there can be no doubt that much more care and attention are now given by the vestries to their duties under the Act than were formerly given. With respect to the elementary schools it has been shown that the Syllabus of Graded Instruction, under which the work of those schools has been conducted during the past eight years, has done much to systematise that work and to raise its standard. What is still wanted, as I have already stated, is greater intelligence in the work of both teacher and pupil, and I hope that to gain this will be the constant aim of the teachers, with a determination that whatever level is gained shall become a new standpoint from which it would be base to retreat.

"And now if one may venture to look into the near future. The secondary schools will maintain and improve their position so long as the people of Bermuda are alive to the necessity of properly preparing their sons and daughters to take their part with the young people of other countries in the battle of life. In the elementary schools one or two important changes and much-needed improvements must come before long. The day is not far distant, I hope and believe, when the standard of attainment for the teachers in our elementary schools can, and, I hope, will be raised from the present low one. I sincerely hope that in a very short time no person will be recognised as capable of entering upon the work of one of our elementary schools unless he or she has passed the Senior Examination of the Cambridge Local Scheme, or an examination of the same standard. I also hope that the Legislature will at no distant date decide how many secondary schools shall be assisted out of the educational grant and prescribe the extent of that assistance by providing the money accordingly. Lastly, is it asking too much at the beginning of the twentieth century, that the schools attended by the very poor children throughout the islands may be made free schools?"



APPENDIX A.

BERMUDA.

THE SCHOOLS ACT, 1895.

1895, No. 25. [30th December, 1895.]

WHEREAS the Schools Acts, 1879, 1882, and 1883, are about to expire, and it is expedient to consolidate and amend them :

We, therefore, etc., be it enacted, etc. :

1. There shall be a Board of Education consisting of His Excellency the Governor, and not more than nine and not fewer than six other persons to be from time to time appointed by him.

Constitution of the Board of Education.

Provided that until the Governor shall see fit to make a new appointment, the present Board shall continue to discharge the duties of the Board of Education in like manner as if it had been appointed under this Act.

The Governor, or in his absence any member of the Board appointed by him by warrant to preside at meetings of the Board in his absence, and any three members of the Board shall be a quorum for the transaction of business.

Quorum.

2. The Governor shall have power to appoint an Inspector of Schools who shall be bound to devote his whole time to the duties of his office, and shall also act as Secretary to the Board of Education, and shall hold office during pleasure ; and it shall be his duty to visit, inspect, examine and superintend all schools receiving aid under this Act, and to examine all candidates for grants as schoolmasters, and report on the same to the Board as and when the Board shall require, and to perform all such other duties in connection with the schools in these islands as the Board shall prescribe.

Appointment and duties of Inspector of Schools.

It shall be lawful for the Inspector at the request of any school manager or schoolmaster to visit and inspect any schools not receiving aid under this Act.

Provided that until a new appointment shall be made under this Act, the present Inspector shall continue to discharge the duties and to receive the emoluments of his office in like manner as if he had been appointed under this Act.

3. The Receiver-General shall pay from time to time to the order of the Board such sums not in the whole exceeding one thousand six hundred pounds for any one year as the Board shall require to aid in the maintenance and efficiency of the schools receiving aid from the Public Treasury, and in the promotion of education, and for such expenses as the Board shall incur for books, stationery, school furniture and fittings, and for other expenses not otherwise provided for by law incurred in carrying out the provisions of this Act.

Grant to Board of Education.

4. The Board shall make an annual report on the condition of the schools, and, as far as practicable, on the state of education in these islands, to his Excellency the Governor for the information of the Legislature.

Report to Legislature.

5. The Bible shall be a daily class-book in every school receiving aid under this Act ; and no child shall be excluded from any such school on account of his religious denomination.

The Bible a Class Book in every School.

6. In every parish the parish vestry or any committee of the same appointed by the vestry to discharge the duties imposed by this Act on the local school authority, shall form a board of visitors of all schools within the parish receiving aid under this Act, or in which any child or children shall be put to school at the public expense ; and such vestry or committee shall have power to visit, examine and inspect all such schools, and to enter

Parish Vestries to be Local Boards for purposes of this Act.

in a book to be kept in each school for the purpose, or to report to the Inspector of Schools for the information of the Board, any facts, circumstances or suggestions with respect to the schools or the teachers, or to the moral or educational welfare of the school, which it may desire to bring to the notice of the Board.

**School Rates.** 7. After the thirtieth day of June and, the thirtieth day of December in every year a school rate of ten shillings for the preceding half-year shall be payable by the parent in respect of every child of school age living in these islands to the local school authority of the parish wherein such child has resided; and it shall be the duty of the overseers of the poor or other person or persons appointed by such authority for the purpose, to collect such rates and pay them over to the local school authority or to such person as such authority shall direct, after deducting the collector's commission of five per centum on the money collected and paid over.

Provided that such rates shall not be collected in respect of any child for any half-year during which the local school authority shall be satisfied—

- (a) By certificate from a schoolmaster, or other sufficient evidence, that such child has been in regular attendance at a school approved by the Board during such half-year; or,
- (b) By a medical certificate, or other sufficient proof, that the child has been prevented by sickness or infirmity from attending school regularly, or that the child from defect of intellect, or from being deaf, dumb, or blind, is not susceptible of education by ordinary methods; or,
- (c) That the child has been receiving during the half-year sufficient education by competent private tuition; or,
- (d) That the child has been prevented from attending school for want of a proper school within a mile and a half of its place of residence which the child might reasonably have been required to attend; or
- (e) Has been prevented attending school by some other reasonable cause satisfactory to the local school authority, which the local authority shall report to the Board.

**School Rates, how to be enforced.**

8. If any school rate payable under this Act shall not be paid to the overseers of the poor or other person or persons authorized by the local school authority to receive the same on demand or within twenty days thereafter, it shall be recoverable by the overseers or such other person in like manner as debts not exceeding three pounds are recoverable; and the Justice before whom the same shall be sued for shall have power to award costs not exceeding eight shillings to the complainant if satisfied that the defendant has wilfully and unreasonably refused or neglected to pay the rate for twenty days after demand while having it in his power to do so; and if default shall be made in payment of any rate or costs within such time as the Justice shall allow for payment thereof, it shall be lawful for such Justice to issue execution for the same in the usual form, and for want of sufficient distress to satisfy the amount due to commit the defendant to gaol for any time not exceeding twenty days unless the debt and costs be sooner paid.

Provided that if any such defendant shall satisfy the Justice that he is entitled to exemption from the rate on any ground mentioned in the last preceding section of this Act, such defendant shall not be liable to conviction, but shall be liable to costs not exceeding eight shillings unless he shall show that he has complied with the provisions of this Act with respect to the half-yearly returns required to be made by parents.

**Duty of Parents as to Half-Yearly School Returns.**

9. It shall be the duty of the parent of every child of school age residing in any parish in these islands to make a return in writing to the local school authority within the first seventeen days of every January and July, of the names in full and ages of all children residing in the parish to whom he stands in the relation of parent stating with respect to every such child whether he has during the last preceding half-year been educated privately or at school, and if at school at what school, and whether he has attended

school regularly during that half-year, and if not, why not; and every parent who shall fail to make out or fill up such return or to deliver the same to the constable or other person appointed to collect the same within the prescribed period, or who shall wilfully make any return which is in any respect insufficient, shall be liable on conviction to a penalty not exceeding ten shillings and to costs of prosecution not exceeding eight shillings; and every parent who shall knowingly or wilfully make any return which is in any respect false or incorrect shall be liable on conviction to a penalty not exceeding twenty shillings and to costs of prosecution; and it shall be the duty of such parent to deliver such return or cause the same to be delivered to the parish constable or other person authorized by the local school authorities to receive the same whenever he shall call for it between the seventeenth and twenty-fifth days of the said months respectively

If any question shall arise as to the age of any child a certified extract from any register of births with evidence of identity shall be deemed conclusive proof of the date of birth in the absence of proof that the birth took place on some other date and the true date be proved.

10. All rates and penalties collected under this Act shall be paid to the local school authority which shall have power, out of such rates and penalties, to pay the school fees of, and for the school books and requisites for any poor children in the parish, who shall in the opinion of the local school authority require such assistance; and if the funds derived from such sources are insufficient for such purposes, it shall be lawful for the local school authority to apply to the Board for the necessary assistance.

Local School Authority to appropriate School Rates and Penalties towards the Education of Poor Children.

Any such funds not required or used for such purposes shall be applied towards the promotion of education in the parish in such manner as the Board shall sanction.

11. The Board shall furnish to every local school authority a sufficient number of printed forms for the returns required from parents by this Act.

Duty of Board and Local School Authority and others with respect to Half-Yearly Returns.

The local school authority shall divide the parish into convenient districts for the purpose of distributing such forms, and of collecting the half-yearly returns when completed, and shall allot a parish constable or other person to each district for those purposes.

The printed forms shall be left by such constable or other person at every house and every separate room occupied by any parent and by any child or children of school age within the first seven days of every January and July.

Every parent of any child or children of school age shall, between the seventh and fourteenth days of each of such months, fill up the blank form with the particulars required thereby.

The constable or other person appointed by the local school authority for the purpose shall between the seventeenth and twenty-fifth days of each of such months collect from house to house, and when occasion requires from room to room, from every parent who is by this Act required to fill up such returns, the returns filled up (hereinafter called the school returns) and deliver them to the parish vestry clerk or other person appointed by the local school authority to receive them, whose duty it shall be to transmit all such returns during the first week of February and August next ensuing to the Inspector of Schools.

The Inspector after examining the returns shall report to the local school authority the names of the parents who have not made proper or sufficient returns in accordance with this Act, and of the children of school age within the school jurisdiction of the local school authority in respect of whom the school rates imposed by this Act appear from such returns to have become payable.

The clerks of the local school authorities, and the constables or other persons appointed by such authority to distribute and collect the returns, shall be entitled to such remuneration for their services as the Board shall see fit to grant or allow to them out of the funds hereby placed at its disposal.

The Board to have Power to Remunerate Persons.

12. The Board shall have power to make such remuneration or allowances as it shall see fit to the clerks of the local school authority and the parish

employed to collect Returns. constables or other persons employed by such authority to collect the half-yearly returns required by this Act.

Local School Authority to keep accounts of Receipts and Disbursements, and to render Annual Accounts to the Board. 13. The local school authority shall keep in an account book, to be furnished by the Board, full and correct accounts of all rates and penalties collected, received or enforced under the provisions of this Act, and of the appropriation thereof: and shall at the end of every year or within thirty days thereafter render to the Board an account in detail of all receipts and disbursements made by such local authority under this Act.

School Rates and Penalties Due to the Crown. 14. All school rates and penalties imposed by this Act shall be due to the Crown, but may be received, sued for, enforced and collected in the name of the Crown by the local school authority, or person or persons authorized by this Act to receive, sue for, enforce, or collect the same.

Definitions. 15. For the purposes of this Act, and any Act hereafter to be passed in amendment thereof, and in construing the same, the following terms and expressions shall, where not inconsistent with the subject matter or context, have the several meanings and include the several persons, matters, and things hereinafter ascribed, or prescribed, or assigned to them, that is to say:—

“The Board” shall mean the Board of Education.

“The Local Board” shall mean the Parish Vestry, or any Committee of the Vestry appointed by the Vestry to discharge the duties imposed by this Act on the Parish Vestry or any Committee thereof.

“Justice” shall mean any Justice of the Peace named in and appointed by the Commission of the Peace.

“Parent” shall in relation to any legitimate child mean and include the father if living and in these islands, and if the father be dead or not living in these islands, the mother, or if she be married again, the step-father during her lifetime, and in relation to any illegitimate child, the mother, or if she be married and her husband be living in these islands, her husband, and with relation to any child being in the custody or under the charge of any other relative, or of any guardian, such relative or guardian.

“Regular attendance” shall mean attendance on at least three days out of every five days on which the school which the child shall have attended has been open during the half year.

“Schoolmaster” shall include a schoolmistress.

“School age” shall mean over six and under thirteen years of age.

And if any question shall arise as to the age of any child a certified extract from the General Register or any District Register of Births shall, with evidence of identity, be deemed conclusive proof of the date of such birth unless and until it is proved to be incorrect, and the true date be proved.

Board and School documents to pass by post free of postage. 16. All correspondence and documents passing by post between the Board or the Inspector of Schools and any local school authority or teacher or other person on matters solely relating to the business of the Board or the schools, shall if plainly marked on the outside “On Her Majesty’s Service” and with the words “Inspector of Schools” or “Local School Authority” or “Schools Act, 1895,” shall pass through the post and be delivered free of postage.

Duration Clause. 17. This Act shall go into operation on the first day of January, one thousand eight hundred and ninety-six and continue in force until and throughout the last day of December, one thousand nine hundred and one.

## APPENDIX B.

## BERMUDA.

## THE SCHOOL TEACHERS SUPERANNUATION ACT, 1896.

1896, No. 26. [31st December, 1896.]

Whereas it is expedient in the interests of Education to make provision for the superannuation of persons who shall have had charge of schools under the supervision of the Board of Education on their retirement after long service in that capacity :

We, therefore, etc., be it enacted, etc. :

1. Every teacher who shall have had the charge of a school or schools, under the supervision of the Board of Education for twenty years consecutively, and who shall have attained the age of sixty years, or who shall have become incapacitated by mental or bodily infirmity from properly performing his or her duties as a teacher, may be granted on the recommendation of the Board of Education, a superannuation allowance, calculated on his or her average salary and allowances for proficiency and attendance from the Public Treasury for the ten years preceding his or her retirement or removal, at the rate of twenty *per centum* of such average salary and allowances for proficiency and attendance and for every additional year's service up to the completion of thirty-five years an addition of two *per centum* thereof ; but no addition shall be made for any service beyond thirty-five years ; provided always that nothing herein contained shall be construed to deprive any person of any benefit which he might otherwise acquire under this Act by reason of any temporary discontinuance of his service as a teacher in consequence of sickness or incapacity, or on leave of absence for any limited period granted by the Board of Education on urgent private affairs, or for other sufficient reason to be allowed by the Board : provided nevertheless that the period of such absence shall be excluded from the term of service in respect of which any benefit may be granted to the teachers under the provisions of this Act.

Provision for Superannuation of Teachers who have served under the Board of Education.

2. It shall be the duty of the Audit Board to certify to the Receiver General whenever any teacher shall be superannuated under this Act the amount of salary on which the superannuation allowance is to be calculated.

The Audit Board to certify the salary on which the superannuation is to be calculated.

3. Before any person shall be superannuated under this Act the Governor-in-Council shall be satisfied on the report of the Board of Education :—

(1) That the person proposed to be superannuated is eligible for superannuation under this Act.

(2) That the superannuation will result in benefit to the public service, and is therefore in the public interest.

(3) That, except in the case of any teacher who is sixty years old, or upwards, such superannuation has become necessary in consequence of mental or physical infirmity, or other incapacity.

Conditions of superannuation.

4. Retirement shall be compulsory on any teacher to whom the superannuation allowance provided by this Act shall be offered ; and such offer shall not be considered as implying any censure on the person to whom it is made.

Retirement to be compulsory on offer of annuity.

5. No allowance under this Act shall be granted to any teacher who shall be dismissed from his or her office as such under the Board of Education for immorality or gross misconduct.

No allowance under this Act to teachers dismissed for misconduct.

6. This Act shall not come into operation unless and until the Governor notifies by Proclamation that it is Her Majesty's pleasure not to disallow the same ; and subject as aforesaid, it shall come into operation on the first day of February one thousand eight hundred and ninety-seven or as soon after that date as such proclamation shall be made.

Respending clause.

## APPENDIX C.

CODE OF RULES ADOPTED BY THE BERMUDA BOARD  
OF EDUCATION.\*

FEBRUARY, 1896.

## PRELIMINARY ARTICLES.

1-8.

## SCHOOL ATTENDANCE.

9. The schools receiving aid from the Board shall be required to conform to the following School Terms :—

1st Term—11 weeks, commencing on the last Monday in January ;

2nd Term—13 weeks, commencing on the third Monday in May ;

3rd Term—16 weeks, commencing on the first Monday in September.

10. In schools where the attendance of the pupils is not affected by the field work, the teachers may conform to the following School Terms instead of those prescribed in Art. 9 :—

1st Term—24 weeks, commencing on the third Monday in January and excluding Easter week, which shall be a vacation ;

2nd Term—16 weeks, commencing on the first Monday in September,

11. Provided, however, that if any teacher wishes to keep his or her school open during the periods of vacation such teacher shall be at liberty to do so, but the Board will make no increase to the teacher's salary, and will grant no capitation allowance in respect of such extra school attendance.

12. All schools shall be kept open five days in every week, viz. : Monday, Tuesday, Wednesday, Thursday and Friday, with the exception of Good Friday, Christmas Day and the Birthday of the Sovereign, and any special occasion sanctioned by the Inspector of Schools.

The school hours shall be from nine to twelve in the forenoon, and from one to three in the afternoon.

13. All pupils coming to school by nine shall be reckoned "punctual," and those who arrive after nine but by half past nine shall be reckoned "late," and all these shall be counted as in attendance for capitation payments, and to make up the number of attendances required by the Schools' Act to exempt pupils from the payment of school rates. No arrivals after half-past nine shall be counted for the purpose of capitation for payments, but teachers will include all of them in their Quarterly Returns to the Local Boards, distinguishing between those who attended in school for two hours or more, and those who merely came for a shorter period ; and the Board recommends to the Local Boards that no attendance be allowed to count towards exempting the pupils from the payment of the school rates when the pupil shall not have attended for at least two hours in the school.

Children, however, will not be credited with attendance at school, either punctual or late, for any day on which they leave the school before the end of the school hours, without permission from the teacher.

14. It shall be the duty of each teacher receiving aid from the Board to give at least three days' notice in writing to the Inspector of Schools of any circumstances that render it necessary to close the school on any school-day, or to hold a school attendance elsewhere than in the accustomed place.

\* This can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

QUARTERLY GRANTS.

15-24. [Summarised on pp. 115-116 above.]

REDUCTION OF GRANT.

25-28. [Summarised on p. 116 above.]

TEACHERS.

29. The recognised classes of teachers are :—

- (a) Certificated Teachers ;
- (b) Assistant Teachers ;
- (c) Monitors.

30. Teachers, in order to obtain certificates, must be examined twice, and undergo probation by actual service in a school aided by the Board. The subjects of examination are the following :—

[\* The maximum number of marks obtainable in each subject is placed within brackets, and those subjects in which failure excludes from a certificate are denoted by an asterisk\*.]

(For the *First Examination*.)

- 1.\* Reading [30] and \*Repetition from memory [20].
  - (a) To read distinctly and with due emphasis and just expression.
  - (b) To repeat at least 200 lines from the works of Milton or Shakespeare with clearness and force, and to show knowledge of meanings and allusions.
- 2.\* Writing [30].
  - (a) To set copies in large and small hand.
  - (b) To write neatly and legibly.
- 3.\* Spelling [30].
  - To write correctly a passage dictated by the Inspector.
- 4.\* Composition [15].
  - To write simple prose upon a given subject.
- 5.\* English Grammar, etc. [35].
  - (a) Parsing and analysis of sentences and a knowledge of the principles of English Grammar as set forth in Parts i., ii., and iii. of Evan Daniel's Grammar.
  - (b) An intelligent acquaintance with the language and subject of Scott's Marmion.
- 6.\* Arithmetic [35].
  - (a) To work ordinary sums on paper.
  - (b) To prove and explain the rules *vivè voce* on the blackboard.
7. Geography [25] and Map Drawing [10].
  - (a) General knowledge of the physical geography of the world ; its chief divisions, countries and cities.
  - (b) To draw from memory a map of (a) Bermuda, or (b) England, or (c) some portion of North America.
8. English History [35].
  - Outlines of English History from 1066, A.D., to 1820, A.D.
- 9.\* Scripture History [35].
  - Outlines of Scripture History and some special knowledge of St. Luke's Gospel.

(For the *Second Examination*.)

\*School Management and Teaching [100].

1. To show a knowledge of
  - (a) The first general principles of teaching as set forth in Sections i., ii., and v. of the Teacher's Manual ;
  - (b) The methods of teaching the ordinary elementary subjects of maintaining discipline and of cultivating the intelligence of children as set forth in Sections iv., vi., vii., viii., and x. of the Teacher's Manual.
2. To give in the presence of the Inspector a collective or class lesson on one of the subjects taught in the school.
3. To prepare notes for any such lesson.

31. There will be two sets of examination papers, known respectively as A grade and B grade, and candidates attending the examination may at their option take the papers of the A grade or of the B grade.

The questions in both sets of papers will, with one or two exceptions, be upon the above-mentioned subjects; but those of A grade shall be of a more difficult nature than those of B grade.

The exceptions are that in Repetition from Memory 300 lines will be required. In English Grammar an outline of the history of the English language will be required; and the set book will be Milton's *Paradise Lost*, Book I.

In English History special knowledge of the reign of George III. will be required.

32. Certificates are of five classes; that of the fifth class being for such teachers as are serving on probation until they have successfully passed the second part of the examination.

33. Teachers, upon being placed upon the Board's list, shall be placed in the third, fourth, or fifth class.

34. Only such teachers as pass successfully in the examination papers of A grade, or who are classed under Rule 37. or who have performed long, regular and useful service in the Board Schools, can be placed in the Third Class.

35. Teachers can be raised to the Second Class, or to the First from the Second, by good service only.

36. No certificate is originally issued above the Third Class.

37. Certificates may be granted without examination upon the report of the Inspector to teachers who hold a teacher's certificate from some well-known educational institution.

#### ASSISTANT TEACHERS.

38. In schools where the average number in attendance exceeds fifty, an Assistant Teacher may be appointed under the following conditions:—

(a) That the said teacher is over eighteen years of age at the day of appointment;

(b) That the Inspector of Schools is satisfied that the Assistant is capable of maintaining discipline among the children and of teaching the subjects required to be taught;

(c) That the head teacher makes formal application to the Board, through the Inspector of Schools, for the appointment of the candidate as Assistant in the school.

39. The Inspector of Schools, in providing for the staff of teachers for each quarter, will consider an Assistant Teacher, fulfilling the above conditions, as equivalent to a Monitor.

40. Each Assistant Teacher, on appointment, shall be paid by the Board at the rate of £12 per annum. After three years' regular service in the same school the salary may be raised, on the report of the Inspector of Schools, to £15 per annum, and after five years' such service to £20 per annum.

41. If the Assistant in any school be a female teacher no grant for the teaching of needlework will be paid to the head teacher, as the Board will consider it part of the Assistant's duties to teach needlework.

42. The Assistant Teacher shall attend punctually on each day that the school is open during the terms prescribed by the Board.

#### MONITORS.

43. The Inspector will select in each school, among the most proficient of the pupils, one Monitor for every fifteen or portion of fifteen pupils in average attendance over the average number of thirty, whose duty it shall be to assist the teacher in teaching and maintaining order in the school, and each of such monitors will be paid £1 per quarter by the Board so long as they are found by the Inspector of Schools to be duly discharging their duties as Monitors.



SCHOOL DIARY OR LOG BOOK.

44-47.

SCHOOL REGISTERS.

48.

SCHOOL BOOKS.

49. The Board of Education will aim at securing uniformity in the books used in the schools receiving public aid ; and whenever the supply of school books and other requisites is reported to be unsatisfactory in quantity, character or condition, the grant falling due to the teacher will either be suspended until the defect is supplied or be appropriated to making it good.

50. The Board of Education, for the purpose of securing the advantages aimed at in the foregoing rule, will import and keep, for the supply of the schools, school books and copy books of an approved character, and such books will be furnished at cost price to the teachers, who will be required to keep their schools fully supplied with the books imported by the Board, and to furnish them at cost price to the children.

51. The Board of Education will supply the teachers with school books free of charge, for the use of any children in their school on receipt of a certificate from the Local Board of the parish in which such children are resident that the parents or guardians are unable to purchase the books, and a list of the books required by such children from the Inspector of Schools.

PAYMENT OF SCHOOL FEES.

52. The capitation rates and premiums for proficiency and other grants in aid, paid by the Board of Education to assist in maintaining efficient schools, are not intended in any way to supersede or dispense with the necessity for the payment of school fees to the teachers by the parents or guardians of pupils, or to relieve parents or guardians of pupils or patrons of schools from any pecuniary liability.

53. Agreeably with Clause 10 of the Schools' Act, the Local Board of each parish will have power to pay the school fees of any poor children out of the rates collected. If the Local Board of any parish apply to the Board of Education for payment of the school fees of any children according to the provision of Clause 10 of the Schools' Act, the Board will pay the school fees only of such children as are of school age, and only for such periods as the schools are held to be in session by Art. No. 9 or Art. No. 10 of the Board's Rules. Moreover, the Board will not consider that a teacher has any claim for a weekly payment unless the child shall have attended at least three days of the week, or for a quarterly payment unless the child shall have attended at least three-fifths of the number of times the school shall have been opened during the quarter ; such attendance to include only the "punctual" and "late" attendances, as defined by Art. No. 13.

54. The Board of Education will pay for every child put to school, with the sanction of the Board, with teachers who have not been taken on the Board's list, such school fees as may be agreed on between the Board and the particular teacher for an ordinary elementary English education, to be paid on the certificate of the teacher that such children have attended regularly, and on the report of the Inspector that such children have shown, on examination, satisfactory proofs of progress.

55. The Board will require that all applications for the payment of the school fees of poor children, whether made by the Local Board of any parish, or by any teacher or teachers, shall be made within three months after the end of the quarter for which the school fees are due, and the Board does not undertake to consider any applications for the payment of school fees that are not made within the time provided by this rule.

## GRANTS TO LOCAL BOARDS.

56. A grant of forty shillings per quarter will be placed at the disposal of the Local Board of each parish to pay the constables and others employed in collecting the half-yearly returns from the parents and to meet any other small expenses that may be incurred by the Local Board in carrying out the provisions of the Schools' Act.

57. The grant to the Local Board of St. George's parish and the grant to the Local Board of Pembroke parish may be sixty shillings per quarter.

58. The above grant shall be payable by the Receiver-General after the first quarterly meeting of the Board of Education, but shall not be payable after the last day of the quarter for which it is allowed.

59. The Board of Education will require a quarterly return of the expenditure incurred by each Local Board, and until such return shall have been received, the grant for the current quarter shall be withheld, and if any returns shall not be made within the following quarter the grant for such following quarter shall be forfeited.

60. The Board will advance such sums of money as may be necessary from time to time to enable the Overseers of the Poor of any parish to take out summonses and to carry out legal proceedings against the parents or guardians of children of school age who do not attend school regularly, and also against those parents and guardians who fail to comply with the requirements of Clause 9 of the Schools' Act respecting the half-yearly return to be made to the Local Board; *provided* that the Local Board furnish the Inspector of Schools with full particulars of each case wherein they propose to prosecute such parents or guardians, and the Inspector of Schools is satisfied from the information thus afforded that the case is one in which it is desirable in the public interest to prosecute, and *provided also* that the Local Board account for any sums advanced by the Central Board for carrying out legal proceedings, and for any sums recovered by them through such legal action, in their quarterly return of expenditure.

By order of the Board.

GEORGE SIMPSON,

*Secretary to the Board.*

Public Buildings, 20th February, 1896.

## TEACHERS' LIBRARY.

The Board of Education has imported some books upon the Principles, Practice and History of Education for the use of those teachers who receive aid from the public educational grant. These books are at the Office of the Inspector of Schools, whence they may be borrowed by the teachers in accordance with the following regulations:—

1. No teacher may take out more than one work at a time.
2. No book may be borrowed, returned, or exchanged by any teacher except during the hours of ten to three on Saturdays.
3. No book may be kept by any one teacher for a longer period than four weeks.
4. Each teacher will be liable for any damage that may occur to any work during the time that he or she holds it from the office, and, moreover, will be required to make good such damage by payment from the quarterly grants of such an amount as shall be decided upon by the Board of Education.

By order of the Board.

GEORGE SIMPSON,

*Secretary to the Board.*

## APPENDIX D.

## A RETURN OF THE FREE SCHOOLS IN BERMUDA; AND THE NUMBER OF CHILDREN RECEIVING INSTRUCTION IN EACH, THE EMOLUMENTS OF THE TEACHERS; AND FROM WHAT SOURCE THE EMOLUMENTS ARE DERIVED.

(Presented to the House of Assembly, Monday, 3rd July, 1843.)

PARISH.	Kind of School.	Superintended by.	When Established.	Average Number of Daily Pupils.			Subjects taught.	Legislative Grant to 1st September 1842.	Present Salaries and Emoluments.	From what source derived.
				Males.	Females.	Total.				
St. George's	White	Rector of Parish	1838	26	22	48	Reading, Writing, Arithmetic	£ s. d. 16 0 0	£ s. d. 30 0 0	Society for Propagating the Gospel in Foreign Parts.
"	Coloured	"	1839	19	19	38	ditto and Sewing	16 0 0	8 0 0	
St. David's Isle	Mixed	"	1837	22	20	42	ditto ditto	15 0 0	15 0 0	Bermuda Society for Promoting Christian Knowledge.
Tucker's Town	White	"	1839	4	7	11	ditto ditto	21 8 0	None.	Ladies' Society of London for Education of Negroes.
Hamilton	White	"	1838	11	6	17	Reading, Writing, Arithmetic	7 4 0	18 0 0	Bermuda S.P.C.K.
"	Coloured	"	1838	12	15	27	ditto	16 0 0	8 0 0	S.P.G.
Smith's	White	"	1836	3	5	8	ditto and Sewing	18 4 0	8 0 0	Donation from Bermuda S.P.C.K.
"	Coloured	"	1841	24	13	37	ditto	16 0 0	8 0 0	S.P.G.
Doonville	White	"	1836	9	8	17	ditto and Sewing	21 0 0	6 0 0	Bermuda S.P.C.K.
Pembroke	White	Rev. Dr. Tucker	1841	3	8	11	ditto ditto	4 8 0	None.	
"	Coloured	"	1836	46	23	69	ditto	10 0 0	25 0 0	S.P.G.
"	White	Wesleyan Missn.	1837	19	18	37	ditto and Sewing	16 0 0	9 0 0	Young Men's Friendly Institutn.
Paget	White	Rector of Parish	1834	7	0	7	ditto	7 4 0	27 0 0	Wesleyan Missionary Society.
"	Coloured	"	1838	86	11	47	ditto	12 8 0	24 0 0	Bermuda S.P.C.K.
Warwick	Coloured	"	1838	22	16	38	ditto and Sewing	12 10 0	25 0 0	S.P.G. [Parish Friendly Society of Warwick Contributed by Parents of Pupils.]
Northampton	White	"	1841	10	13	23	ditto ditto	22 12 0	20 0 0	Ladies' Society of London for Education of Negroes.
Handy	Coloured	"	1836	40	26	66	ditto	10 0 0	6 0 0	Bermuda S.P.C.K.
"	White	"	1823	15	10	25	ditto	10 0 0	25 0 0	S.P.G.
"		"	1823	15	10	25	ditto	9 12 0	30 0 0	Bermuda S.P.C.K.

NOTE.—Independently of the above-mentioned Schools, about 800 children and adults are partially instructed in Sunday Schools, gratuitously attended in most of the Parishes.

APPENDIX E.

SUMMARY OF THE PARENTS' HALF-YEARLY RETURN MADE TO THE PARISH VESTRIES IN THE MONTH OF JULY, 1901.

PARISHES.	Children of School Age.		Attending School.		Taught at Home.	Receiving no Instruction.				Of those attending Aided Schools.		Of those returned as attending the several Unaided Schools.				
	Consts. 1901.	Return.	Aided.	Unaided		Sickness.	Want of Means.	Want of School.	No reason.	Required number of times.	Did not do so.	Forms Signed by Teachers.	Forms not Signed	Return made.	Required number of times.	Did not do so.
1. St. George's	280	201	133	125	33	0	0	0	0	126	7	116	9	116	116	0
2. Hamilton	197	103	120	37	26	0	0	0	1	70	59	23	14	11	9	2
3. Smith's	110	114	49	39	24	0	1	0	1	39	10	32	7	19	16	3
4. Devonshire	178	184	114	54	8	0	0	0	8	82	32	30	24	23	22	1
5. Pembroke	746	748	319	367	51	2	0	0	0	279	40	169	198	112	104	8
6. Paget	273	263	28	180	46	6	1	0	2	27	1	35	145	No information.		
7. Warwick	210	236	67	126	38	1	0	0	4	52	15	47	79	47	41	6
8. Southampton	146	136	94	23	16	1	0	0	2	73	21	2	21	No information.		
9. Sandys'	420	426	184	217	20	1	2	0	2	161	23	205	19	197	184	13
	2,684	2,591	1,117	1,168	262	11	4	0	29	909	208	659	509	525	492	33
			3,285				44			1,117					525	

APPENDIX F.

SUMMARIES OF THE RETURNS MADE BY THE PARENTS TO THE PARISH VESTRIES IN THE YEARS 1882, 1887, 1891, 1892, AND 1897—1901.

YEAR.	Children of School Age.	ATTENDING SCHOOL.			Taught at Home.	Receiving no instruction.
		Aided.	Unaided.	Total.		
1882	1,596	679	503	1,182	281	133
1887	1,510	823	474	1,297	175	38
1891*	1,920	912	633	1,545	286	89
1892	1,735	832	648	1,480	209	46
1897	2,204	1,048	828	1,876	285	43
1898	2,294	1,071	925	1,996	250	48
1899	2,264	1,010	943	1,953	280	31
1900	2,381	1,112	1,005	2,117	240	24
1901†	2,591	1,117	1,168	2,285	262	44

APPENDIX G.

SUMMARIES OF THE ATTENDANCE AT THE AIDED SCHOOLS IN THE YEARS 1882, 1887, 1891, 1892 AND 1897—1901.

A.R.	No. of Schools receiving Aid.				No. of Pupils in Attendance.				Average Number in Attendance.				Annual.	Per cent. of Average to Total.
	Quarters.				Quarters.				Quarters.					
	1	2	3	4	1	2	3	4	1	2	3	4		
82	19	21	21	21	1,044	1,097	1,127	1,030	748	636	696	661	683	64
87	21	21	21	22	1,058	1,106	1,222	1,231	783	783	906	870	836	71
91	23	23	23	23	1,141	1,223	1,243	1,164	833	781	837	819	817	69
92	22	22	22	22	1,147	1,202	1,262	1,231	838	809	906	878	858	71
97	23	23	23	23	1,303	1,337	1,404	1,351	944	900	1,024	960	937	71
98	23	23	23	23	1,396	1,421	1,421	1,319	1,062	913	1,014	833	968	70
99	23	24	24	24	1,361	1,393	1,330	1,277	938	863	930	938	917	71
00	24	25	24	24	1,314	1,422	1,363	1,323	944	966	930	930	933	70
01	25	24	24	25	1,303	1,349	1,309	1,292	906	917	964	944	933	71

\* The number of children of school age in Bermuda according to the Census Return of 1 was 2,301.

† According to the Census Return of 1901 it is 2,584.

## APPENDIX H.

## SYLLABUS OF SCRIPTURE INSTRUCTION.

TO BE FOLLOWED BY THE TEACHERS OF SCHOOLS UNDER THE BOARD OF EDUCATION DURING THE YEAR 1901.

DIVISION.	READING.		TO BE COMMITTED TO MEMORY.
	OLD TESTAMENT.	NEW TESTAMENT.	
<b>FIRST:</b> Composed of the Lower Classes of the School.	GENESIS— Creation; Fall; Cain and Abel; Enoch; Flood; Sacrifice.  EXODUS XIX. and XX.— Encampment; Washing; The Commandments.	Story of Our Lord's Life and Sufferings as recorded in St. Matthew (Chapter xv. to end). Raising of Lazarus. Parable of the Good Samaritan.	The Lord's Prayer. Ten Commandments. St. Matthew v., 1 to 12. Hebrews xi., 1 to 7.
<b>SECOND:</b> Composed of the Upper Classes of the School.	As above in fuller detail. Story of Ruth.	ST. MATTHEW'S GOSPEL— Chapter xv. to the end.	As above and the whole of the Eleventh Chapter of Hebrews.

\* Teachers are not restricted to the use of this Schema. They may, if they desire to do so, prepare for the sanction of the Inspector a similar syllabus. Until a substituted syllabus has been approved, however, this one is to be followed.

9th January, 1901.

**APPENDIX I.**  
**STATEMENT OF THE EXPENDITURE OF THE BOARD OF EDUCATION FOR THE**  
**YEARS 1882, 1887, 1892, AND 1897—1900.**

Year.	GRANTS.			Books, Maps, Stationery, &c., &c.	Furniture.	Office.	Grants for Repairs to School Houses.	Sundries.	Total.	Unexpended Balances that have lapsed into the Treasury.
	Teachers.	Assistants, and Monitors.	Parish Vestries.							
1882	£ s. d. 919 10 11	£ s. d. 80 0 0	£ s. d. 71 16 5	£ s. d. 96 6 7	£ s. d. 40 16 6	£ s. d. 19 3 0	£ s. d. 22 19 1	£ s. d. 1 3 5	£ s. d. 1,231 15 11	£ s. d. 73 13 4
1887	1,025 19 1	84 10 0	113 2 10	113 7 7	22 11 11	15 6 6	23 11 6	1 9 8	1,399 19 1	11
1892	1,011 0 8	103 0 0	144 9 6	100 14 5	15 0 0	16 12 0	13 16 3	5 11 10	1,409 4 8	17 7
1897	1,157 13 5	141 8 4	149 10 3	106 11 4	11 0 6	16 0 0	13 11 7	4 2 10	1,599 18 3	1 9
1898	1,168 14 11	147 3 4	124 11 0	129 3 10	12 12 6	7 18 6	3 4 6	5 17 5	1,599 6 0	14 0
1899	1,185 3 3	151 0 0	116 3 3	125 19 8	15 9 4	NIL	3 12 1	2 7 10	1,599 15 5	4 7
1900	1,185 3 4	140 10 0	131 16 6	116 10 1	20 10 2	NIL	2 12 10	2 16 11	1,599 19 10	2

(GRANTS— $\frac{3}{4}$  years (1st January 1880 to 30th June 1883) at £1,200 = £ 4,200  
 $\frac{1}{4}$  years (1st July 1883 to 31st December 1885) at 1,400 = 17,500  
 $\frac{3}{4}$  years (1st January 1896 to 31st December 1900) at 1,600 = 8,000

£29,700

EXPENDITURE.—During twenty-one years (1880 to 1900). . . . . £29,438 5 11  
 Unexpended balances . . . . . 261 14 1

£29,700 0 0

THE  
SYSTEM OF EDUCATION  
IN  
BRITISH HONDURAS.

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## THE SYSTEM OF EDUCATION IN BRITISH HONDURAS.\*

## I. EARLY HISTORY.

The history of education in the colony of British Honduras dates from the year 1816, about thirty-two years after the date of the formal cession of the Colony, then called the Settlement, to Great Britain by the Crown of Spain.

In the year 1816 the Honduras Free School was established. This school was supported by voluntary subscription among the inhabitants of the settlement, aided by an allowance from the Public Funds. It was managed by a Committee consisting of His Majesty's Superintendent and the seven Magistrates for the time being—who were styled the Governors, the Churchwardens, and all subscribers of £10 annually. In character it was denominational, in connection with the Church of England, then the established church of the settlement. Children were admitted by a ticket from any of the governors. The school was purely elementary—reading, writing and arithmetic being the subjects taught. The greater share of the expenses seems to have been borne by the Government, who also made special provision for the tuition of the children of the soldiers stationed in the Colony and of pensioners' children. It is noteworthy that from the earliest date to the present time education, both elementary and secondary, has always been associated with the several Churches of the Colony.

Honduras  
Free School,  
Establish-  
ment of,  
1816.

From the year 1816 till 1850 educational efforts were limited to the settled population located at the mouth of the Belize River, notwithstanding that the boundaries of the Colony extended from the Rio Hondo on the north to the Sarstoon River on the south, a distance of 250 miles by coastline.

For twelve years after its establishment the Honduras Free School seems to have been the only school in the settlement; but in the official records for the year 1828 mention is made of mission schools in connection with the Wesleyan and Baptist Churches—these were apparently of a purely religious character—and two private schools. These schools received no Government aid.

First Private  
Schools.

The number of pupils on roll in the Honduras Free School for the year 1828 is stated to have been 116, and the population numbered 4,160. It is probable, however, that the school was only attended by the children of free persons, who were numbered at 1,760.

In the year 1836 the number of private schools had increased to 1836 five; of what character they were is not stated, but it is to be presumed that they were elementary.

At the beginning of the year 1850, in the month of February, an Act to provide for additional schools for the benefit of every

an Education  
Act of 1850.

\* Reports on Elementary Education in British Honduras can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

Denomination of Christians in the settlement of British Honduras, and to make certain regulations for the government of such schools and of the Honduras Grammar School (identical with the Honduras Free School)" was passed. By this Act a Board of Education, consisting of five members, was established, and to this Board was intrusted the "control and management of all schools maintained at the public expense."

Government  
Grants for  
Education.

The Honduras Free Schools\* (Boys' and Girls') were now wholly supported from the public funds, and might rightly be considered as Government institutions, though in connection with the Church of England; the teachers were paid fixed salaries at the rates of £200 for the Headmaster and £100 for his Assistant, and £90 for the Headmistress and £45 for her Assistant. Other schools were paid grants at the rate of twelve shillings per annum for each pupil in average daily attendance, and were supplied with books, maps and other school material from the Education Vote; an allowance for the rent of school buildings, not to exceed £25 per annum, was also made. The sum of £1,000 (\$5,000) per annum was placed at the disposal of the Board to be devoted exclusively to educational purposes.

Condition of  
Education,  
1850-1855.

In Belize there were now five Denominational Public Schools, with an attendance of 516 pupils; two of these were attached to the Wesleyan and one to the Baptist Church; the Baptists, however, refused to accept aid for their school from the Education Vote, and continued in this position of independence till the year 1868. The reasons given, in 1867, by Mr. Alexander Henderson, Baptist Minister, were: that they (the Baptists) found the mode of Government support out of their reach, the state of the law requiring schools to stand in connection with the various religious sects; and that they greatly preferred that Government should sustain secular education only, leaving religion to Sunday Schools. With the addition of the attendance at three private schools noted in the records for 1850, the total number of children under tuition in Belize was about 600. The population of the town is stated to have been 4,000. Two schools were also established outside of the Belize district, one in the north of the Colony, at Corosal, in connection with the Roman Catholic Church, and one to the south of Belize, at the town of Mullins River, in connection with the Wesleyan body. Their total attendance only numbered sixty-three.

The population of the Colony now numbered from 10,000 to 12,000, but the majority would in all probability be logwood and mahogany cutters and their families, living far from centres convenient for the establishing of schools. Then, as now, the fact that the occupation of wood-cutting necessitates constant migration from one locality to another on the part of those engaged in it hampered to a considerable extent the spread of education in the Colony.

1853.

The following remarks by the Chairman of the Board of Education in 1853 are interesting:—

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\* See footnote on p. 171 below.

The education afforded at these schools (Public) is merely elementary, viz.,

Reading, confined to the Bible, History, Natural History, and some amusing tales.

Writing, which is accomplished fairly.

Arithmetic: few attain beyond the first four rules.

Geography.

The age at which a child may be admitted is six years, and the scholars usually leave school when they attain thirteen or fifteen years.

The attendance is very irregular, dependent on the caprice of the children which the apathy of parents refuses to combat. Consequently the progress is slow and proficiency is never attained.

The teachers are none of them regularly trained—their duties are inefficiently performed—there is no emulation, but very great want of energy and of interest in their occupation, and the community generally is very indifferent to the cause of education.

The remarks as to irregularity of attendance of pupils and its causes, and to the want of training of teachers are still applicable. The system of teaching up to this date, and for some years after, was "Monitorial."

In the year 1855 the public schools in Belize had increased to seven with an attendance of 700, and the settled population of the town was estimated at 4,500. The school expenditure was £1,004 (\$5,020). In this year the Education Act was amended. The number of members of the Board was increased to seven, and the Superintendent of the Colony (officer administering the Government) and the members of the Executive Council were constituted Governors and Visitors of the schools. These Governors also acted as arbitrators in the case of any disagreement between the Board and the ministers of religion who were the managers of the schools. Provision was made for the establishment of an Infant Free School and for the appointment of trained teachers from Great Britain for the Infant School and for the Boys' and Girls' Free Schools. Provision was also made for the introduction of mechanical and industrial teaching into the schools. School fees began to be charged. The salaries of the teachers of the Honduras Free Schools were fixed at £250 per annum for the head teacher of the Boys' School and £120 for each of the Headmistresses of the Girls' and Infants' Schools. The Headmaster of the Boys' Free School was Inspector of the other Church of England Schools, and assisted in the annual examination of the schools of other denominations.

The introduction of trained teachers from Great Britain does not appear to have been attended with success as far as the advancement of education was concerned; for in the year 1863 those sections of previous Acts requiring the appointment of such trained

teachers were repealed, as such appointments "had been attended with great expense and much disappointment."

Regulations  
of 1868.

In the year 1868 the powers of the Board of Education were transferred to the Executive Council of the Colony, and the Board ceased to exist. The Free Schools as Government Institutions were abolished, and, under the regulations passed by the Council, teachers of schools having an average daily attendance of twenty-five pupils or upwards, and of whose competency to teach the Council was satisfied, were paid a monthly grant of 2s. per head for children in average attendance not less than seven years of age, and 1s. 6d. per head for infants under seven and not less than three years of age. The population of the Colony had now increased to 25,000; the number of children on the school attendance rolls reached 1,100, the average attendance being 784.

School  
Attendance  
affected by  
Fire of 1863.

It might be well to note here that a fire occurred in 1863 which destroyed a large portion of the town, including school buildings. The population was, for some time, dispersed to a considerable extent; and the school attendance, which had reached 1,200, was very much affected.

Regulations  
of 1877.

In the year 1877 Regulations for the guidance of schools receiving Government aid were made by the Executive Council. These Regulations provided for the examination of Candidates for Teachers' Certificates of the First and Second Class; for the payment of monthly grants to teachers of schools having an average attendance of twenty-five pupils and upwards at the following rates:—

First Class Teachers—For Adult Children, 50 cents per head.  
For Infants, 25 cents per head.

Second Class Teachers—Twenty-five cents per head.

The grant-in-aid on school attendances was increased by a bonus to teachers on the results of the annual examination of their schools at rates ranging from 25 cents per head for passes in Standard I., to \$1.00 for every pass in Standard IV. (the highest Standard). The payment of grants, however, depended upon the ability of the school to raise a sufficient sum from school fees and other sources. The proportion of this sum to the Government grant was fixed at not less than one-fourth. The school age commenced at three years and ended at fifteen. The schools were required to be open for at least eighteen days in every month.

The subjects of instruction were:—

Reading, Spelling, Writing—on slate, copybook and from dictation.

Arithmetic—slate and mental.

Grammar, Geography, Outlines of History.

Needlework for Girls.

The highest standard of attainment was very much the same as it is now, with the exception of Analysis in Grammar, which did not go beyond simple sentences.

Prizes were offered for regular attendance and for good behaviour.

The first Inspector of Schools, the Reverend John Jackson, <sup>First Inspector of Schools appointed,</sup> was appointed in July, 1879, but a separate Educational Department was not established till the year 1891. Up to that year the official work formed part of the duties of the Colonial Secretary's Office. In 1877 there were fourteen schools with a total number of 1,762 pupils on roll and 1,057 pupils in average attendance. The Government expenditure was £1,056 6s. 9d. (\$5,281.50). In 1891 the schools increased to thirty-five, with 2,994 pupils on roll and 2,013 in average attendance; the population numbered 31,471, and the Government expenditure was \$14,674.70 (Sols).<sup>Condition of Education, 1891.</sup>

There were nine schools in Belize, the rest being in the out-districts. With the exception of those established in towns or large villages with a settled population, the carrying on of schools in the out-districts—on the river banks or in the vicinity of logwood or mahogany works—has usually been attended with failure, by reason of the migratory character of the population. The greater number of such schools have had to be abandoned.

Before proceeding further it might be well to notice the language <sup>The language difficulty.</sup> difficulty, which is another hindrance to the satisfactory progress of education in the Colony. In the Northern and far Western Districts the languages of the majority of the people are Spanish and Maya—the latter a dialect of the Central American Indian. In the Southern Districts the Carib language predominates; there is also a fairly large Spanish element. English (chiefly Creole), though not entirely excluded from those localities, is more generally spoken in the Central Districts of the Colony. It is not easy to get persons competent to conduct a school who are proficient in any of the foreign tongues mentioned above as well as in English. The English tongue, then, is usually the only medium through which the ordinary course of instruction can be conducted, and, if the majority of the school children happen to be ignorant of that language, learning is to them a very great difficulty.

## II. PRESENT SYSTEM.

### A. PRIMARY EDUCATION.

In the year 1892 an Ordinance to amend the Law "relating to the promotion of Education" was passed, and during the following <sup>Ordinance of 1892 and Code of Rules, 1894.</sup> year a Code of Rules was drafted. This Code came into operation in January, 1894. (See Appendices A. and B.)

By the Ordinance a Central Board of Education, consisting of the Governor, who is the President of the Board, the Members of <sup>Central Board of Education.</sup> the Executive Council, and five other members appointed by the

\* Currency from 1857-1894, that of Central America (Silver Standard—Sols). In 1887 the Sol was valued at \$6.40 to £1 sterling; in 1893 it had depreciated to \$9.50 to the £1 sterling. The American Gold Standard was adopted in October, 1894.

District  
Boards of  
Education.

Governor, was established. The five other members are ministers of religion who represent the various denominations; they are also the General Managers of the schools. In Section 7 of the Ordinance the appointment of District Boards of Education is provided for; but they have never been established, and any duties which would have devolved on them are performed by the District Magistrates. The powers and duties of the Board of Education are defined in Section 9 of the Ordinance; they include:

The making, altering and revoking of rules for regulating applications for the allowance of grants in aid of schools and training institutions, for fixing the rates of such grants, with regard to the examination of schools, the employment of teachers and pupil teachers, and the granting of certificates, with regard to the duties of educational officers appointed under the Ordinance, etc.

Managers.

Section 13 of the Ordinance requires that the property and management of the schools be vested in Managers, having power to appoint and dismiss the teachers, and responsible for payment of the teachers' salaries and of all other expenses of the schools. In brief, the elementary schools of the Colony are almost all denominational, being under the direct management and control of the several Churches. Most of the schools receive aid from the Government in the forms (1) of a capitation grant on their average monthly attendance, (2) of grants on account of pupil teachers employed under the Board rules, (3) of needlework grants to schools in out-districts, and (4) of bonuses on examination results. The disbursement of the amount annually voted by the Government for education is controlled by the Education Board. These grants are paid under Rules 42-52 of the Code. (See Appendix B.)

Inspector  
of Schools.

The whole work of administration devolves upon the Inspector of Schools, who also acts as Secretary to the Board of Education. All grants are paid through his department after they have been approved by the Board, and all correspondence between the Board and the School Managers and others is carried on through him; he visits all aided schools for the purposes of inspection and examination—each school is subjected to a thorough, individual examination annually. It is also the duty of the Inspector of Schools to hold two examinations annually for persons desirous of obtaining teachers' certificates, and to examine pupil-teachers once annually. He also conducts the competitive examinations for Government Copyists. He prepares all reports and statistics concerning education that are required for Government Returns and for the information of the Board of Education.

Number of  
Aided  
Schools.

The number of Aided Schools is not large—there are thirty-six at present—but they are scattered over a large extent of territory, and most of them can only be reached by sailing boats or on horseback. Travelling through the Colony is slow and tedious and frequently attended with much discomfort and personal risk.

The staff of the Education Department consists of the Inspector of Schools and a Copyist to assist in the clerical work. The Inspector of Schools is appointed by the Governor, subject to the approval of the Secretary of State for the Colonies. The Department forms part of the Civil Establishment of the Colony, and the cost of upkeep is about \$1,800.00 per annum; in this amount are included the salaries of the staff and the Inspector's travelling expenses.

Staff of  
Education  
Department.

The Government expenditure for education was in 1891 \$14,674.70 Sols.\* or £2,261 2s. 6d. sterling; in 1897 it reached \$16,116.75 gold\* or £3,316 4s. 1d.; in 1901 it was \$13,877.21 or £2,855 7s. 10d. The decrease in the last year mentioned is due to a reduction of \$2,500 dols. made in the Vote for School Grants from the beginning of the year 1899.

Government  
Expenditure  
for Educa-  
tion.

The amount for 1901 was expended in the following manner:—

Grants to Elementary Schools:

On their average daily attendance	-	\$10,748.83	
For Pupil Teachers	- - -	1,197.95	
For Needlework	- - - -	102.68	
		-----	\$12,049.46
Scholarship Grants	- - - -		215.00
Salaries of Education Department	- -		1,224.00
Travelling Expenses	- - - -		377.70
Incidentals	- - - - -		11.05
			-----
			\$13,877.21

ants on examination results to the amount of \$493.25, also earned during the year; but they will be included in expenditure for 1902.

The Scholarship grants mentioned in the preceding paragraph were paid at the end of the year 1901; they were paid to boys and girls from the elementary schools who were successful at a competitive examination, to enable them to obtain a higher education by attending any Secondary School approved by the Board of Education. The number of scholarship holders is limited to eight, the term of tuition four years, and the annual grant to each \$60.00. The terms of the two last holders of scholarships expired in December, and it has been decided that these scholarships cease. This is owing to the fact that the reduced vote for grants is not large enough to pay the sums earned in the elementary schools and these scholarships.

Scholarship  
Grants.

There are no endowed schools in the Colony. School fees are payable; but the amount collected annually is not large, and has been on the decrease since the year 1896, as is seen in the following

School Fees.

\* See footnote page 141 above.



table ; unfortunately the average attendance of pupils also shows a continual decrease\* :—

Year.	Average Daily Attendance.	School Fees Collected.	Average Payment per Head.
		\$	\$
1896	2592	3002.17	1.16
1897	2705	2880.97	1.06
1898	2606	2793.35	1.07
1899	2491	2479.49	0.99
1900	2383	2312.53	0.97
1901	2328	2155.90	0.92

The fees charged are five cents per week. Their collection by the teachers is attended with some difficulty ; for if the slightest pressure is brought to bear upon some parents who may be backward in paying, their children are removed from the school of the offending teacher and sent to another. There is nothing in the present Ordinance and Code to prevent this. The largest amounts are collected in Church of England and Wesleyan Schools.

The Churches' share of expenses is represented in the school buildings, all of which they own. During the last five years some of the buildings have been enlarged, and new ones built—two being in Belize. There is provision made in the Code of Regulations for building grants, but the amount of money at the disposal of the Board has never been sufficient for any payments under this head ; at least, not since the adoption of the Code in 1894. The Managers also provide all necessary furniture and apparatus, and, when necessary, procure money from any available source to supplement the amounts collected from grants and school fees for the payment of the teachers' salaries. In many of the schools however, the grants earned and fees collected are sufficient for the payment of all salaries ; and, in a few cases, the expenses for furniture are also met from the same sources.

The total amount contributed by the churches in 1901 is represented at \$8,470.72 ; this includes the annual rental value of the school buildings, estimated at \$5,985.00, and \$2,485.72 moneys actually disbursed. The total cost of Elementary Education in 1901 was, therefore, \$24,288.83 (£4,997 14s.). The cost per head on the daily average attendance was \$10.43 per annum, the Government's share being \$5.96.

The population of the Colony is, according to the census of 1901, 37,479 ; the number of children of school age (5 to 16) can be estimated at 9,000. But not half of this number attend school. Some reasons are given in earlier paragraphs of this report. Education is not compulsory.

The following table shows the number of aided schools, the number of children on roll and in daily average attendance, etc., for the last eleven years :—

\*More recent figures show that the attendance is now improving, and the percentage of average attendance for 1902 is higher than for any other year during the last quinquennial period.

Contributions of the Churches.

Total cost of Elementary Education.

Number of children of school age. Education not compulsory.

Statistics of Attendance, 1891-1901.

Year.	Number of Schools.	Number of Pupils on Roll.	Number of pupils in daily average attendance.	Population.	Percentage of Pupils on Roll to Population.
1891	35	2,994	2,013	31,471	9.5
1892	42	3,382	2,168	31,471	10.7
1893	41	3,172	2,162	31,371	10.1
1894	44	3,223	2,250	32,899	9.8
1895	51	3,802	2,696	33,353	11.4
1896	46	3,567	2,592	33,811	10.6
1897	49	3,693	2,705	34,277	10.7
1898	45	3,728	2,608	34,747	10.7
1899	42	3,547	2,491	35,226	10.0
1900	38	3,391	2,383	36,998	9.2
1901	36	3,423	2,328	37,479	9.1

The fact that the school age was raised from "3-15" in 1891 to "5-16" in 1899 may have affected the attendance; but this would be to a very slight extent. The reduction of the Grant in 1899 is responsible in some measure for the reduction in the number of schools and, consequently, for the non-increase in school attendance. Tabulated by districts, the pupils on roll and in average attendance, the population, etc., show as follows:—

District.	Number of Schools.	Number of Pupils on Roll	Number of Pupils in daily average attendance.	Population (according to Census 1901).	Percentage of Pupils on Roll to Population.
Northern:					
Corozal ... ..	5	323	224	5,964	5.4
Orange Walk ...	4	363	272	6,550	5.5
Central:					
Belize ... ..	15	1,922	1,270	13,771	13.9
Western:					
Cayo ... ..	1	42	25	2,858	1.5
Southern:					
Stann Creek	6	460	333	4,059	11.3
Toledo ... ..	5	313	204	4,277	7.3
	36	3,423	2,328	37,479	9.1

In the town of Belize there are ten schools with 1,653 pupils on roll and 1,069 in average daily attendance. As the population of this town is 9,113, the percentage of school children to the population is 18.1.

There are a few private elementary schools, with a total roll of about 200 children and 150 in average attendance—these figures are for the year 1900. One of them, in Belize, is in connection with the <sup>Private</sup> <sup>Elementary</sup> <sup>Schools,</sup> <sup>attendance</sup> at.

with the African Methodist Episcopal Zion Church; another, in Stann Creek, is in connection with the Church of England, and a third is in connection with the Roman Catholic Church; these are private in so far as they receive no Government aid.

Select and  
Secondary  
Schools,  
attendance  
at.

In the Select and Secondary Schools, none of which receive Government support, there is a total enrolment of about 300 pupils, with 250 in daily average attendance. The total number of children on roll in schools of all grades is therefore about 3,923, 10·4 per cent. of the population, and the total average attendance about 2,728.

Teachers.  
Pupil  
Teachers.

There are no Training Institutions for Teachers established in the Colony. This renders the procuring of efficient native teachers a great difficulty. The pupil teacher system was introduced with the current code (Education Rules) in 1894, with the intention of meeting this difficulty; but up to the present time it has not been productive of very satisfactory results. This is due to inefficient methods of training. In some schools the original object for the introduction of the system was not kept in view, and the pupil teachers were employed in the capacity rather of assistants to the principal teacher. It will easily be understood that in a large school in charge of one certificated teacher assisted by four or five pupil teachers, little or no supervision can be exercised over their work for purposes of criticism and correction; and at the expiration of their term of engagement most of them are as unfitted for school teaching as when they commenced.

Pupil teachers are engaged for a term of three years, being selected from the elder scholars in Standards V. and VI. of the schools in which they are engaged. They are required to attend an annual examination, and, if they pass that for the third year, are granted Second Class Teachers' Certificates. They are paid a small salary, usually consisting of the grants allowed by the Board of Education to the school in which they are employed. These grants are:—

For pupil teachers during their first	
year of engagement - - - -	\$36 per annum.
For pupil teachers during their second	
year of engagement - - - -	\$48 per annum.
For pupil teachers during their third	
year of engagement - - - -	\$60 per annum.

The increased grants for the second and third year are only given if the pupil teachers pass the examination for the first and second year respectively. Pupil teachers who have completed their three years' service, and have passed their examinations, may be re-engaged for a further term of two years.

The average number of pupil teachers employed during the last three years was about thirty, both sexes being in equal proportion; the majority are employed in the Belize schools. Since the introduction of the system, six pupil teachers—five males and

one female—qualified for Second Class Certificates, and one for a First Class Certificate. The latter is now in charge of one of the Belize Boys' Schools; four of the former are employed as assistant teachers.

Besides native teachers and a few teachers from the West Indies—chiefly Jamaica—there are to be found conducting the Elementary Schools priests and Brothers of the Society of Jesus, Sisters of Roman Catholic religious orders from the United States, and clergymen of the Church of England, Wesleyan, and other denominations. In the country districts, the Church of England, Wesleyan, and Baptist teachers also do mission work in connection with their respective Churches.

At present there are sixty teachers employed in the schools, fifty-two of whom hold certificates. The proportion of men to women teachers is thirty-four to twenty-six.

The rates of salaries to teachers vary according to the resources of the several Churches with which the schools are connected. As a general rule, those in charge of Wesleyan and Church of England schools get fixed salaries of from \$20 to \$40 per month, and, in places outside of Belize, a dwelling-house; the higher salaries are paid in town schools. There are no Presbyterian schools. The teachers of schools in connection with the Roman Catholic and Baptist Churches get the Government Grant and school fees. The schools conducted by the Religious Sisters are assured a monthly fixed sum, and should this sum not be reached by the Grant and school fees the difference is made up from other sources.

The scale of rates at which grants are paid to the schools by the Board of Education is based upon the class of certificates held by the teachers in charge. These are:—

Honorary, usually granted to clergymen and members of Religious Orders in charge of schools, who rank as First Class, and to persons holding Imperial or Colonial Government certificates as teachers without the colony.

First and Second Class, obtained by examination within the colony.

Provisional, granted by the Board for a period of six months, subject to further extension, to persons who are thought competent to conduct schools. Persons who hold provisional certificates, which may either be first or second class, are expected to attend an examination and obtain a regular certificate.

The teachers in charge of schools in which pupil teachers are engaged under the Board Rules are paid an instruction grant of \$1.50 per month for every pupil teacher so engaged, such instruction being given out of the regular school hours. It is laid down in the Rules that there should be four hours of instruction given to pupil-teachers weekly. To schools outside of Belize there is granted by the Board a monthly payment of \$1.50 when there is a needlework class formed and sewing is taught. The

- class must consist of not less than six pupils in monthly average attendance.
- Appointment and dismissal of Teachers.** The Managers appoint and dismiss the teachers. As the Board of Education holds the purse-strings and the examinations for Teachers' Certificates are held under the Board Rules, all appointments are subject to its approval; with the dismissing of teachers the Board does not interfere, except in such cases where, owing to breach of the Rules or proved charges of immorality, the teacher's certificate is cancelled. This practically means dismissal. There are no arrangements for pensions for teachers.
- Subjects of instruction.** The subjects of instruction in elementary schools and the standards are defined in Appendix B. There is no age limit for the several standards. There are other subjects mentioned in the Code, freehand drawing and industrial subjects; but these, with the exception of needlework, are not just now included in the Schedule. In some schools the girls are taught crochet and other fancy work.
- Annual Competitive Exhibition of School Work.** There was inaugurated in the year 1892 an Annual Competitive Exhibition of School Work, held in the month of December, for which there was a special vote of \$250. The last exhibition was held in the year 1897, since when it has been abandoned. That the exhibition was productive of some good is undeniable, but it entailed considerable extra work on the teachers; besides, it was difficult to have the rules strictly adhered to, and there were complaints that the work exhibited was not in every case the result of the unaided efforts of the exhibitor.
- Agricultural Instruction, Singing, Drill.** The introduction of agricultural teaching into the schools has lately been receiving some attention; but no practical steps have yet been taken. Singing, drill and physical exercises are practised; but they are not taught regularly, and only in connection with the schools' exhibitions usually given during the Christmas holidays or at some other convenient time.
- Church Lads' Brigades.** In 1897 Church Lads' Brigades were organised in connection with the Church of England and Wesleyan denominations; but they lasted only for a time. This is to be regretted, for they were productive of excellent effect in the general tone and discipline of the schools attended by members of these organisations.
- School Hours.** The school hours are from 9.30 a.m. to 2.30 p.m., with a half-hour intermission from 12 to 12.30. There are no continuation schools or classes in existence. The rules require that religious instruction be given at certain hours only—from 9.30 to 10, or from 11.30 to 12—the rest of the school time being devoted to secular instruction. There is in the Education Ordinance a conscience clause—Sub-section 6 of Section 13—which requires that no child shall receive or be present at any religious instruction to which the parent or guardian of such child objects.
- Religious Instruction.**

#### B. SECONDARY EDUCATION.

All Secondary Education is in the hands of the denominations.

It would appear that an attempt to introduce Secondary Education into the Colony was first made in the year 1845, when the Honduras Free School was made a Grammar School and clergymen of the Church of England were appointed as head-masters; but this was abandoned in 1856.

In the Blue Book for 1866 there is a note with reference to a private school conducted by one Mr. Dunbar, "that this was the only school in which Latin was taught." The Wesleyans established a High School in the year 1882; but from want of proper support, I presume, it was not continued after 1894. In the Blue Book for 1892 mention is made of four High Schools.

At present the most flourishing institution is the St. John Borchman's College, established in the year 1896 and conducted by the Jesuit Fathers. Its teaching staff is recruited from members of the Order engaged in teaching in the United States. Its course of study is extensive, embracing the Ancient Classics, Mathematics, Commercial Law and all the usual branches of a complete education. There is attached to the College a Museum of Natural History. A well-appointed gymnasium affords healthy recreation for the pupils. The number of pupils on roll for 1901 was eighty-nine, with an average attendance of seventy-one. The Church of England Diocesan College for Boys is a small school with eighteen pupils on roll and fifteen in average daily attendance—these figures are for 1900. The staff is necessarily small, being limited to one master. The course of study is extensive; shorthand has recently been added. This school was first established in 1897. The St. Catherine's Academy for Girls, established in 1883, is conducted by the Sisters of Mercy (a Roman Catholic Order from the United States). The number of pupils on roll in 1901 was eighty-five, and the average attendance seventy-five. It is evident that this school has been doing very good work, from the fact that it has survived the long period of eighteen years. The Church of England Girls' High School was established in 1897. There were in 1901 thirty pupils on roll and twenty-seven in average daily attendance. A Kindergarten Department was added in 1900. The staff consists of the headmistress and an assistant.

These schools and two others—with small attendances and not connected with any Church—are in the town of Belise. A Select School has also been established at Corosal in the Northern District, and another in the Southern District, at Stann Creek; both in connection with the Roman Catholic Church. Their attendances are small. None of these schools receive support from Government Funds; and, with the exception of those attended by scholarship-holders, which were subject to annual inspection, they are in no way under State control.

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[The total enrolment and average attendance in the select and secondary schools has been mentioned above.]

They are supported by the school fees collected, and by private subscriptions, and, in some cases, by grants from societies outside the Colony.

C. TECHNICAL EDUCATION.

Technical  
Education.

There are no arrangements for technical instruction. Commercial instruction is given at the St. John's College. The establishing of a Botanical Station in some convenient and suitable place for the purpose of affording to persons interested in Agriculture some means of obtaining practical information on this subject has been for some time in contemplation. There is a small station in Belize, but it does not meet the object in view.

There are no reformatories, nor is there any provision made for instruction of the blind, deaf and dumb, or for defective children.

III. CONCLUSION.

There is a uniform system of elementary education throughout the Colony; it is permitted to schools attended by children who speak a foreign tongue that they be instructed in that tongue; but it is required that the children should be specially taught to speak English. It is seldom, however, for reasons already given, that advantage can be taken of this rule and instruction imparted to the children in their own tongue.

A. BARROW DILLON,

Inspector of Schools

April, 1902.

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APPENDIX A.

THE EDUCATION ORDINANCE, 1892.

AN ORDINANCE TO AMEND THE LAW RELATING TO THE PROMOTION OF EDUCATION. No. 25. 1892.

*Be it enacted by the Governor of British Honduras, with the advice and consent of the Legislative Council thereof:—*

1. From and after the coming into operation of this Ordinance, Chapter Repeal. 100 of "The Consolidated Laws" and all Rules made thereunder, as also all Rules made under xxxi. Vic: Chapter x, shall be no longer of any force.
2. In this Ordinance, except when and in so far as something in the subject or the context requires some different connotation and meaning: Definition.
  - "Inspector" means the Inspector of Schools for the time being or who may be appointed under this Ordinance;
  - "Sub-Inspector" means Sub-Inspector of Schools who may be appointed under this Ordinance;
  - "The Board" means the Board of Education established by this Ordinance;
  - "District Board" means any District Board of Education that may be appointed under this Ordinance;
  - "Board Rules" means rules made under this Ordinance for the time being in force;
  - "Managers" includes trustees and governing body, whether consisting of several persons or only one, and their respective representatives under the Board Rules;
  - "School" means private school, that is to say, school which is not under the entire control of the Government in the Colony;
  - "Assisted School" means school assisted under this Ordinance and the Board Rules;
  - "Infant School" means school, or department of a school, at or in which the highest standard of Education is not so high as is requisite for the lowest standard of examination fixed for primary schools by the Board Rules;
  - "Primary School" means school, or department of a school, at or in which the highest standard of Education of the highest class is higher than is requisite for the highest standard of examination fixed for infant schools by the Board Rules, and not higher than is requisite for the lowest standard of examination fixed for secondary schools by the Board Rules;
  - "Secondary School" means school, or department of a school, at or in which the standard of education of the highest class is higher than is requisite for the highest standard of examination fixed for primary schools by the Board Rules;
  - "Industrial School" means school at or in which all the pupils, or a proportion of them fixed by the Board Rules, devote not less than ten hours a week to manual labour, that is to say, to some handicraft, manufacturing process or agricultural work, or in the case of females, to domestic economy on a plan approved by the Board;
  - "Training Institution" means college, school or institution in the Colony or in any British West Indian Colony or elsewhere within Her Majesty's dominions, not being a college, school or institution under the entire control of the Government of this Colony, at which teachers are especially trained; and



- “Town” means any place in the Colony which is declared or may be declared to be a town within the meaning of this Ordinance and the Board Rules.
- Educational Officers.** 3. It shall be lawful for the Governor to appoint an Inspector of Schools for the Colony and also a Sub-Inspector of Schools, and such other educational officers as may be requisite for the purposes of this Ordinance and the Board Rules, or for any of them respectively.
- Board of Education.** 4. There shall be a Board of Education for the Colony, which Board shall consist of the Governor, the members of the Executive Council and such other persons, not exceeding five in number, as the Governor shall appoint in that behalf. Every appointment of a member of the Board by the Governor shall be for a period of not more than three years.
- Meetings of Board.** 5. The Board shall meet, at the least, once a month and further as often as the Governor shall think fit to convene it. The Governor shall be President of the Board and, in his absence, the senior member present shall preside. Five members of the Board, two of whom shall be members of the Executive Council, shall form a quorum. When the opinions of the members of the Board present at a meeting are equally divided the President, in addition to his vote as a member, shall have a casting vote.
- Provisional Appointments to Board.** 6. The Governor may appoint one or more persons to act provisionally as member or members of the Board, in case at any time the member or members, appointed under Section 4 of the Ordinance, present in the Capital and capable of acting in the discharge of their duties, shall be less than five. Any such appointment, or, as the case may be, the last in date of such appointment shall *ipso facto* expire wherever by its continuance the number of appointed members present in Belize and capable of acting in the discharge of their duties would be raised above the number of five.
- District Boards.** 7. It shall be lawful for the Governor to appoint District Boards of Education and to define the area within which such Boards may act, as well as to dissolve such District Boards at such places as he may consider desirable. The members of such District Boards shall not exceed five in number, of whom the District Magistrate of any such district shall be one, and shall be President thereof. Three members shall form a quorum at any meeting of any such District Board. In any District in which the Governor shall not have considered it desirable to appoint a District Board of Education, the District Magistrate of any such District shall perform all the duties which would have devolved on the District Board of Education if any such Board had been appointed.
- Aid to schools and training institutions.** 8. Subject to the provisions of this Ordinance and of the Board Rules, it shall be lawful for the Board, with and out of the moneys provided by the Legislature, first, to assist schools and training institutions and, secondly, to institute scholarships for the purposes mentioned in the 21st Section of this Ordinance.
- Board to make Rules.** 9. The Board may, subject to the provisions of this Ordinance, from time to time make, alter and revoke rules for regulating applications for the allowance of grants in aid of schools, for fixing the rates of such grants, with regard to the examination of schools to be assisted under this Ordinance and the Board Rules and of the persons to be employed as teachers at such schools, with regard to the granting certificates of competency to such persons, with regard to the employment and examination of pupil teachers, with regard to books of the nature of records, including account books, to be kept at assisted schools and the statistics, including accounts, to be furnished to it by the managers and teachers of such schools, with regard to grants in aid of training institutions, with regard to the duties of educational officers appointed under this Ordinance and generally not only as is in this Ordinance expressly provided, but all such other rules as it shall deem necessary for giving effect to the provisions of this Ordinance. Such Rules on being approved by the Governor shall have the same effect as if they were contained in this Ordinance.

10. It shall be the duty of District Boards :
- Duties of District Boards.
- (1.) To pay periodical visits of inspection to the assisted schools comprised within the limits of their Districts and to furnish the Board of Education with the particulars of such visits on the form prescribed.
  - (2.) To advise the Board of Education on applications for establishing new schools in their districts.
  - (3.) Generally to report to the Board all such matters which it may be desirable for the Board to know in order to effectually carry out the provisions of the Ordinance and the Board Rules and thus further the cause of Education.
11. It shall be lawful for the Governor in Council, on the recommendation of the Board, from time to time to declare any place within the Colony to be a "town" within the meaning of this Ordinance and the Board Rules, and to define the limits and area of any such town. Towns to be declared.
12. No assistance shall be given to any school under this Ordinance or the Board Rules, in respect of any attainment or attendance at school of any child under the age of three years, nor above the age of fifteen years.\* Limits of age of scholars.
13. No grant shall be made under this Ordinance or the Board Rules in aid of any school except under the following conditions : Conditions for obtaining School Grants.
- (1.) That the property and management of the school be vested in managers having power to appoint and dismiss the teachers and responsible for payment of the teachers' salaries and of all other expenses of the school : *Provided that*, under special circumstances, the Board may, on the recommendation of the Inspector, exempt any school from the obligation of this condition.
  - (2.) That the requirements of the Board Rules with regard to teachers being certificated be satisfied in the case of the school.
  - (3.) That the school, by its rules, be at all times open to inspection by the Inspector, the Sub-Inspector, any member of the Board or any member of a District Board.
  - (4.) That the school be open to children without distinction of religion or race.
- And in the case of Primary schools except under the following further conditions :
- (5.) That the reading and writing of the English language and arithmetic be taught in the school and that English grammar and geography be taught as in the manner to be prescribed under the Board Rules.
  - (6.) That by the rules of the school no child receive any religious instruction to which the parent or guardian of such child objects, or be present when such instruction is given at the school.
14. The Board may, in its discretion, refuse to make a grant or make a less grant than, but for this section, the Board Rules would require, or withhold either altogether or for a time the whole or any part of any grant already made to any school : Grants in discretion of Board.
- (1.) Where the Board considers the establishment and existence of the school superfluous by reason of the existence of another school in its vicinity, or
  - (2.) Where the school yields a profit to its proprietor or is able to support itself, or
  - (3.) Where the Board has reason to believe that the school-fees have been reduced in consequence of the prospect of Government assistance, or
  - (4.) Where the managers have not properly maintained the school buildings in a good state of repair or in good sanitary condition to the satisfaction of the Board or have not duly paid any of the expenses of the school, or

\* In 1899 the school age was raised to "5-16."

- (5.) Where the managers have failed to comply with any of the requirements of the Board Rules, or
- (6.) Where a manager or teacher of the school has falsified any record required by the Board Rules to be kept at the school or any return or information required by the Board Rules to be furnished by the managers or teachers of the school, or
- (7.) Where the Board has reason to apprehend that the money granted in aid of the school will be misapplied or not properly applied.
- Board to fix rates of grants.** 15. It shall be lawful for the Board to fix different rates of grants for infant schools, primary schools, secondary schools and industrial schools respectively, and also in respect of different degree of excellence in schools, and in respect of different subjects of instruction.
- Grants when to be refunded.** 16. The managers of every assisted school shall be liable to refund to the Board all moneys paid to them in respect of any grant made under this Ordinance or the Board Rules in aid of the school:
- (1.) Where, by reason of any of the conditions expressed in Section 13 of this Ordinance not having been fulfilled in the case of the school, such grant should not have been made, or
  - (2.) Where any manager or teacher of the school shall have, wilfully or knowingly, made any false representation, written or oral, for the purpose of inducing the making of such grant, or
  - (3.) Where such moneys or any part thereof shall have been misapplied, or
  - (4.) Where the requirements of the Board Rules with reference to either the books to be kept at assisted schools or the statistics to be furnished by the managers or teachers of such schools shall not have been satisfied in relation to such grant.
- Forfeiture and suspension of Certificates of Teachers.** 17. If any person certificated by the Board as a teacher shall be convicted of crime or be guilty of disreputable or immoral conduct, or of having, wilfully or knowingly, falsified any school record or return, or uttered to the Board or made any false statement, written or oral, with reference to the fulfilment in the case of any school of any of the conditions expressed in Section 13 of this Ordinance, the Board may declare any certificate granted by it to such person to be suspended or forfeited, and thereupon such certificate shall be suspended or shall be forfeited as the case may be. Every teacher upon being thereto required by a notice in writing shall produce and deliver up to the Inspector his certificate, and every teacher who after the receipt of a notice in writing requiring him to produce and deliver up his certificate shall refuse or neglect so to do shall be liable on summary conviction to a penalty not exceeding twenty-five dollars.
- Pauper children.** 18. Every assisted school shall be bound to receive pauper children assigned to it by the Governor, in such numbers and upon such terms as may be fixed by the Board.
- Application of Ordinance to Government Schools.** 19. It shall be lawful for the Governor in Council to declare that all or any of the provisions of this Ordinance and of the Board Rules respectively shall apply to all or any Government schools, that is to say, schools under the entire control of the Government, and every Government school comprised in any such declaration shall, as from any date specified in that behalf in such declaration, be subject to the provisions comprised in such declaration in the same manner as if such Government school were a private school.
- Grants to Training Institutions.** 20. The Board may make a grant in aid of any training institution in respect of every teacher trained in such institution who shall have received at least two years' instruction thereat and who, having obtained from the Board a certificate of general competency as a teacher, shall have actually taught for not less than two years, at either an assisted school or a Government school.
- Scholarship.** 21. The Board may, if it shall think fit, grant scholarships to children who have attended primary schools in the Colony, to enable such children to attend secondary schools whether in the Colony, or elsewhere: to the

children of the Colony who shall have attended either primary or secondary schools in the Colony or elsewhere to enable them to receive, whether in the Colony or elsewhere, a course of technical instruction with a view to the development of the natural resources of the Colony, and moreover to such persons and for such purposes as it shall, by a vote of not less than three-fourths of its members, from time to time determine, and it may make rules and conditions with regard to the granting and holding of such scholarships.

22. The Board may sue and be sued in the name of the Attorney General or of any person whom the Governor shall have nominated in that behalf in writing. How Board may sue or be sued.

23. A report of all grants made by the Board during the previous year shall be annually laid before the Legislative Council. Report of Grants to be made annually.

24. Nothing in this Ordinance contained shall be construed to debar the Governor from establishing or maintaining schools which shall be under the entire control of the Government. Government Schools.

25. This Ordinance may be cited for all purposes as the "Education Ordinance, 1892." Short title.

26. This Ordinance shall not come into operation unless and until the Governor shall notify, by proclamation, that it is Her Majesty's pleasure not to disallow the same, and, thereafter it shall come into operation upon such day as the Governor shall notify by the same or any other proclamation. Suspending Clauses.

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Passed the Legislative Council this eighth day of December, 1892.

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APPENDIX B.

BRITISH HONDURAS.

EDUCATION RULES.  
1894.

Revised and Reprinted.  
1902.\*

I. INTERPRETATION.

Meaning of terms.

1. In these Rules except when and in so far as something in the subject or the context requires some different connotation or denotation: "The Ordinance" means the Education Ordinance, 1892. The terms "The Governor," "Inspector of Schools," "Sub-Inspector," "The Board," "District Board," "Board Rules," "Managers," "School," "Assisted School," "Infant School," "Primary School," "Secondary School," "Training Institution," and "Town," have the same respective connotation and denotation as in the Ordinance.

The "Inspector of Schools," or "The Inspector," means the Inspector of Schools for the time being or who may be appointed under the Ordinance, and includes his substitute under No. 69 of these Rules. "Industrial School" means School at which not less than twenty-five per cent. of the pupils devote at the least ten hours a week to manual labour, as defined in section two of the Ordinance. "Standard" means Standard comprised in Schedule A to these Rules. "Stage" means any stage that may be fixed under the Ordinance and these Rules.

"An Attendance" means attendance at school of a pupil in the case of infant schools during not less than an hour and a half, in either a morning or an afternoon and, in all other cases, during not less than two hours in the morning or an hour and a half in the afternoon. "Average Attendance" means the number found by dividing the number of openings admitting of attendances at a school during any period into the number of attendances at the school during the same period, provided always that when the average attendance includes a fraction which reaches  $\frac{5}{10}$ , the same may be counted as an additional unit. Words importing the masculine gender apply to females as well as males. Words importing the singular number apply to several persons as well as one person and to several matters as well as one matter; and words importing the plural number apply to one person or matter as well as to more than one.

II. EXAMINATION OF SCHOOLS TO BE ASSISTED UNDER THE ORDINANCE.

Schools to be examined annually.  
Subjects.

2. The Inspector of Schools shall annually hold an examination of Schools assisted under the Ordinance and the Board Rules.

3. At every such examination, every pupil of any school under instruction in any Standard shall be examined in such Standard. The Standards for examination for infant schools shall be Standards I. and II. which may be called Sub-Standards, and for primary schools, exclusive of any infant schools forming part of them Standards III. to VI. inclusively which may be called Primary Standards. Every pupil of a secondary school under instruction in any stage who shall be presented for examination in such stage shall be examined in such stage; pupils of industrial schools under instruction in industrial subjects may be subjected to such tests in such subjects

\* A Copy of the Education Rules can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

as the Inspector shall think fit, and pupils of any school may be examined in free hand drawing provided that—

- (1) No pupil shall be examined in any Standard or Stage in which such pupil shall already have passed at any examination of schools held under the Board Rules except with the consent of the Inspector, or in any lower Standard or Stage; and,
- (2) No child shall be presented for examination who has not attended the school in which he is examined for at least 150 half days during the twelve months preceding the examination unless a transfer of the child from one school to another whereby the child would not be able to attend the required number of half days in the same school be made under such circumstances as may be approved by the Board.
- (3) No pupil of a Secondary School shall be examined in any lower Standard than No. IV.

4. Except in so far as the Board Rules may prescribe the use of particular Books. Books the Inspector shall not be restricted in examining any school under the Board Rules to the use of books ordinarily used in the school, but may use any other books of approximately equal difficulty.

5. The Inspector may for the sake of convenience fix other hours for Hours. examining any school under the Board Rules than the usual school hours of such school.

6. The Inspector shall as far as practicable give to the manager and Notice. teacher of every school to be examined under the Board Rules not less than seven days' notice of the time fixed by him for the commencement of the examination of such school.

7. Presentee Lists. . . . . [of pupils to be examined.]

8. The Inspector may, in the case of infant schools or classes, and shall Marks and Passes. in all other cases apply a scale of marks to the work of every Candidate examined at any examination of schools held under the Board Rules, in each subject in which such Candidate shall have been examined thereat, and one half of the number of marks obtainable for such subject shall be sufficient, and less than one half of such number shall be insufficient for a pass in such subject provided that—

- (1) No marks shall be given to nor shall any pass be obtained by any Candidate for or in any work done by such Candidate at any such examination in any standard or stage in which such Candidate shall already have passed at any such examination or in any lower standard or stage except with the consent of the Inspector.
- (2) No pupil of a school examined at any such examination in any standard shall be deemed for any purpose whatsoever to have obtained a pass at such examination either in such standard or in any of the subjects of Reading, Writing, Arithmetic, Geography, Grammar, and plain Needlework, unless at such examination such pupil shall have become proficient, that is to say, have obtained at the least half-marks in two of the three subjects of Reading, Writing, and Arithmetic, of which Reading shall be one.

9. In Standard No. VI. comprised in Schedule A to these Rules the examination will be conducted by means of written papers as well as orally; and the Board may extend such written examinations to Standards No. IV. and V.

10. After every such annual examination as aforesaid the Inspector shall furnish to the Board a report. . . . .

### III. EXAMINATIONS FOR TEACHERS' CERTIFICATES.

11. The Inspector of Schools shall in every year hold at least two examinations for Teachers' Certificates to be held. Examinations for Teachers' Certificates to be held. Standards. Notices of Candidature.
12. The Standards for examination for teachers' certificates shall be those comprised in Schedule D to these Rules.
13. Candidates for teachers' certificates must be at the least eighteen years of age, and shall send to the Inspector an application in writing

[in the prescribed form] accompanied by testimonials of moral character, at the least seven days before the date fixed for holding the examination for such certificates.

IV. THE GRANTING OF TEACHERS' CERTIFICATES.

- Discretion to Board to refuse Certificates. Certificates obtainable by examination. . . . .  
 Honorary Certificates. . . . .  
 Special Honorary Certificates. . . . .  
 Forfeiture of Certificates. . . . .
14. The Board may refuse to award a teacher's certificate in any case in which it is not satisfied that the applicant is a person of good character.
15. Subject to the last preceding Rule, every person who shall have passed a successful examination in the first of the Standards comprised in Schedule D to these Rules, shall be entitled to receive from the Board a first class teacher's certificate, and every person who shall have passed a successful examination in the second of these Standards, shall be entitled to receive from the Board a second class teacher's certificate.
16. The Board may grant without an examination, an honorary teacher's certificate of a similar class in this Colony, to any person holding a first or second class Imperial or Colonial Government Certificate as Teacher without the Colony, and also to any person who is shown to its satisfaction to be fit and competent to be employed in a school.
17. The Board may grant special honorary teachers' certificates to persons holding from the Board first class teachers' certificates, whom the Inspector shall certify to have conducted or taught at either an assisted school or a Government school in the Colony, with credit and success for two years at least.
18. [Forms of Teachers' Certificates]. . . . .
19. In case of serious misconduct on the part of any person to whom the Board shall have granted a teacher's certificate, the Board may by resolution suspend such certificate or declare such person to have forfeited such certificate, and thereupon such certificate shall be suspended or become null and void to all intents and purposes as the case may be.

V. PUPIL TEACHERS.

- Employment of Pupil Teachers. . . . .  
 Number of Pupil Teachers. . . . .  
 Qualifications for Pupil Teachers. . . . .  
 Agreement to be entered into with Manager. . . . .
20. In any assisted school which is conducted by a person to whom the Board shall have granted a first class honorary teacher's certificate, a first class teacher's certificate or a special honorary certificate, one or more pupil teachers may be employed, and, subject to the following rules, may be recognized by the Board—  
 Provided nevertheless that in any assisted school which is conducted by a person to whom the Board shall have granted a second class teacher's certificate one or more pupil teachers may be employed with the special sanction of the Board.
21. In any such assisted school with an average attendance for the 72 best days selected out of the previous six calendar months of not less than 50, the Board may recognize one such pupil teacher. Two such pupil teachers may be recognized by the Board in any assisted school with an average attendance, so calculated, of 75 or more. Three such pupil teachers may be recognized by the Board in any assisted school with an average attendance, so calculated, of 100 or more, and so on in proportion for every additional completed 25 in average attendance.
22. No such pupil teacher can be engaged under these Rules (1) who is not at least fourteen years of age; (2) who has not been for at least six months previous to engagement in Standard No. 5, in Reading, Writing, Arithmetic, Geography, Grammar, and in the case of females in plain Needlework; (3) who does not possess good health (including freedom from any infirmity likely to interfere with the profession of teaching), good moral character and aptitude to teach.
23. Every such pupil teacher on engagement must, in conjunction with his parent or guardian, enter into a three-years' Agreement with the Manager or principal teacher of the school in which he is to be employed [in the prescribed form] and a duplicate Copy of such agreement with the attached Certificates duly signed must be forwarded at once to the

Inspector. The pupil teacher will only be recognized by the Board from the date of the signing of the Agreement.

24. From the date of engagement every such pupil teacher must receive at the least four hours' special, separate and personal instruction from the principal teacher or from a qualified teacher approved by the Board for that purpose out of ordinary school hours in every week that such assisted school has been open, of which four hours, not more than two hours shall be part of the same day.

Instruction to be given to Pupil Teachers.

The Board may grant \$1.50 a month to the teacher in respect of every pupil teacher for each month during which he has been under such instruction.

In cases where the teacher and such pupil teacher are of different sexes some other person to be approved of by the Inspector must invariably be present during the whole of the time in which such special instruction is being given.

25. Every pupil teacher so employed shall be required to attend the examinations for pupil teachers as prescribed in Section 30 of this code.

No increased grant to pupil teachers of the second and third year as provided in Sub-sections 2 and 3 of Section 52 shall be allowed unless such pupil teachers shall have passed the examinations prescribed for pupil teachers of the first and second year, respectively.

Provided that any pupil teacher may at any time during his term of engagement gain a teacher's certificate of the second class by qualifying at an examination of pupil teachers of the third year, subject to the restrictions as to age laid down in Section 34 of this code.

26. Any pupil teacher, having completed his three years term of engagement, and having passed the third year examination of pupil teachers, may enter into a fresh agreement with the Manager or principal teacher of the school in which he has been engaged for a period not exceeding two years, and shall during that period receive such regular instruction from the principal teacher or from a qualified teacher approved by the Board as shall qualify him to pass an examination for first class teachers.

VI. EXAMINATION OF PUPIL TEACHERS.

27. The Inspector shall in every year hold in Belize at least one examination of pupil teachers, which examination shall take place in the month of May during the Midsummer Holidays.

Examinations to be held annually. Standards. Schedule H.

28. The Standards for examination for pupil teachers shall be those comprised in Schedule H to these Rules.

29. [Notice of candidature.] . . . . .

30. The first year examination comprised in Schedule H to these Rules will be open to any pupil teacher who shall have entered into the prescribed form of agreement . . . . . not later than the first day of the month in which such examination takes place, and to any pupil teacher who shall not have already passed such examination. The second year examination comprised in the Schedule as aforesaid shall be open to any pupil teacher who shall have passed the first year examination but who shall not have passed the second year examination. The third year examination comprised in the Schedule as aforesaid shall be open to any pupil teacher who shall have passed the second year examination but who shall not have passed the third year examination.

Who eligible for examination.

In case of failure at any one of the preceding examinations, the pupil teacher, after such failure, shall be eligible for re-examination within six months.

31. No pupil teacher will be considered to have passed any such examination as aforesaid who does not obtain at the least one-half of the total number of marks obtainable in each of the subjects of Reading, Arithmetic, Geography, Dictation, and Teaching, and who does not obtain at the least one-third of the total number of marks obtainable in each of the subjects of Grammar and English History.

Standard of proficiency necessary to constitute a pass.



Pupil Teachers may continue to be recognized, even if average attendance at school should have fallen off.

Transfer of Pupil Teachers from one assisted school to another. Grant of second class Teachers' Certificates to Pupil Teachers who shall have passed all the three Examinations.

Application for Grants in aid of school, when to be made. To be accompanied by declaration and accounts.

Allowance of Grants in aid of schools subject to what condition.

32. In case any school in which any pupil teacher shall have been employed agreeably to these Rules should fall off in the average attendance subsequent to the signing of the engagement . . . . . the Board may, at its discretion, allow such pupil teachers to complete the period of such engagement as aforesaid and to be presented at any of the examinations comprised in Schedule H to these Rules; provided that a teacher of the same denomination continues in charge of such assisted school.

33. Any pupil teacher may with the sanction of the Board be transferred from one assisted school to another assisted school, provided that the Managers give to the Inspector at the least one month's notice in writing of their intention to effect such transfer.

34. Any pupil teacher who shall have passed all the three examinations comprised in Schedule H to these Rules, and shall furnish satisfactory evidence of moral character from the Managers and teacher of the assisted school in which he is employed, may apply to the Board for a second class teacher's certificate and thereupon the Board may grant such second class teacher's certificate to such pupil teacher. Provided that no such certificate shall be granted to any such pupil teacher who is under the age of eighteen years, except he has been engaged as a pupil teacher under these rules during the three years previous.

VII. APPLICATIONS FOR GRANTS IN AID OF SCHOOLS.

35. Applications for grants under the Ordinance and the Board Rules in aid of Schools shall be made in writing to the Inspector for communication to the Board; at the least one month before the date from which the grant in aid applied for is to commence.

36. Every such application shall be accompanied by a declaration signed by the Managers of the school in respect of which such application is made, as to conditions 1 to 3, and in the case of primary schools, conditions 4, 5, and 6 of Section 13 of the Ordinance being fulfilled in the case of the school, and shall be followed in the month of January in each year, or within such further time as the Board may have allowed, by a statement, likewise signed by the Managers, of both the revenue and credits and the expenditure and debits of the school for the previous year.

37. [Forms of declaration.] . . . . .

38. Any grant-aided school which has been closed for a period of four months or more shall cease to be considered as such, and if re-opened a fresh application will have to be made in the usual manner for a grant in aid.

VIII. ALLOWANCE OF GRANTS IN AID OF SCHOOLS.

39. Before any grant shall be made under the Ordinance and the Board Rules in aid of any school shall be necessary—

- (1) That the Board be satisfied that the conditions required by Section 13 of the Ordinance are fulfilled in the case of the school.
- (2) That every teacher of the school has held a teacher's certificate from the Board, at the time of the commencement of such grant, and has been certified by the Inspector as competent to perform the duties actually performed by him in the school; provided that when the Board shall expressly so resolve a teacher may be deemed to be sufficiently certificated for the purposes of this rule if—
  - (a) His having been incapacitated at the time of the application for the grant in aid was not due to want of diligence on his part, and
  - (b) He shall have been certified by the Inspector as competent to perform the duties actually performed by him in the school.
  - (c) Provided always, that a teacher may also be deemed to be sufficiently certificated for the purposes of this Rule for any term not exceeding six months if it appear to the Board

that he is competent to undertake the duties of the school to which he has been or is proposed to be appointed, and further provided that he shall have been granted by the Board a provisional certificate to that effect.

- (3) That the school shall have been open for the reception of scholars on each day of the month except Saturdays and Sundays.

Provided that—

- (a) In the case of any school open for a less number of days, the Board shall decide whether the grant shall be paid, reduced or withheld according to the circumstances of the case, and
- (b) No deduction shall be made in respect of holidays sanctioned by the Board.
- (c) That in all cases of absence of teachers and pupil teachers on account of sickness, a medical certificate or a certificate signed by an inhabitant be required if the full grant is to be paid for the month in which such absence occurred.
- (4) That the school shall have been open for the reception of scholars during each day from half-past nine o'clock in the morning until twelve o'clock noon, and from half-past twelve o'clock until half-past two o'clock in the afternoon.
- (5) That the attendance at the school during the month shall have been at least 50 per cent. of the total number of scholars whose names appeared on the register of such school during such month; provided that in the case of any school at which the attendance during the month shall have fallen below 50 per cent. it shall be competent for the Board to decide whether the grant shall be paid, reduced or withheld, according to the circumstances of the case.
- (6) That the admission and daily attendance of the scholars are carefully registered by or under the supervision of the principal teacher, and verified at the least three times a year by the Managers. Provided that assistance shall only be given under Ordinance 25 of 1892 and the Board Rules in respect of the attainment or attendance of children whose ages are not under 5 years.
- (7) That the school premises are healthy, well-lighted, drained and ventilated, properly furnished and supplied with the necessary apparatus and appliances, and contain sufficient accommodation for the scholars attending the school.
- (8) That the principal teacher is not allowed to undertake duties not connected with the school which occupy any part whatever of the school hours or of the time appointed for the special instruction of pupil teachers, and
- (9) That the Managers comply with any notice of the Sanitary Authorities of the district in which the school is situated, requiring them, for a specified time, with a view to prevent the spread of disease, either to close the school or to exclude any scholars from attendance, subject to an appeal to the Governor if the Managers consider the notice to be unreasonable. Provided that, in the case of any such closing of a school as aforesaid, the Board may make a grant to such school equal to the amount granted to such school in respect of the last month during which such school was open for the reception of scholars.
- (10) That the Board be satisfied that a sufficient sum has been raised from school fees.

#### IX. RATES OF GRANTS IN AID OF SCHOOLS.

40. Subject to the provisions of the Ordinance and Board Rules the Board shall make monthly grants in aid of schools.

Grants to be made monthly in aid of schools.

**Rates of such Grants.** 41. The rates of such grants shall be those specified in Nos. 42 to 52 inclusively of these rules, provided that it shall not be obligatory upon the Board to make any grant under any but Nos. 42, 43 and 44 of these rules, and further the Board may under exceptional circumstances increase or reduce the grants under the beforementioned Nos. 42, 43 and 44 of these rules, and reduce the grants under No. 52 of these rules.

**Grants or average attendance in schools situated in towns.** 42. The Board shall make, in aid of any school situated in the towns of Belize, Corosal, Orange Walk, Stann Creek, and Punta Gorda, with an average daily attendance of not less than twenty pupils, a monthly grant upon the average attendance, at the following rates:—

- (1) In aid of any such school, which is conducted by a teacher holding either a first-class teacher's certificate, an honorary first-class teacher's certificate, or a special honorary teacher's certificate :
  - (a) For each unit of average attendance during the month in respect of which the grant is claimed, of children not pupils of an infant school - - - - - 50 cents.
  - (b) For each unit of average attendance during the month in respect of which the grant is claimed, of children who are pupils of an infant school - - - - - 25 cents.
- (2) In aid of any such school which is conducted by a teacher holding a second class teacher's certificate or an honorary second class teacher's certificate :

For each unit of average attendance during the month in respect of which the grant is claimed, of children whether pupils of an infant school or not - - - - - 25 cents.

**Grants for average attendance in schools situated outside.** 43. The Board shall make, in aid of any school situated outside of the limits of the towns of Belize, Corosal, Orange Walk, Stann Creek and Punta Gorda, with an average daily attendance of not less than fifteen pupils, a monthly grant at the following rates:—

- (1) In aid of any such school which is conducted by a teacher holding either a first-class teacher's certificate, an honorary first-class teacher's certificate, or a special honorary teacher's certificate :  
For each unit of average attendance during the month in respect of which the grant is claimed - - - - - 50 cents.

In aid of any such school which is conducted by a teacher holding a second class teacher's certificate or an honorary second class teacher's certificate :

- (a) For each unit of average attendance up to twenty, during the month in respect of which a grant is claimed - 50 cents.
- (b) For each unit of average attendance above twenty, during the month in respect of which the grant is claimed

35 cents.

Provided that in the case of such school with an average attendance of less than fifteen in any particular month, situated outside the limits of the towns as aforesaid, the Board shall determine whether the grant claimed shall be paid, reduced, or withheld according to the circumstances of the case, and further, that any such school in which the average monthly attendance for six months in the year has been less than fifteen shall cease to be grant aided.

**Grant for Passes.** 44. The Board shall annually grant in respect of each pupil who shall have obtained a pass in any of the Standards comprised in Schedule A to these Rules, at an examination of schools held under the Board Rules, the following sums in aid of the school of such pupil, that is to say:—

- (a) In respect of each pupil who shall have obtained a pass in the first Standard - - - - - 15 cents.
- (b) In respect of each pupil who shall have obtained a pass in the second Standard - - - - - 30 cents.
- (c) In respect of each pupil who shall have obtained a pass in the third Standard - - - - - 45 cents.

- (d) In respect of each pupil who shall have obtained a pass in the fourth Standard - - - - - 60 cents.
- (e) In respect of each pupil who shall have obtained a pass in the fifth Standard - - - - - 75 cents.
- (f) In respect of each pupil who shall have obtained a pass in the sixth Standard - - - - - \$1.00

Provided that the Board may, in its discretion, refuse to make any such grant in aid of any school in which the number of pupils who shall have obtained passes in any of the Standards as aforesaid at any such examination, shall not exceed at the least twenty-five per centum of the total number of pupils presented at any such examination.

45. The Board may for every pass in elementary freehand drawing at such examination as aforesaid, grant the sum of 15 cents in aid of the school of the successful candidates. Grants for Passes in Elementary Freehand Drawing.

46. The Board may annually make in aid of any school in which the Inspector shall have reported the organization and discipline to be good, a grant of 10 cents a head on the average attendance. Grants for organization and discipline.

47. Where the organization and discipline of any school shall have been reported by the Inspector to be good, the Board may make in aid of such school — Grants for general excellence.

- (a) If at an examination under the Board Rules sixty per centum of the pupils of the school presented for examination in the Standards shall have obtained passes in their respective Standards, a grant at the rate of 10 cents for each such pass.
- (b) If seventy per centum shall have obtained passes, a grant at the rate of 20 cents for each such pass.
- (c) If eighty per centum shall have obtained passes, a grant at the rate of 30 cents for each such pass.
- (d) If ninety per centum shall have obtained passes, a grant at the rate of 40 cents for each such pass.

48. The Board may annually make in aid of any industrial school, in addition to other grants, a grant of any sum not exceeding 15 cents in respect of each pupil receiving industrial instruction (that is to say, devoting at the least ten hours a week to manual labour as defined in Section 2 of the Ordinance) at the school. Additional Grants in the case of Industrial School.

49. The Board may annually award under such conditions as it shall determine by resolution sums not exceeding in the whole \$200 as special grants to schools for passes in Needlework. Grants for Needlework.

50. The Board may annually make a special grant of any sum not exceeding \$30 to the principal teacher of the school at which it shall consider the most thorough and practical work is done. Special Grant to premier School.

51. In the case of newly established schools, the Board may grant in aid of any school a sum not exceeding one-eighth of the cost of the buildings, furniture, books and apparatus of the school, upon the amount of such cost being proved by the Managers of the school, by means of vouchers or otherwise, to the satisfaction of the Board, or, if the school be established in a town, village, or place where a school was wanted, but none existed, then either such sum as aforesaid or any sum not exceeding \$30 and not exceeding such amount as aforesaid, proved in the manner aforesaid, provided that more than one-eighth of the amount as aforesaid shall not be granted in aid of any school at which the attendances shall have averaged less than twenty during the previous quarter nor in aid of more than two schools in any one year. In the case of other schools, the Board may grant in aid of any school a sum not exceeding one-fourth of the amount shown by the Managers, by means of vouchers or otherwise, to the satisfaction of the Board, to have been expended during the year upon the increased improvements and maintenance of the buildings, furniture, books and apparatus of the school or upon any of those objects. Provided that the Extraordinary Grants in respect of School Buildings and Gear.

total amount granted in any one year under this Rule shall not exceed \$500.

Grants for Pupil Teachers.

52. The Board may in respect of every pupil teacher engaged in any school under Nos. 21 to 33 of these Rules make annual grants in aid of such school at the following rates, that is to say :—

- (1) In respect of every pupil teacher so engaged on the expiration of the first year of engagement the sum of - - - - - \$36
- (2) In respect of every pupil teacher so engaged on the expiration of the second year of engagement the sum of - - - - - \$48
- (3) In respect of every pupil teacher so engaged on the expiration of the third year of engagement the sum of - - - - - \$60
- (4) In respect of every pupil teacher who has been re-engaged after completing his third year of engagement, the sum of \$5.00 a month during the period of such engagement not exceeding two years : provided the school in which such pupil teacher shall be employed shall be eligible for a grant from the Board under Rule 53 of this Code.

**X. GRANTS IN AID OF TRAINING INSTITUTIONS.**

Grants in aid of Training Institutions.

53. The Board may grant a sum not exceeding \$60 to any training institution, in respect of each teacher trained at such institution who shall have received at the least two years' instruction thereat and shall hold from the Board a teacher's certificate.

**XI. REDUCTION OF GRANTS IN AID MADE BY THE BOARD.**

Reduction of Grants made by the Board.

54. If in any year the funds at the disposal of the Board for educational purposes shall not be sufficient for payment in full of the amounts earned in such year by schools and training institutions or either of them, under the Ordinance and Board Rules, such amounts may be liable to proportionate reductions.

Where the Inspector shall have recommended the granting of any amount and the Board shall have adopted such recommendation, such amount shall be deemed to have been earned within the meaning of this Rule.

**XII. PAYMENT OF GRANTS IN AID MADE BY THE BOARD.**

Payment of Grants made by the Board

55. Every payment in respect of any grant made by the Board shall be made to the Managers of the school or training institution in aid of which such grant shall have been made.

**XIII. APPLICATION OF GRANTS IN AID MADE BY THE BOARD.**

Application of Grant Moneys.

56. All moneys paid to the Managers of any school or training institution in respect of any grant in aid made by the Board shall be applied in such manner as the Board may direct, and in the absence of any direction by the Board and so far as shall be consistent with any direction of the Board, one half at the least of such moneys shall be applied to increasing the remuneration of the teachers of the school or training institution.

**XIV. SCHOLARSHIPS.**

Scholarships may be granted to enable children to attend Secondary Schools.

57. The Board may grant to any child of good character and conduct, who shall have attended a Primary School in the Colony for two years at the least, and who shall have successfully competed at an examination to be conducted by the Inspector of Schools or by such other person or persons as may be appointed for that purpose by the Board, a Scholarship of \$60 a year for a period of four years to enable such child to attend a Secondary School approved by the Board ; provided that the number of holders of such Scholarships shall not at any time exceed eight.

Competitions for such Scholarships.

58. The examination of candidates for such scholarships shall take place in the month of January or May, whenever a vacancy or vacancies in the aforesaid number of such scholarships may have occurred ; and the claims of competitors shall be decided by the total number of marks gained

by each at such examination. In order that a candidate may compete at such examination it shall be necessary:

- (a) That a written application from the candidate be forwarded to the Inspector of Schools at least one week before the date on which such examination will be held; such application to be accompanied by certificates of birth and good character.
- (b) That the candidate's age on the day of examination be not more than fourteen years and not less than eight years.
- (c) That the candidate has already passed a satisfactory examination in Standard V. in a Primary School.

Provided that no competitor shall be deemed eligible for a scholarship who shall not have obtained at the said examination half the number of marks obtainable for each of the subjects of Reading, Writing, Arithmetic, Geography and Grammar.

59. Every such scholarship shall be tenable only as long as the holder thereof shall attend a Secondary School approved by the Board subject to a satisfactory report by the principal teacher of such school on the progress and behaviour of such holder being rendered to the Board at the end of each year during which such scholarship may be held.

Determination of such Scholarships.

All schools recognised by the Board as Secondary Schools shall be subject to annual inspection.

XV. RECORDS TO BE KEPT AT ASSISTED SCHOOLS.

60-63. . . . .

XVI. STATISTICS TO BE FURNISHED BY MANAGERS OF ASSISTED SCHOOLS.

64. . . . .

XVII. RETURNS TO BE FURNISHED BY THE PRINCIPAL TEACHERS OF ASSISTED SCHOOLS.

65. . . . .

XVIII. HOLIDAYS.

66. The Holidays shall be—

- Christmas—4 weeks, beginning with the week in which Christmas Day falls.
- Good Friday and Easter Monday.
- Midsummer—4 weeks, beginning with the first Monday of May.
- Autumn—2 weeks, beginning with the third Monday in August.
- Birthday of the Sovereign.
- Birthday of the Heir to the Throne.

XIX. DUTIES OF EDUCATIONAL OFFICERS APPOINTED UNDER THE ORDINANCE.

67-70. . . . .

XX. MISCELLANEOUS.

71. In every assisted school where, by reason of the children speaking English to be a foreign language, the ordinary course of instruction cannot be conducted in English, the children shall be specially taught to speak English.

72. Every examination held under the Board Rules shall, as far as possible, be conducted in the English language.

Language of Examination.

73-76. [Duty of Managers to furnish information generally, and evidence, and to submit their accounts to audit if required. Representative of Managers.]

77. At any school religious instruction may, subject to the conditions of Sub-section 6 to Section 13 of the Ordinance, be given between the hours of half-past nine and ten in the morning, or between half-past eleven in the morning and twelve o'clock noon.

Religious Instruction when to be given.

78. Incorporation of Schedules.

79. These Rules may for all purposes be cited as "The Education Rules 1894."

## SCHEDULE A.

SUBJECT.	I. (Sub-Standard I.)	II. (Sub-Standard II.)	III. (Primary Standard I.)
READING .....	The alphabet and words of two and three letters.	To read with fluency any lesson in monosyllables, and spelling in same.	To read with fluency and intelligence any portion from a book confined to words of not more than three syllables, and the spelling from such portion.
WRITING .....	To form, on slate, from dictation, the small letters in text hand.	To form, on slate, from dictation, letters small and capital, in text hand.	In copy-books text and half text, and on slate from dictation.
ARITHMETIC .....	To form, on slate, from dictation, the figures up to 50. To add and subtract mentally up to 20.	Notation and numeration up to 1,000. Simple addition and subtraction of numbers of not more than three figures. In addition, not more than five lines to be given.	Notation and numeration up to 1,000,000. The four simple rules up to and including short division. The multiplication table and the pence table up to 12s.
GEOGRAPHY .....	... ..	... ..	The size and shape of the Earth. (Geographical terms illustrated by reference to a map. The Continents and Oceans on the map.
GRAMMAR .....	... ..	... ..	Definitions of the parts of speech, and to know them in any simple sentence.
PLAIN NEEDLE- WORK†	... ..	... ..	Hemming, seaming and felling.

\* The tables to be learned include those weights and measures only which are in ordinary Length—The mile, furlong, rod or pole, chain, yard, foot and inch. Area—The square mile, gallon, quart and pint. Time—Year, month, week, day, hour, minute and second.

† Obligatory only in Girls' and Mixed Schools in Belize; optional in Country Schools.

THE STANDARDS.

IV. (Primary Standard II.)	V. (Primary Standard III.)	VI. (Primary Standard IV.)
<p>To read with fluency, intelligence and ease, any portion from an elementary Reading Book of not greater difficulty than Nelson's Third Standard Reading Book, and the spelling from such portion.</p>	<p>To read with fluency, expression and intelligence a few lines of poetry or prose, at the discretion of the Inspector, and to spell words of moderate difficulty.</p>	<p>To read with intelligent appreciation from any book or periodical selected by the Inspector, and to spell words of increased difficulty.</p>
<p>In copy-books half text and small-hand, and, on slate, from dictation.</p>	<p>To write on paper, from dictation, not more than eight lines of poetry or prose, slowly read once and then dictated. Spelling, handwriting and punctuation to be considered. Copy-books to be shown.</p>	<p>To write a letter on an easy subject. Spelling, handwriting and composition to be considered. Copy books to be shown. N.B.—An exercise in dictation may, at the discretion of the Inspector, be substituted for composition. Practice, Bills of Parcels, Simple Proportion, Simple Interest, Fractions—Vulgar and Decimal.</p>
<p>Long division, addition, subtraction and multiplication of money (including the currency of the Colony).</p>	<p>Compound Rules (Money, Weights and Measures) and Reduction. Weights and Measures. Easy sums in Vulgar and Decimal Fractions.</p>	<p>The World generally, and especially of British Honduras and the West Indian Colonies.</p>
<p>The preceding, with simple questions on the Geography of British Honduras, and easy questions on the Geography of the Continent of America (North and South).</p>	<p>The preceding in fuller detail, with easy questions on the Geography of Europe, Asia and Africa.</p>	<p>The World generally, and especially of British Honduras and the West Indian Colonies.</p>
<p>The same with parsing of easy sentences.</p>	<p>Parsing of more difficult sentences. Analysis of simple sentences.</p>	<p>Parsing and analysis of compound sentences. General questions in Grammar.</p>
<p>Greater proficiency in the same, and the herring-bone stitch.</p>	<p>The work of the previous Standards and plain darning.</p>	<p>The work of the previous Standards; Patching and cutting out a garment, such as a pinafore, apron, petticoat or nightgown.</p>

se, viz.: Weight—The ton, hundredweight, quarter, stone, pound, ounces and drachm. ore, rod, pole or perch, the square yard, foot and inch. Capacity—Quarter, bushel, peck,



SCHEDULE D.  
STANDARDS OF EXAMINATION FOR TEACHERS' CERTIFICATES.  
I.

READING.	PEN-MANSHIP.	ARITHMETIC (a).	GRAMMAR AND COMPOSITION (b).	GEOGRAPHY (c).	HISTORY (d).	SCHOOL MANAGEMENT (e).	PLAIN NEEDLE-WORK.*	OPTIONAL SUBJECTS.†
To read, with a distinct utterance, due attention to punctuation and just expression a passage from some standard author, or from a newspaper.	<p>1. To write a specimen of the penmanship used in setting of text hand, half-text hand, round hand, and small hand.</p> <p>2. To write a passage from dictation.</p> <p>3. The general character of the writing.</p>	<p>1. The first four rules.</p> <p>2. Practice and Bills of Parcels.</p> <p>3. Vulgar Fractions.</p>	<p>1. A good knowledge of English Grammar.</p> <p>2. To parse any passage of ordinary difficulty.</p> <p>3. Analysis of simple and complex sentences.</p>	<p>1. The world generally.</p> <p>2. The Geography, Physical, Political and Commercial, of the British Empire.</p> <p>3. The Geography of British Honduras.</p>	<p>1. General questions in English History.</p> <p>2. Special questions in a selected period of English History.</p> <p>3. Simple questions upon the growth and development of</p>	<p>1. General questions on the methods of teaching elementary subjects.</p> <p>2. The forms of school registers and the mode of keeping them, and of making returns from them.</p> <p>3. School organization.</p>	<p>1. To cut out and make parts of any plain articles of underclothing in common use.</p> <p>2. To answer questions in needlework (within the above limits) on paper.</p>	<p>1. Algebra, as far as and inclusive of quadratic equations (f).</p> <p>2. The first two books of Euclid, with simple deductions from the propositions and easy geometrical problems (g).</p> <p>3. French.—Grammatical questions and easy passages in prose for translation from and</p>

sidered in deciding upon the proficiency of Candidates in this subject.

4. Decimal Fractions.

4. To paraphrase any passage selected from an advanced reading book.

4. To teach a class in the presence of the Inspector.

4. German.—Grammatical questions and easy passages in prose for translation from and into English.

5. Simple and Compound Proportion.

5. To write plain prose upon a given subject.

5. Notes of lessons.

5. Spanish.—Grammatical questions and easy passages in prose for translation from and into English.

6. Simple and Compound Interest.

6. Schemes of lessons.

7. An exercise in Mental Arithmetic.

Text-books recommended :—(a.) Watson's "Treatise on Arithmetic," William Blackwood and Sons, Edinburgh, price 1s. ; (b.) "Elementary Grammar and Composition," William Blackwood and Sons, Edinburgh, price 1s. ; (c.) Mackay's "Elements of Modern Geography," William Blackwood and Sons, Edinburgh, price 3s. ; (d.) "A Complete Synopsis of English History," Thomas Laurie, London, price 2s. ; (e) Prince's "School Management and Method in Theory and Practice," John Heywood, London, price 3s. ; (f) Todhunter's "Algebra for Beginners," MacMillan and Co., London, price 2s. 6d. ; (g) Nixon's "Euclid Revised," Clarendon Press, Oxford, price 1s. 6d., Books I. and II.

\* For Female Candidates only.

† Candidates may take one or two (but not more) of these subjects.

## II.

Ability to pass the three-year examination for Pupil Teachers, except that in English History any other period that may be selected

SCHEDULE H.  
SUBJECTS FOR EXAMINATION OF PUPIL TEACHERS.

YEAR.	READING.	PENMANSHIP.	ARITHMETIC.	GRAMMAR.	GEOGRAPHY.	ENGLISH HISTORY.	SCHOOL MANAGEMENT.
First.	1. To read with fluency, ease and just expression. 2. To repeat from memory, 50 lines of poetry.	A passage, selected from any part of a Fourth Standard Reading Book, correctly written on paper from dictation in a fair legible hand. Spelling, handwriting and punctuation to be considered.	1. Compound rules (money). 2. Reduction of common weights and measures.	The parts of speech with their relations in a sentence.	1. Definitions, boundaries and localities of the principal countries of the world. 2. Chief towns and rivers of Great Britain and British Honduras.	Outlines of British History from Julius Cæsar to the Norman Conquest.	To conduct a class in reading and writing in the presence of the Inspector.
Second.	1. To read with fluency, ease, just expression and clear understanding of the subject, whether prose or verse. 2. To recite 80 lines of poetry.	1. A passage of poetry or prose, selected from any part of a Fifth Standard Reading Book, correctly written on paper from dictation, great attention being paid to spelling, handwriting and punctuation. 2. To set copies in Text and Half-Text Hands.	1. Elementary Vulgar Fractions. 2. Practice and Bills of Parcels.	Analysis and parsing of simple sentences.	A general knowledge of the geography of Europe, Asia, Africa and the British Possessions, especially British Honduras.	Outlines of British History from the Conquest to the Accession of the Stuarts.	To conduct a class in reading, writing and mental arithmetic in the presence of the Inspector.
Third.	1. To read with fluency, ease and just expression, passages from a newspaper or ordinary book. 2. To recite 100 lines of poetry.	1. A short theme or letter on an easy subject; spelling, handwriting, punctuation and composition to be considered. 2. To set copies in Text, Half-	1. Interest, simple and compound. 2. Proportion, simple and compound. 3. Vulgar fractions. 4. Decimal fractions.	Analysis and parsing of complex sentences.	The world generally; special attention being paid to the Geography of British Honduras.	Outlines of British History from the Accession of the Stuarts to the present time.	To conduct a class in reading, writing, arithmetic, geography and grammar in the presence of the Inspector.

APPENDIX C.

I.—STATISTICS SHOWING EDUCATIONAL PROGRESS FROM THE YEAR 1850.

Year.	Schools receiving Grant.	Children on Roll.	Children in average Attendance.	Government Grant.		Grant per Scholar in average Attendance.	
				\$	cts.	\$	cts.
*1850	7	—	579	3,116	00	5	38
1851	7	—	570	4,543	50	7	97
1852	8	—	640	4,229	00	6	60
1853	9	—	631	4,800	00	7	60
1854	9	—	686	4,899	00	7	14
1855	9	—	650	5,020	00	7	80
1856	8	—	600	4,442	50	7	40
1857	9	819	635	6,390	50	10	06
1858	8	—	595	5,553	75	9	33
1860	10	1,043	—	6,370	06	—	—
1861	9	1,232	—	6,755	00	—	—
1863	14	—	654	8,116	00	12	56
1864	14	—	692	5,793	00	8	37
1865	15	—	673	5,422	00	8	05
1866	13	1,277	—	4,863	50	—	—
1867	12	1,166	—	4,912	00	—	—
1868	10	993	684	938	00	1	37
1869	13	1,611	802	2,445	50	3	05
1870	11	1,520	767	4,210	50	5	49
1871	11	1,602	829	4,461	00	5	38
1873	10	1,550	900	4,833	00	5	37
1874	14	1,775	1,070	5,099	30	4	77
1875	14	1,793	1,059	5,379	00	5	08
1876	13	1,608	1,045	4,809	00	4	60
1877	14	1,754	1,057	5,281	60	4	99
1881	16	1,878	—	6,499	00	—	—
1882	21	2,186	1,511	7,749	68	5	12
1883	24	1,620	1,551	7,331	42	4	73
1884	20	2,316	1,441	7,621	18	5	28
1885	22	2,377	1,682	9,387	75	5	58
1886	25	2,527	1,770	9,904	56	5	59
1887	28	2,612	1,790	11,023	02	6	16
†1888	26	2,580	1,786	10,757	08	6	13
1889	27	2,569	1,779	10,173	49	5	72
1890	34	2,943	1,967	11,558	25	5	87
1891	35	2,994	2,013	11,920	44	5	92
1892	42	3,382	2,168	13,846	60	6	38
1893	41	3,382	2,162	13,467	87	6	23
1894	44	3,228	2,251	15,347	66	6	82
1895	51	3,802	2,694	11,136	03	4	13
1896	46	3,567	2,592	13,367	56	5	15
1897	49	3,693	2,705	14,162	17	5	23
1898	45	3,728	2,616	14,449	50	5	52
‡1899	42	3,547	2,491	11,637	26	4	67
1900	38	3,391	2,383	11,245	53	4	76
1901	36	3,426	2,328	12,030	08	5	16

\* From the year 1850 to 1868 there were first two, and from 1855 three schools—the Honduras Free Schools—entirely supported by the Government funds. From 1868 all schools were placed upon the same footing.

† Currency from 1887 to 1894, that of Central America (silver standard—

Sols). In 1887 the Sol was valued at \$6.49 to £1 sterling; in 1893 it had depreciated to \$9.50 to the £1 sterling. The American Gold Standard was adopted in October, 1894.

‡ Grant reduced by \$2,500, and rates to schools reduced. Increased in 1901 by \$1,000, a special vote for new schools. From July 1st, 1901, the schools were paid at full rates.

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II.—PERCENTAGE OF CHILDREN ATTENDING SCHOOL TO  
POPULATION, &c., 1851–1901.

Year.	Population from Census Returns.	Number of Children of School Age (approximate).	Number of Children on School Rolls.	Percentage of Children attending School to Population.
1851	(about) 12,000	—	570	4.75
1861	25,635	6,000	1,232	4.80
1871	24,710	7,000	1,602	6.48
1881	27,452	7,000	1,878	6.80
1891	31,471	7,500	2,994	9.51
1901	37,479	9,000	3,923	10.46

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III.—COMPARATIVE STATEMENT OF NUMBER OF AIDED SCHOOLS, OF DENOMINATIONS AND AVERAGE ATTENDANCE.

Year.	Church of England.			Roman Catholic.			Wesleyan.			Baptist.			Non-denominational.		
	Number of Schools.	Children on Roll.	Average Attendance.	Number of Schools.	Children on Roll.	Average Attendance.	Number of Schools.	Children on Roll.	Average Attendance.	Number of Schools.	Children on Roll.	Average Attendance.	Number of Schools.	Children on Roll.	Average Attendance.
1891	4	450	244	11	1,080	761	13	1,012	707	6	387	267	1	63	34
1892	6	582	323	15	1,320	862	13	1,011	681	6	336	237	2	104	63
1893	5	498	324	16	1,312	807	11	932	639	6	336	223	3	111	60
1894	8	514	333	18	1,416	1,047	11	877	594	6	327	220	1	65	36
1895	11	690	400	21	1,705	1,292	11	869	633	7	370	272	1	78	39
1896	11	745	513	18	1,569	1,160	12	882	652	4	297	212	1	74	46
1897	13	860	607	17	1,488	1,121	12	938	680	6	339	247	1	68	50
1898	10	820	576	17	1,532	1,105	12	967	647	5	313	223	1	86	55
1899	10	848	590	16	1,488	1,043	11	895	605	4	283	198	1	73	49
1900	10	842	576	13	1,280	157	11	937	636	3	254	172	1	69	42
1901	9	847	527	13	1,343	998	11	913	605	2	247	166	1	73	42

THE  
SYSTEM OF EDUCATION  
IN  
TRINIDAD AND TOBAGO.

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## THE SYSTEM OF EDUCATION IN TRINIDAD AND TOBAGO.

### I.—HISTORICAL SKETCH.

The Colony of Trinidad and Tobago comprises the two most southerly islands of the West Indian group, lying within twenty miles of one another, and about ten degrees north of the Equator.

Trinidad, situated in immediate proximity to the north-east of South America, has an area of not quite 1,800 square miles.

For 300 years after its discovery by Columbus in 1498 it remained a dependency of Spain, comparatively little being effected by that country towards its development; but for some years immediately prior to its capture by the British in 1797 there had been a considerable influx from the islands of Martinique, Guadeloupe and Hayti, of French families, who were, in numerous cases, accompanied by their slaves, to which cause may be traced the preponderance of a French element in a Colony which never belonged to France.

Early  
History.

In 1797 the population numbered not quite 18,000; the Roman Catholic was the established form of religion, and the prevailing languages were Spanish in some parts of the Island and a French patois in others.

The use of the latter still widely prevails in many of the country districts, and in some parts of the Island Spanish is still commonly spoken, so that it frequently occurs in the Primary Schools that English has to be taught as a foreign language, not only in the case of French and Spanish speaking children, but also in that of East Indian children, to whom reference will be made later.

Subsequent to 1797 the immigrants were chiefly such as professed some form of Protestantism.

In 1834, the year of the emancipation of the slaves, the population was 43,678, consisting of 3,632 whites, 18,627 free coloured people, 20,657 slaves, and 762 aborigines. After the abolition of slavery, the scarcity of labour was so great that immigrants—chiefly free black from North America and coloured people from the neighbouring islands—were imported at the public expense.

In the first half of 1840 the number of immigrants of these classes was nearly 4,000—Africans liberated from captured slavers were also introduced into the island in considerable numbers.

The supply of labour was, however, still unequal to the demand, and the Government turned their attention to the East Indies. In 1845 coolies from India were introduced for the first time, and immigrants of this class have since been regularly imported into the Colony.

\* Annual Reports of the Inspector of Schools and other Reports on Education in Trinidad can be seen at the Board of Education Library, St. Stephen's House, Cannon Road, Whitehall, London, S.W.

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In the year 1851 the population was 69,600, and its heterogeneous nature, in respect both of nationalities and religions, may be seen from the following figures:—

I. In regard to nationalities there were:—

Born in Trinidad	- - - - -	40,630
„ „ British Colonies	- - - - -	10,810
„ „ Africa	- - - - -	8,100
„ „ Foreign Countries	- - - - -	4,900
„ „ India	- - - - -	4,170
„ „ United Kingdom	- - - - -	730
Miscellaneous	- - - - -	260
<b>Total</b>	- - - - -	<b>69,600</b>

II. In regard to religions there were:—

Roman Catholics	- - - - -	43,600
Anglicans	- - - - -	16,250
Wesleyans	- - - - -	2,500
Presbyterians	- - - - -	1,020
Baptists, Independents, etc.	- - - - -	670
Gentoos	- - - - -	2,650
Mahometans	- - - - -	1,010
Heathens	- - - - -	880
Unaccounted for	- - - - -	1,020
<b>Total</b>	- - - - -	<b>69,600</b>

Previous to the year of emancipation (1834) the children of the free classes alone received instruction from private teachers, whose qualifications were of the lowest standard. After the abolition of slavery, schools were established in several districts with the aid of funds bequeathed by Lady Mico for educational purposes; but they were soon afterwards closed. Other schools were then established by the several religious bodies, and were aided, but not superintended nor controlled by the Government. At the close of the first half of the nineteenth century, the number of such schools attended by some 1,000 children was about forty, and the aid given by the Government was between £1,000 and £2,000 in part payment of the salaries of the teachers.

System of  
Primary  
Education in-  
troduced in  
1851.

In 1851 a system of Primary Education was introduced by the Governor, Lord Harris, of which the following were the fundamental principles:—

- (a.) The formation of a Board of Education composed of the Governor, and such members, being laymen, as might be appointed by the Governor.
- (b.) The appointment of a salaried Inspector of Schools.
- (c.) The establishment of a training school for teachers of primary schools to be maintained from public funds.
- (d.) The establishment of primary schools in each of the wards into which the Colony was then divided, to be maintained entirely from the funds of the respective wards; whereupon the aid given to other schools in such wards was to be withdrawn.
- (e.) No fees were charged for admission to the primary schools.
- (f.) The instruction to be given at the training and primary

schools was to be secular, and without direct religious or doctrinal teaching.

(g.) The training and primary schools were to be under the control of the Board of Education, and subject to the supervision of the Inspector of Schools.

(h.) The teachers were to be appointed by the Board of Education, but no teacher was to be appointed before undergoing an examination by the Board, and receiving a certificate of competency.

(i) At the primary schools instruction was to be provided not only for day scholars, but also for evening and adult classes. Schools in the boroughs of Port of Spain and San Fernando receiving aid from public funds were to be subject to inspection whilst receiving such aid.

Secondary Education continued for a time to be left to private enterprise, but in 1859 there was established in Port of Spain, the principal town of the Island, a secondary school for boys, under the management of the Board of Education, and maintained from public funds. It received the name of the Queen's Collegiate School, and was open to students of any religious denomination. No direct religious teaching was to be given; but attendance at some place of worship was to be a condition of admittance to and continuance at the school. The fees charged were to be paid into the Colonial Treasury, and were fixed at £15 a year for one pupil, £12 a year each for two of the same family, and £9 a year each for three or more of the same family. Two exhibitions of £150 a year each for three years were offered for competition at annual public examinations.

In the system of education which was thus established no charge was introduced until the year 1870. During this interval the opinion of the Roman Catholic community in regard to Lord Harris's scheme had veered from acquiescence to a most uncompromising opposition to the principle of secular education; whilst opinion amongst the clergy and the laity of other denominations appears to have been divided. Primary schools had been established throughout the Island, in addition to the ward schools, by the clergy of the various denominations without aid from public funds; and in Port of Spain a Roman Catholic secondary school for boys, carried on without State aid, had reached an attendance of over 100.

In 1869, Mr. (afterward Sir) P. J. Keenan, at that time an Inspector of Schools under the Commissioners of National Education in Ireland, and subsequently himself Resident Commissioner, who had been selected by the Secretary of State for the Colonies to inquire into and report\* upon the state of Education in Trinidad, gave the following list of the schools (whether aided by the Government or not) which he visited and examined:—

\* Mr. Keenan's Report can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

UPPER CLASS SCHOOLS.	Pupils present.		
	Boys.	Girls.	Total.
1. Queen's Collegiate School* - - - -	68	-	68
2. College of the Immaculate Conception † - -	111	-	111
3. S. Joseph's Convent‡ - - - - -	-	82	82
4. The Normal School* - - - - -	7	-	7
5. Boys and Girls Model Schools* - - - -	103	229	332
6. The Free Model School‡ - - - - -	76	-	76
7. Three Borough Schools of Port of Spain‡ and San Fernando* - - - - -	222	33	255
PRIMARY SCHOOLS.			
8. Thirty Ward Schools* - - - - -	604	389	1,193
9. Thirteen Non-endowed Roman Catholic Schools‡ - - - - -	217	214	431
10. Twenty-two Non-endowed Protestant Schools‡ - - - - -	256	250	506
11. The Coolie Orphan Home‡ - - - - -	25	17	42
Total - - - - -	1,889	1,214	3,103

The public expenditure in 1868 had been £8,800; namely, £2,700 on the Queen's Collegiate School, and £6,100 on the Ward Schools and the Normal and Model Schools.

At the thirty-five schools which were subject to Government inspection, including the two Model Schools, the three Borough Schools, and the thirty Ward Schools, the number of scholars enrolled in 1868 was 2,836, and the average daily attendance 1,672. There is no record available of the attendance at the thirty-five non-endowed denominational schools which were visited by Mr. Keenan.

Mr. Keenan's  
suggestions  
in regard to  
Primary  
schools.

Mr. Keenan's report, which severely condemned the educational results obtained in the primary schools, contained the following suggestions:—

(a.) The compilation of a set of school books suitable to the Colony, and descriptive of its natural phenomena, productions, etc.

(b.) That the appointment of schoolmistresses should be encouraged with a special view to the teaching of needlework; and that attached to each school there should be a workshop and garden, in order that the boys might be taught carpentry and agriculture.

(c.) The institution of two Reformatory Schools, based in principle upon a modification of the English Reformatory and the English Industrial School Acts.

\* Under the administration of the Board of Education.

† Under the control of the Borough Council, but subject to Government Inspection.

‡ Independent of Government aid or inspection.

(d.) The abolition of the Boys' and Girls' Model Schools, and also of the Normal School.

(e.) That instead of establishing any Government Normal School, a scheme of monitorships should be instituted as an effective means of providing highly-qualified teachers for the Colony in future.

(f.) That the plan then in force of exclusive management on the part of the State should be abolished; and that, in future, all schools should be placed under the care of responsible persons having local relation or connection with the places in which the schools were situated.

(g.) That the management of each ward school should be vested in the clergyman of the same religion as the majority of the pupils—such arrangement, however, not to operate to the prejudice of any other person, clergyman or layman, who, commanding a sufficient attendance of pupils and a suitable school house, might choose to establish a school under his own management.

(h.) As regards religious instruction, that no child on account of class, creed or colour, should be refused admittance to a school aided by the State; and that no child should be exposed, directly or indirectly, to the danger of proselytism.

(i.) That every manager should be allowed free scope as to the course of religious instruction he might choose to adopt, and as to the employment of the person by whom such instruction should be imparted.

(j.) That the parent, by a formal act of registration, should determine the religion of his child; and that the parish clergyman of the same religion as the child should then have the right to give his co-religionist instruction, at some convenient time, in the school-room.

(k.) That the principle of paying for ascertained results should be applied to the Trinidad teachers; that one-third of their income should be dependent upon the results of their teaching, as ascertained by the Inspector at an annual examination; that another third should be dependent upon a quarterly report of the manager; and that the remaining third should arise from a "classification" or "certificate" salary.

(l.) The propriety of extending to the East Indian coolies the opportunity of participating in the advantages of the public system of education.

(m.) The abolition of the existing Board of Education, and the appointment of a new board of twelve members—six Roman Catholics and six Protestants.

Mr. Keenan's suggestions in regard to Secondary Education were of a far-reaching character. He proposed the foundation of a University for the West Indies; that its seat should be in some central and important Colony; that its functions should be limited to a power of examination and of conferring degrees; that in each Colony connected with it, a Deputy Council, having the charge of local examinations, should be established; that the grant to the

Mr. Keenan's suggestions in regard to Secondary Education.

Queen's Collegiate School should be withdrawn ; that the Deputy Council should have power to grant certificates of affiliation with the University to any college or school that opened its doors to all classes, and observed the conscience clause ; and that the Deputy Council should award results' fees on a fixed scale to such colleges or schools, dependent on the number of scholars who might pass satisfactorily the examination to be conducted by the University.

In case the project for the establishment of a University should be deemed impracticable, Mr. Keenan proposed that then the Board of Education should perform all the functions (except the conferring of degrees) with which he proposed to endow the Deputy Council in connection with the University.

He also suggested that, instead of requiring the wards to support their own schools, the education tax should be equally distributed over all taxpayers, and that the proceeds should be placed to the credit of the Board of Education for the general purposes of the system.

Education  
Ordinance  
of 1870.

In 1870 an Education Ordinance was passed relating to both Primary and Secondary Education. As regards the former, the chief provisions were :—

1. The establishment of a Board of Education, consisting of the Governor as President, and such persons as the Governor might appoint ; one of whom was to be named by the Governor as Vice-President ; and the President, Vice-President, and eight members (four chosen by the Roman Catholic members, and four by the non-Roman Catholic members) were to form an Executive Committee of the Board.

2. Schools of primary education were divided into two classes ; first, schools already established or to be thereafter established by the Government, and to be maintained entirely from the public funds of the Colony ; and, secondly, assisted schools to be established by local managers, to which aid should be contributed from the public funds.

3. At the Government schools direct religious teaching was not to form part of the instruction to be given ; but ministers of religion, or persons appointed by them, were to have access to the schools for the purpose of giving religious instruction to the children of their respective denominations.

4. The conditions under which aid might be given to assisted schools by the Board of Education were :—

(1.) That the property and control of the school should be vested in trustees, who should be the local managers, having the power to appoint and dismiss the teachers.

(2.) That the teachers to be so appointed should be duly licensed by the Board of Education.

(3.) That the school should be open to all children, without distinction of religion or race.

(4.) That no child should receive any religious instruction objected to by the parent or guardian, or be present whilst such instruction was being given.

(5.) That free access should be given under regulations approved by the Board of Education to all ministers of religion, or persons appointed by them, who might desire to afford religious instruction to the pupils of their own persuasion.

(6.) That the schools should be at all times open to inspection.

(7.) That the fees, if any, payable by the scholars, should not exceed in amount a scale to be fixed by the Board of Education.

(8.) That the rules and books of secular instruction should be subject to the approval of the Board of Education. The aid which assisted schools were to receive was to consist, first, of grants of money towards providing school houses and the furniture and apparatus (in such proportion to the amounts contributed by the local managers, as the Board of Education might determine), and, secondly, of contributions towards the remuneration of the teachers.

The remuneration of the teachers of all primary schools was to consist :—

1. Of a fixed salary according to the class of the certificate from the Board of Education held by the teacher.

2. A capitation grant in proportion to the educational results.

3. A capitation grant in proportion to the attendance of the pupils at the school.

The local managers of assisted schools were to be responsible for one-fourth of the remuneration of the teachers. Power was given to the Board of Education to order the discontinuance of any Government school in any district in which assisted schools sufficient for the instruction of the children of the district should be established and conducted to the satisfaction of the Board.

In regard to Secondary Education, the Ordinance provided for the establishment of a College in Port of Spain, to be called the "Royal College of Trinidad," in place of the Queen's Collegiate School, the management of which was vested in the Governor and a Council to be appointed by the Governor; and also gave the College Council power to affiliate schools of secondary instruction to the Royal College; such schools upon application becoming entitled to grants in aid from public funds. The same Ordinance further provided for three admissions to the Royal College of pupils from the primary schools; and for four exhibitions annually of the value of £150 each, for three years, tenable by the students of the Royal College or any affiliated school, at some University in Great Britain or Ireland.

Provisions in regard to Secondary Education.

It appears that, during the next five years, only two primary assisted schools claimed grants in aid under this Ordinance; and in 1875 another Education Ordinance was passed, authorising alternative grants in aid to assisted schools, consisting of annual payments for each scholar who passed satisfactorily at the Inspector's annual examination of the school.

Education Ordinance of 1875.

In the same year, the law as to school fees was altered. Hitherto, the education given in the Government schools had been free, and

School fees made compulsory in 1875.

the managers of assisted schools had been at liberty to charge a fee or not, as they pleased, the amount of any such fee being, however, subject to the approval of the Board of Education. It appears that the competition of the free Government schools was assigned as one of the chief reasons why only two assisted schools had been established under the Ordinance of 1870, and in 1875 an Ordinance was passed requiring that fees should be charged at all primary schools, and making it a condition of aid to an assisted school, that a certain proportion of the fees chargeable should be collected.

Increase in schools and attendance from 1868-1898.

Under the system of grants authorised by the law of 1875 the number of assisted schools rose to thirty-five during the next three years, and to seventy-six during the ten years following. Some idea of the general progress in respect of primary education may be gathered from the following figures :—

Years.	Government Schools.	Assisted Schools.	Roll. No. on	Attendance. Average
1868 - - -	35	-	2,636	1,333
1878 - - -	47	35	7,292	4,393
1888 - - -	65	76	15,969	11,000
1898 - - -	57	147	24,866	15,817

Meanwhile the population had increased from 69,600 in 1851 to 109,638 in 1871, to 153,128 in 1881, and to 200,028 in 1891.

Education Ordinance of 1890.

In 1890, after some agitation, during which it was urged that under the system of grants-in-aid based on the results of annual examinations under the Ordinance of 1875, the assisted schools did not receive sufficiently liberal treatment as compared with the Government schools, another Education Ordinance\* was passed, repealing that part of the Ordinance of 1870 that related to primary schools, and the Ordinance of 1875, and re-enacting the principal provisions of the Ordinance of 1870 with regard to primary schools. The change in the law chiefly concerned the assisted schools. In lieu of grants depending on results, the Government undertook to grant aid to managers in respect of buildings and school furniture to the extent of three-fourths of their cost, and also to pay three-fourths of the teachers' emoluments. The compulsory payment of school fees was continued, but provision was made for exempting from payment the children of immigrants, imported from India, during the immigrants' term of indenture, which lasted for five years, and also the children of parents who, on account of poverty, might be unable to pay the school fees; and the Government undertook to pay to the managers of assisted schools the fees of scholars exempted from payment.

The employment of certificated teachers was required, the existing teachers being allowed a period of five years in which to qualify for

\* See Appendix A. (i).



certificates. Provision was also made for the maintenance of Training Schools for teachers, both Government and assisted, and for special Indian schools for the children of immigrants from India and their descendants, who at this time numbered 70,218, about one-third of the entire population.

For some years previous to 1890 special schools for this class of children had been receiving attention, more especially at the hands of Presbyterian Missionaries from Canada, who undertake special work amongst the East Indian population of the Colony; and in 1889 there were thirty-one such schools receiving Government aid, with an average daily attendance of 1,244 children.

Legislative changes in the system of primary education have recently been made—in 1901 and 1902\*—the principal change being the abolition of school fees. In lieu of any fee grant, the Government has undertaken to pay the whole of the emoluments of the teachers in the assisted schools, instead of only three-fourths as previously, reducing at the same time the grants to existing schools for buildings and furniture; and in the case of assisted schools to be established in the future the Government undertakes to pay the teachers only, without making any grants for buildings or furniture.

Education  
Ordinances of  
1901 and  
1902.

The Island of Tobago, lying about twenty miles to the north-west of Trinidad, has an area of about 114 square miles. During the wars between England and France in the latter part of the eighteenth century and the early years of the nineteenth century it was throughout a bone of contention, and was finally ceded to Great Britain by the Treaty of Paris in 1814. In the year 1899 it was constituted a ward of Trinidad, and its elementary schools, numbering twenty-seven, under denominational management, with a roll of 3,388 scholars, and an average daily attendance of 2,052, were then brought under the control of the Trinidad Board of Education.† For some years previously Tobago had been in an extremely depressed financial condition, and the expenditure by the Government on the elementary schools had not much exceeded £600 annually. The estimated population in 1899 was between 20,000 and 21,000.

## II. THE EXISTING SYSTEM.

### A. PRIMARY EDUCATION.

The administration of the elementary education laws rests with the Board of Education, appointed by the Governor of the Colony, of which the Governor is the Chairman. The Board makes the Code‡ of Rules and Regulations, which is administered by the Education Department, under the Inspector of Schools.

The elementary schools are of two kinds:—(1) Government schools, which are established and maintained entirely from the

Board of  
Education.

Government  
schools.

\* See Appendix A. (vi.), (vii.), (viii.)

† See Appendix A. (v.), (vi.)

‡ See Appendix B.

**As-sisted schools.** general revenue of the Colony, and (2) assisted schools, which are established by private persons, these being in nearly all cases the clergy of the various religious bodies.

**Local management.** Both the Government and assisted schools are required to have at least two local managers. In the case of the rural Government schools the Warden of the district (the principal executive Government officer), is always one of the local managers; in many cases it is not possible to obtain anyone else educationally fit for the position, and practically the management of the Government schools devolves upon the Education Department.

As regards the assisted schools the corresponding managers at present are all clergymen, and with them rests the appointment of their co-managers.

**All teachers paid directly by the Government.** The teachers in both classes of schools are required to be certificated by the Board of Education, and are entitled to the same rates of remuneration. Previous to April, 1901, only three-fourths of the remuneration of the teachers in the assisted schools were paid by the Government, the managers being responsible for the other fourth; but from the above-mentioned date the teachers of all elementary schools under the control of the Board of Education are paid directly by the Government and in full.

**School fees abolished in 1901.** Since April 1901, the school fees, which had previously been compulsory in all schools at the rate of twopence a week for each scholar (except for the children of indentured Indian immigrants, and children exempted from payment on account of the poverty of their parents), were generally abolished. The Ordinance No. 6 of 1901,\* however, provides for the collection of fees in schools in boroughs with the sanction of the Board of Education, and at present fees are charged at five or six of the elementary schools under this provision.

**Finance. †** In 1900 the cost of the Government schools (fifty-seven in

\* See Appendix A. (vi.).

† Extract from the Annual Report of the Inspector of Schools, Trinidad, for the year ended March 31st, 1902.

The expenditure from the votes for elementary education amounted to £39,558, under the following heads:—

Heads of Expenditure.	Amount Expended.
	£
Government Schools - - - - -	10,158
Assisted Schools - - - - -	24,212
Exhibitions at Colleges - - - - -	275
Government Training Schools - - - - -	1,186
Assisted " " - - - - -	718
Administration and Inspection - - - - -	3,009
<b>Total—1901—1902 - - - - -</b>	<b>39,558</b>

number) was £10,322. Of this sum £8,668 was paid to the teachers, £1,556 was expended on school buildings and furniture and apparatus, and £98 was spent on lectures on agriculture to existing teachers.

The expenditure on the elementary schools (Government and assisted) was incurred under the heads shown in the following table; which also gives the corresponding expenditure in 1900:—

Heads of Expenditure.	Government Schools.		Assisted Schools.	
	1900.	1901-02.	1900.	1901-02.
	£	£	£	£
Teachers' salaries and other emoluments - - - -	8,668	8,311	15,538	20,631
Rents of school buildings - -	843	826	3,709	} 2,675
Furniture and apparatus - -	713	902	1,041	
Fees of exempted scholars - -	—	—	3,084	716
Agricultural Training - - -	98	119	186	100
	10,322	10,158	23,558	24,122

This table, under the columns for assisted schools exhibits the financial results of the legislative changes made in April, 1901, in regard to the aid given to assisted schools. At the date mentioned the compulsory payment of school fees was generally abolished, such fees being retained only in two Government schools, and four assisted schools in Port-of-Spain; and this abolition was necessarily accompanied by that of the payment by the Government to managers of assisted schools of the school fees of exempted scholars—the sum of £716 which appears under this head in the above table being merely a payment in respect of the year which ended on the 31st March, 1901. In lieu of the payment of such fees, the Government thenceforth undertook to pay in full the salaries and other emoluments of the teachers employed in assisted schools instead of, as heretofore, only the three-fourths, with a reduction, however, of the grants hitherto paid for buildings, furniture and apparatus, to the extent of one-third, the total of the grants to the assisted schools remaining practically the same as it was previous to the changes referred to.

Taking the total expenditure £39,558 and the average daily attendance [19,563] at all schools, it will be seen that the average cost of each child in average attendance during the year was £2; whilst a comparison of the expenditure of the Department on individual schools for maintenance during the year shows the average cost of each child in average attendance at the Government schools to have been £2 2s. 5d., as compared with £3 6s. 8½d. for 1900; and in assisted schools £1 12s. 5d., as compared with £1 13s. 5d. for 1900.

It must be borne in mind that these figures refer only to the expenditure by the Education Department, and do not include in the case of the Government schools the amount expended by the Public Works Department in the repairs to the school buildings which are the property of the Government, nor in the case of assisted schools the expenditure by the managers on buildings and apparatus.

The former amounted to £347; and the latter is shown to have exceeded £3,000; the returns in respect of this expenditure not being quite complete, notwithstanding my efforts, by repeated applications, to obtain complete returns.

During the same year the expenditure by the Government on the assisted schools (183 in number) amounted to £23,558. Of this sum £15,538 was paid directly to the teachers, £4,750 to the managers for school buildings and apparatus; £186 was spent on the lectures given to the teachers on agriculture, and £3,084 was paid to the managers as the school fees of exempted scholars, going ultimately to the teachers as the one-fourth of salaries and other emoluments, for which the managers of assisted schools were then responsible.

The total expenditure by the Government (entirely from the general revenue of the Colony) on elementary education for the year 1900\* was distributed as follows:—

	£
Government Schools - - - - -	10,322
Assisted Schools - - - - -	23,558
Exhibitions held by boys from Elementary Schools at	
Secondary Schools - - - - -	269
Government Training Schools - - - - -	1,171
Assisted Training Schools - - - - -	812
Administration and Inspection - - - - -	2,986
Total - - - - -	39,118

The school fees paid by the scholars in Government schools amounted to £1,006 and in assisted schools to £1,328. The former sum was paid into the Colonial Treasury, and the latter went to the managers towards the expenses of the schools. From the returns furnished by the managers of the assisted schools it appears that £4,055 derived from voluntary contributions was also spent on those schools during the year.

The population of Trinidad and Tobago, as ascertained by the census of 1901, was 273,185. The number of children on the registers of the 239 public elementary schools on the 31st of March in that year was 32,214, or 11·7 per cent. of the population, and the number in average attendance during the quarter ended the 31st March of the same year was 18,931, or 7 per cent. nearly of the population.

The percentage of children on the registers in average attendance

\* In 1902-03 the total expenditure on primary schools was £24,707. (Colonial Reports. Annual. No. 407. Trinidad and Tobago. Report for 1902-03. Cd. 1768-12.)

† Extract from the Annual Report of the Inspector of Schools, Trinidad, for the year ended March 31st, 1902 :

#### ATTENDANCE.

During the year there was an increase both in the number of scholars enrolled and in the average daily attendance. The average number on the school rolls during the year was 32,858; the number on the rolls on the last day of the year was 33,872; and the average daily attendance for the year was 19,562. For the year 1900—the last complete year reported on—the figures were on roll on December 31st 30,137; average daily attendance for the year 18,530.

The increased attendance has been general at all classes of schools, and it is so far satisfactory; but it must at the same time be borne in mind that the total number of children of schoolable age who should be on the rolls of the elementary schools is over 50,000, on the usual assumption that this class of children comprises about one-fifth of the total population.

*The System of Education in Trinidad and Tobago.* 189

on March 31st, 1901, was 53.76. Attendance at school is not compulsory. A Commission appointed in 1895\* to consider the question of free and compulsory education in the primary schools of the Colony, recommended by a majority of its members that attendance should be made compulsory for children between the ages of six and ten; but in consequence of financial and other difficulties attending the question in a Colony in which so large a proportion of the children are illegitimate, the recommendation of the Commission has not been adopted.

The proportion of children attending school to the population is smaller in Trinidad than it would be but for the very large percentage of the population that consists of East Indian immigrants and their descendants. These do not intermarry with the rest of the population, and at the census of 1901 they numbered 85,686 out of the total of 273,185, or 31.4 per cent.

Attendance of East Indian children

The subjoined table gives a summary of all the schools in operation on the 31st March (1902) in Trinidad and Tobago, the number of scholars on roll at the same date, the number for whom there is accommodation, and the average daily attendance for the year :-

SCHOOLS.	No. of Schools.	Accommodation.	No. on Roll 31st March.	Average Attendance
Government Schools - -	51	9,723	7,946	4,714
<i>Assisted Schools, Trinidad.</i>				
Roman Catholic - - -	67	11,820	9,605	5,613
Church of England - - -	36	6,354	6,504	3,898
Canadian Mission (Presbyterian)	49	5,032	4,693	2,633
Wesleyan - - - - -	4	950	909	534
Moravian - - - - -	1	107	165	90
Total Assisted Schools, Trinidad	157	24,263	21,876	12,768
Government Schools, Trinidad	51	9,723	7,946	4,714
Total Trinidad Schools - -	208	33,986	29,822	17,482
<i>Assisted Schools, Tobago.</i>				
Church of England - - -	11	1,237	1,503	777
Moravian - - - - -	8	1,212	1,347	717
Wesleyan - - - - -	7	948	844	425
Roman Catholic - - -	3	332	356	161
Total Assisted Schools, Tobago	29	3,729	4,050	2,060
" " " Trinidad	157	24,263	21,876	12,768
Total Assisted Schools, Trinidad and Tobago - - -	186	27,992	25,926	14,848
Total Government Schools -	51	9,723	7,946	4,714
Total all Schools, Trinidad and Tobago - - -	237	37,715	33,872	19,562

\* For Report of Commission see Appendix D.

† Of these, 46 are Special Indian Schools, viz., 1 Roman Catholic, 3 Church of England, and 43 Canadian Mission Schools.

The East Indians (in which term I include the descendants of immigrants born in Trinidad as indicated above) send their children to school, especially the girls, with the utmost reluctance; and although 48 of the 239 schools mentioned above as the total number of public elementary schools existing on the 31st March, 1901, are schools specially established by Presbyterian Missionaries from Canada for East Indian children (though open to all other children), the total number of East Indians on the school registers on the 31st March, 1901, was only 4,384, with an average daily attendance, during the immediately preceding quarter, of 2,496. Of the 4,384 children on the registers, 3,460 were boys, and 924

Below is a comparative statement of the school attendance for the last eleven years.

Year.	No. of Schools.	No. of Scholars on Roll on last day of the year.	Average Daily Attendance.
1892 - - - - -	182	18,247	10,992
1893 - - - - -	185	18,483	12,027
1894 - - - - -	189	20,621	13,297
1895 - - - - -	187	21,895	13,890
1896 - - - - -	189	22,480	14,504
1897 - - - - -	196	23,951	15,055
1898 - - - - -	204	24,766	15,817
1899 (including Tobago) -	240	30,513	19,583
1900 " " -	239	30,137	18,530
1901-1902 " " -	237	33,872	19,562
1902-1903 " " -	241	37,972	20,777

The average daily attendance has, it will be seen, only recovered in 1901 the drop that occurred in 1900; and the somewhat disproportionate increase in the number of scholars on roll is explained by the fact that, whilst the number given above is that on the rolls on the last day of the year reported on (hitherto the 31st December but now the 31st March), the number of children on the rolls is always considerably larger on the latter date than it is on the former.

The number of scholars on the rolls on the 31st December, 1901, was 30,706; and the proportion of the average daily attendance to the latter number is 63·7 per cent.; but if the number on the rolls on the 31st March be taken, a similar proportion is only 57·7 per cent. Unless this is borne in mind, it might appear from the figures in the last table that the percentage of the average daily attendance to the number of scholars on the rolls was less for 1901-2 than it had been in previous years, which was not the case.

Taking 57·7 as the percentage of the average daily attendance to the number of scholars on the rolls on the last day of the year for all schools, it will be seen that this percentage was for Government schools, 59·3; for the assisted schools in Trinidad, 58·3; and for the Tobago schools, 51·3 only.

For the Trinidad assisted schools, exclusive of the Canadian Mission schools, the percentage was 59 nearly, and for the Canadian Mission schools (having on their rolls a large preponderance of Indian children) the percentage was 56·1. [This extract has been amended by including the figures for 1902-3 from the Annual Colonial Report for that year (No. 407, Cd. 1768-12) and making the necessary consequential alterations.—*Ed.*]

were girls. If the East Indian children attended school in the same proportion as the children of the rest of the population, there would be between 12,000 and 13,000 such children on the school registers, instead of not quite 4,400, and the total number on the registers would be 14·8 per cent. instead of 11·7 per cent. of the population.

It seems certain that without compulsory attendance no substantial increase in the number of East Indian children on the registers can be secured. As a direct means of increasing the attendance at schools in the absence of compulsory attendance, a grant is made every three months to each head teacher at the rate of sixpence for each scholar in average daily attendance during the three months. The limits of age during which the attendance of scholars may be reckoned are four and fifteen. Children over fifteen are allowed to attend school under certain restrictions as to sex, but their attendance is not taken into account in computing the average attendance.

During the year ended March 31st, 1902, 231 schools were examined, with a total number of 31,832 children on the registers. Of these 25,350 were present at the examinations, and only 19,711 had made 100 attendances or more during the preceding school year. Of the 19,711 just mentioned, 9,302 were in infant classes, and 10,409 were examined in the Standards. The numbers who passed in the respective Standards were: 3,147 in Standard I., 2,280 in Standard II., 1,683 in Standard III., 887 in Standard IV., 521 in Standard V., 217 in Standard VI., and 63 in Standard VII.; or 8,798 (84·5 per cent.) in all. The comparatively large numbers in the lower standards are noticeable, but hardly surprising in the absence of such compulsory regulations as would require prolonged attendance. Unlike Jamaica, where school is generally held for only four days in a week, the elementary schools in Trinidad and Tobago are held for five days in a week; and the minimum number of meetings in the year (morning and afternoon) for a school is 400.

Enquiry in regard to private elementary schools a few years back showed that there were then some fifty-five such schools not under Government inspection with an attendance of not quite 2,000 scholars. Several of these were schools specially established for East Indian children by the Canadian Missionaries previously mentioned; and most of the others were small schools maintained by the clergy of different denominations; the remaining few being conducted by teachers for their own benefit.

The elementary schools are examined and inspected by three Assistant Inspectors, the Colony (including Tobago) being divided into three school districts. Each school is examined once annually, and visited without notice generally twice in the year. On the results of the annual examination the head teacher receives a bonus in addition to his fixed salary, varying from two to four shillings on each scholar in average daily attendance during the school year.

The Inspector of Schools, the Assistant Inspectors, and the clerks in the Education Department are all appointed by the Governor, the appointments being subject to confirmation by the Secretary of State for the Colonies.

Statistics of elementary education, 1901-1902.

Private elementary schools.

Inspection.

Teachers' salaries.

The teachers in the Government schools are appointed by the Governor; and those in the assisted schools by the managers. The scale of salaries is the same in each class of school, and depends on the class of certificate held by the teacher subject to the average attendance at the school at which he is employed. These salaries are paid directly to the teachers by the Government monthly. They range from £30 a year, in the case of a fourth-class head teacher newly appointed to a small school, to £100 a year, paid to a first-class teacher after four years' continuous service as such, for male teachers; similarly from £25 to £75 in the case of female head teachers. The salaries of assistant teachers range from £25 to £60 for males, and from £25 to £50 for females. A head teacher, in addition to his monthly salary, is entitled either to a residence or to an allowance for rent in lieu of a residence; and also, as previously mentioned, to a capitation grant on the average attendance, and a bonus based on the results of the annual examination of his school.

Certificates.

The certificates awarded to teachers by the Board of Education are of three classes. A first-class certificate is awarded only to a teacher who has had seven years' satisfactory service as a second-class teacher. Second and third-class certificates are issued to teachers who have passed a satisfactory certificate examination (held annually), and have afterwards had from two to three years' satisfactory service as teachers. A fourth class of teachers is also recognised, comprising those who have had five years' service as pupil-teachers, and have passed all their examinations as such. Teachers of the fourth class may be employed in charge of small schools having an average attendance of less than fifty, or as assistant teachers in larger schools.

Pupil teachers.

Pupil-teachers may be employed at the rate of one for thirty scholars in average attendance, and an additional one for every twenty scholars in average attendance after the first thirty.

A pupil-teacher before appointment must have passed the examination for the Fifth Standard, and must be at least fourteen years of age and in good health; and must pass an examination at the end of each year of service up to the fourth.

The rate of payment during the first year of service is £5 per annum; and for each succeeding year £7 10s., £10, £12 10s., and £15 respectively. The number of pupil-teachers examined during the year ended March 31st, 1902, was 194, of whom 164 passed according to the following table:—

Year.	1.	2.	3.	4.	Total.
Examined - -	48	63	48	35	194
Passed - -	36	59	40	29	164
Per cent. passed -	75	93·6	83·3	82·8	84·5



There are four Training Schools, two exclusively maintained by the Government, and two assisted by the Government, but under denominational management. Training schools.

The numbers of students attending the different Training Schools at the close of 1900 were :—

Government Training School (Males) - - - - -	12
Government Training School (Females) - - - - -	16
Roman Catholic Training School (Females) - - - - -	10
Presbyterian Training School (for Indian teachers—Males) - - -	6

The term of training in each is for two years. The curriculum includes school management, arithmetic, English (including grammar and composition, and one or more set authors), geography, music, drawing, mensuration (for men), algebra (for men), principles of agriculture (for men), Hindi (for East Indian teachers), needlework (for women), and kindergarten work (for women).

The Government grants to the Assisted Training Schools are at the rate of £40 per annum for each resident student, and £8 for each non-resident student. An allowance for buildings in the form of rent is also made to each Assisted Training School.

All the Training School students are examined annually at the certificate examinations just before Easter.

At the close of the year 1900 there were 237 head teachers employed in the elementary schools, of whom 33 held first-class, 63 held second-class, and 101 held third-class certificates, whilst 63 were registered as fourth-class teachers, and 6 held certificates for competency to teach in special Indian schools. Proportion of certificated teachers of different grades.

There were also 196 assistant teachers employed, of whom 3 held first-class, 31 held second-class, and 47 third-class certificates, whilst 88 were registered as fourth-class teachers, and 3 held certificates for special Indian schools. There were also 27 women employed in teaching needlework only. Of the 237 head teachers, 32 were women; and the majority of the assistant teachers mentioned above were also women; the proportion of male to female assistant teachers being approximately 1 to 4.

Some nine or ten head teachers of Government schools are entitled to the same pension rights as other civil servants, and the other teachers employed in the Government schools have been usually granted pensions by the Government at a reduced rate. There is no pension scheme for teachers employed in the assisted schools. The Education Ordinance of 1900 empowers the Board of Education to establish a fund for the purpose; and five or six years ago regulations for a pension fund were drafted and considered; but were eventually abandoned, after a report on them had been obtained from an actuary, on the ground that the scheme would have involved an expenditure that the Board was unable to meet. Pensions.

In the Government schools no religious instruction may be given by any of the teachers either in or near the schoolhouse; but any clergyman may at times fixed for the purpose either give religious Religious instruction

instruction himself to the scholars of his own denomination, or appoint someone to do so.

In the assisted schools religious instruction may be given either by the teachers or others at the beginning or end of any meeting of a school, but not during the hours of secular instruction, which must be two at least at each meeting. The times of religious instruction must be inserted in the time-table, and scholars of other denominations must be allowed to withdraw during the times when religious instruction is being given.

**Singing and drill.** The teaching of singing and drill is required in every school. Cookery and domestic economy have not been included in the school course.

**Drawing.** Drawing is taught in some schools, chiefly those which do not attempt to teach practical agriculture.

**Agriculture.\*** Agriculture has recently been added to the subjects of instruction in the elementary schools. During the years 1899 to 1901 inclusive, courses of lectures to the existing teachers and to certain students from the Government Training School have been given on agricultural chemistry and the theory and practice of agriculture; and the subject of practical agriculture, taught by means of school gardens or pot and box culture, is specially considered when the head teacher's annual bonus on the results of the examination of the school is awarded. Up to the 31st March, 1902, school gardens had been started in 149 schools, and at seventy-eight of these the work had been sufficiently advanced at the time of the annual examinations to be reported on by the Inspectors and to earn a bonus. The Inspectors' reports indicate that considerable interest has been taken generally in the work, and that the progress so far attained has been very encouraging.

A show of vegetables grown in school gardens, which was held in Port of Spain in January, brought together exhibits from forty schools situated in different parts of the Island, and showed the evident interest that has been aroused by the introduction of agriculture as a subject of instruction in the elementary schools.

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\* Practical agriculture now forms a part of the daily teaching in most schools of the Colony. The institution of School Vegetable Shows has proved a decided success, the local Committees having entered heartily into the work. The following extract from the Annual Report of the acting Inspector of Schools laid before the Legislative Council at its last meeting is of interest :—

"Nearly every rural school has its tidy little garden, in place of the wilderness of weeds and rank grass formerly so much in evidence. In many instances the garden's sphere of usefulness is not limited to the supply of edible vegetables, but it serves also as a miniature experiment station. Here may be seen plants in various stages of cultivation and perhaps even of uncultivation; some flourishing in soil rendered rich by manure, side by side with others struggling for existence for want of such aid; some lank and attenuated from overcrowding, others vigorous and healthy from being allowed ample room for growth; some sun-exposed and pining for want of water, others delicate and weakly from a too-liberal supply of both water and shade. In such a school garden (and I have several in my mind) the pupils are receiving one continuous object-lesson."—(Colonial Reports, Annual, No. 407. Trinidad and Tobago, Report for 1902-3, Cd. 1768-12).

The introduction of manual training into the elementary schools is now being considered. Manual training.

There is no system of continuation schools or classes. There are some night schools established by the Canadian Missionaries for East Indians; but a system of evening continuation schools would mean a very considerable change in the social habits of the labouring classes, who rise early and begin work about six in the morning, retiring to bed very early in the evenings. Continuation schools.

#### B.—SECONDARY EDUCATION.

No legislative change has been made in regard to secondary education since the passing of the Education Ordinance of 1870. Under that Ordinance there are three secondary schools for boys, namely, the Queen's Royal College, and the affiliated schools, St. Mary's College and Naparima College. Secondary Schools for Boys.

The Royal College is wholly maintained from public funds (the scholars' fees being paid into the Treasury); whilst the two affiliated schools are in receipt of grants-in-aid.

The Royal College and St. Mary's College (which has been affiliated since 1870), are situated in Port of Spain, the capital; the Naparima College, which was affiliated to the Royal College in 1901, is in San Fernando, the second town of the Island.

The attendance at the several colleges is: Royal College, 120; St. Mary's College, over 200; Naparima College, 45.

The lower classes of the three schools are annually examined by the Cambridge Local Examinations Syndicate; and the boys of the upper classes take the Cambridge Local Senior and Junior Examinations.

Four exhibitions, tenable at one or other of the colleges, are annually open to competition amongst boys attending the elementary schools; these provide for free tuition and a supply of the necessary school books and stationery. (See Appendix B—Board of Education Exhibitions)

Four scholarships, each of the annual value of £150, and tenable for three years at any University in Great Britain or Ireland, or at any other educational institution approved of by the Council for the management of the Royal College, are open each year to competition, and are awarded on the results of the Cambridge Senior Local Examinations.

The total Government expenditure on secondary education, including grants of £1,250 to St. Mary's College and £300 to the Naparima College, is approximately £6,800.

The secondary education of girls is entirely under private management, being neither subsidised by the State nor subject in any way to its control. Secondary Education Girls.

#### C.—TECHNICAL INSTRUCTION: REFORMATORIES.

Nothing has yet been done in the way of systematic technical instruction, but a committee has recently been appointed to consider the question. Technical Instruction.

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**Reformatory and Industrial schools.** There is one Reformatory for boys under the management of the Church of England, and one for girls under Roman Catholic management; also two Industrial Schools, one under Roman Catholic management and the other under the Church of England. At each of these institutions a fixed sum per head is paid by the Government for the maintenance of each child therein. They are not connected with the Education Department, but are inspected and reported on annually by the Inspector of Prisons, who is also the Inspector of Reformatories and Industrial Schools. The numbers of children in these schools are 298 in the Industrial Schools, and 75 in the Reformatories, and the total cost to the Government is approximately £4,500.

There are no schools for the blind, the deaf and the dumb, or other defective children. The comparatively small number of such children would render any arrangement for giving them special instruction both difficult and expensive.

29th March, 1902.

R. GERVASE BUGHZ,  
*Inspector of Schools.*

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APPENDIX A,

(i) THE ELEMENTARY EDUCATION ORDINANCE, 1890.

TRINIDAD AND TOBAGO.

AN ORDINANCE to repeal the laws relating to Primary Education in the Colony and to make other provision in lieu thereof. No. 17, 1890.

Be it enacted by the Governors of Trinidad and Tobago with the advice and consent of the Legislative Council thereof as follows :—

1. This Ordinance may be cited for all purposes as "The Elementary Education Ordinance, 1890," and shall come into operation on the First day of August, 1890. Short title and commencement.

2. In this Ordinance the following words and expressions shall have the following meanings, that is to say :— Interpretation Clause.

"Guardian" shall include every person who has the legal or actual custody of any child.

"Public Funds" shall mean, in the application of this Ordinance to the Island of Trinidad and to the Island of Tobago respectively, the Public Revenues of each of the said Islands respectively which shall be appropriated to the purposes of Elementary Education.

"Teacher" shall include duly qualified Head Teachers and Assistant Teachers, but shall not include other persons employed to give Industrial instruction.

3. The several Ordinances mentioned in Schedule A to this Ordinance shall be and the same are hereby repealed to the extent mentioned in the second column of the said Schedule, and from and after the commencement of this Ordinance the Board of Education heretofore in authority within the Colony shall cease to exercise any functions and be determined, and all Rules and Regulations relating to Primary Education heretofore in force in the Colony shall cease to be in force as soon as Rules made under this Ordinance shall come into force, but shall in the meantime remain in force except so far as they are inconsistent with the provisions of this Ordinance. Abolition of old Board.  
Repeal and temporary effect of present Rules.

4. There shall be a Board of Education hereinafter referred to as "The Board," to consist of the Governor as President and not less than eight persons to be appointed by the Governor of whom two at least shall be members of the Legislative Council: Provided that one-half of the members of the Board shall be selected from persons professing the Roman Catholic Religion and the other half from persons not so professing. Every member of the Board shall hold office for the term of two years from the date of his appointment: Provided that any such member may at any time resign office by writing under his hand addressed to the Governor: Provided also that any such member who has not, on the 31st day of December in each year, attended at least one-third of the Meetings of the Board during the preceding twelve months or during his tenure of office in such months, shall be considered to have vacated his seat at the Board, except as hereinafter provided. Constitution of new Board.  
Vacating seats at Board.

- after provided ; but shall be eligible for reappointment : Provided further that it shall be competent to the Governor if he shall so think fit to appoint a person to act at the Board in place of any member thereof during the temporary absence from the Colony or inability of such member to act, and in such case such member shall not be deemed to have vacated his seat at the Board by reason of such absence or inability to act as aforesaid. [Amended by Education Ordinance, 1901, Sec. 4, and by Education Ordinance, 1902, Sec. 3 and Schedule.]
- Temporary appointment of Members.** 5. It shall be lawful for the Governor to appoint a Secretary to the Board, an Inspector, and such Assistant Inspectors and other Officers as may in his opinion be necessary for carrying into effect the provisions of this Ordinance, and such Secretary, Inspector, Assistant Inspectors and other Officers shall receive from Public Funds such salaries or remuneration as the Governor with the advice and consent of the Legislative Council shall determine.
- Education Officers—Appointment of.**
- Meetings of Board.** 6. The Board shall meet at least once in each month, and unless otherwise specially determined by the members present, each meeting shall be public. If at the time appointed for holding any meeting the President shall be absent, the members present shall choose one of their number to be Chairman of such meeting. Any five members shall form a quorum and shall be competent to transact business at any meeting, and every question shall be determined by a majority of votes of the members present and voting on that question, and in case of an equal division of votes the President or Chairman of the meeting shall have a second or casting vote.
- Chairman**
- Quorum.** The Board shall also keep a Minute Book in which all their proceedings shall be recorded, and shall on or before the 31st day of January in every year lay before the Governor in Council separate Reports of the condition of the several classes of schools established and maintained under this Ordinance with a detailed statement of the expenditure upon the maintenance of such schools.
- Minute Book to be kept.**
- Powers of the Board.** 7. The Board shall have power subject to and in accordance with the provisions of this Ordinance.
- (1.) To establish and maintain or discontinue Government Schools.
  - (2.) To sanction the establishment of and to grant or discontinue aid from public funds to Assisted Schools.
  - (3.) To control, regulate and direct the local management of all Elementary Schools within the meaning of this Ordinance, the instruction to be given and the books and apparatus to be used in such schools and the routine and discipline to be enforced therein, the expenditure and application of a moderate sum from the funds appropriated to purposes of Elementary Education in rewards to scholars in Elementary Schools, the qualification certificates of competency to be required from all teachers in such schools, the training, examination and classification of such teachers, and generally all powers necessary for the government and regulation of Elementary Schools and for carrying out the purposes of this Ordinance.
- Power to make Rules and Regulations subject to disallowance by Legislature.** 8. In exercise of the powers conferred by the last previous Section and of all other powers hereinafter given to the Board, the Board may make and from time to time revoke and vary Rules and Regulations. Such Rules and Regulations and any order revoking or varying the same shall be laid before the Legislative Council at its next Meeting after the making of the same, and if not disallowed by express Resolution of such Council within two calendar months of their being so laid before the said Council, such Rules shall have the force of Law and shall thereupon be published in the *Royal Gazette*, and two copies of such Rules shall within ten days after their publication be sent to each teacher, and one of such copies shall be by such Teacher posted in a conspicuous place in his school for public inspection.

The Board shall submit for the approval of the Legislative Council an estimate of the probable expenditure necessary to carry on the provisions of this Ordinance during the first and last six months in each and every year. [*Amended by Elementary Education Amendment Ordinance, 1891, Sec. 5.*]

9. Elementary Schools under this Ordinance shall consist of :
- (1.) Government Schools already established, or to be hereafter established by the Board and to be maintained from the Public Funds of the Colony, and with regard to Government Schools already established every such Government School existing at the commencement of this Ordinance shall be deemed to have been established under this Ordinance.
  - (2.) Assisted Schools already or to be hereafter established by private persons on being allowed by the Board and entitled to receive aid from Public Funds under the provisions of this Ordinance, and with regard to Assisted Schools which at the commencement of this Ordinance shall be in receipt of aid from Public Funds, such schools shall be entitled to be allowed as Assisted Schools under this Ordinance if the conditions and provisions of this Ordinance as to Assisted Schools shall be complied with within six months from the commencement of this Ordinance, and meanwhile such schools shall be entitled to receive aid from the Treasury at the same rate and on the same conditions as heretofore.
10. The following provisions shall be observed with respect to all Elementary Schools within the meaning of this Ordinance :—
- (1.) No applicant shall be refused admission into any school on account of the religious persuasion, nationality, race or language of such applicant or of either of his parents or guardians.
  - (2.) In every school not less than four hours during every school day shall be devoted to Secular Instruction exclusively, and of such four hours two shall be in the morning and two in the afternoon. Such Secular Instruction may include Industrial Instruction, having particular reference to the trades and industries of the District in which the School is situated.
  - (3.) The apparatus of Secular Instruction shall be of a uniform pattern, as far as practicable, in all schools under this Ordinance, and such Books only of Secular Instruction shall be used as are sanctioned by the Board of Education : Provided that when such Books have to be supplied to free scholars the said Board shall grant them to the schools in which such scholars are. [*Amended by Education Ordinance, 1901, Schedule.*]
  - (4.) There may be attached to any Elementary School land or workshops, or both, as the Board shall determine.
  - (5.) In every school all Secular Instruction shall be given in the English and in no other language, and when the ordinary course of such Education cannot be conducted in English by reason of the scholars speaking a foreign language, the scholars shall be specially taught to speak English.
  - (6.) Children whose parents or guardians are unable to pay school fees, and children of Indentured Indian Immigrants whose indentures have not expired shall be admitted to Elementary Schools free of charge : Provided that the inability of such

Estimate of Expenditure to be submitted for approval of the Legislature.

Elementary Schools, Definition.

Rules for Elementary Schools.

No Scholar to be refused admission to School on grounds of religion, race or language.

Secular Instruction—Hours for.

School apparatus.

Practical Industrial Education may be allowed. English language to be used.

Exception of certain children from School fees.

- parents or guardians not being Indentured Indian Immigrants to pay the school fees shall be proved to the satisfaction of the Local Managers and of the Warden of the district in which the school is situate or other public officer to be nominated by the President of the Board. [*Repealed by Education Ordinance, 1901, Schedule.*]
- Free Rail-way passes may be given to Scholars. (7.) It shall be lawful for the General Superintendent of the Government Railway, on the production of a Certificate from the Board, to issue a free pass to any scholar to travel in a suitable Railway carriage to or from any Elementary School. [*Repealed by Education Ordinance, 1901, Schedule.*]
- Certificates of Competency to be required for all Teachers. (8.) Every Teacher in an Elementary School shall be required to hold a Certificate of Competency to teach in such school, which Certificate shall be given by the Board after such examination as the Board shall prescribe, or without examination, but subject to such conditions as to previous training as the Board shall prescribe: Provided that any teacher not holding a Certificate of Competency and who shall be already employed in a school at the commencement of this Ordinance shall be allowed a period not exceeding four years from such date in which to obtain such Certificate: Provided also that until such Certificate shall be obtained and during the period aforesaid such uncertificated Teacher already employed may be considered as holding a Certificate of Competency of the Third Class in any classification of Teachers which the Board may prescribe. [*Amended by Elementary Education Amendment Ordinance, 1891, Sec. 6.*]
- School fees to be charged. (9.) Subject to the foregoing provisions of this Section for each child attending an Elementary School there shall be charged against and paid by the parent or guardian of such child a school fee to be prescribed by the Board, provided that such fee shall not be less than twopence per week: Provided also that when two or more children of the same family are attending school the fee for the second and every additional child shall be not less than one penny per week. [*Amended by Elementary Education Amendment Ordinance, 1901, Schedule, and repealed by Education Ordinance, 1901, Schedule.*]
- Inspection of Schools. (10.) Every Elementary School shall be inspected and the scholars attending it examined by the Inspector or an Assistant Inspector of Schools as often and in such manner as the Board shall prescribe.
- Remuneration of Teachers. (11.) Every Teacher in an Elementary School shall, save as hereinafter provided, be entitled to the following remuneration and no other, that is to say, a salary fixed according to the class of the Teacher's Certificate: Provided that every Head Teacher shall be further entitled to an attendance grant and a bonus according to the proficiency of the scholars and the general character and tone of the school. The amount of such salary, grant and bonus shall be prescribed by the Board and shall be uniform in all Elementary Schools and shall be paid to the Teacher from Public Funds, save as hereinafter provided, on being vouched by an Order of the Board: Provided always that in the case of Assisted Schools three-fourths only of such salary, grant and bonus shall be paid from Public Funds and the remaining fourth or such proportion of such salary, grant and bonus less than a fourth as the Board may in any particular case, regard being had to the circumstances of the case, allow and determine shall be paid by the Local Managers of such Assisted Schools who shall be responsible for the same. [*Amended by Elementary Education Ordinance, 1891, Sect. 7, and Education Ordinance, 1901, Schedule.*]
- Attendance Grant and Bonus to be allowed to Head Teachers.
- Salaries of Teachers' grant and bonus—Cost of how to be defrayed.



- (12.) The establishment of Elementary Schools in any locality shall be in the discretion of the Board, regard being had to the sufficiency of school accommodation already existing in the locality and the avoidance of waste of Public money by the allowance of the establishment of a number of small rival schools: Provided always that a Government School shall not be established in any particular District where the Board is satisfied that sufficient school accommodation for the children in such District is provided or will within a reasonable time be provided by an Assisted School or schools fulfilling the conditions required by Section 12 of this Ordinance. [Amended by Education Ordinance, 1901, Sec. 5.]
- (13.) Notices of all proposals to establish Elementary Schools and of all applications for Education Grants under this Ordinance shall be given to the Board, and such notices and applications shall be published three times in the *Royal Gazette* previous to the final decision thereon by the Board.
- (14.) The School fees taken in Elementary Schools shall be applied to the purposes of Elementary Education, and the Local Managers of such schools shall account to the Board for their application and furnish to the Board from time to time as the Board may require lists of the names and addresses of the parents or guardians of children who shall have received education in such schools and in respect of whose education the proper school fees shall not have been paid, and thereupon the Board may make order for the recovery of such fees from such parents or guardians being defaulters in Country Districts by the Warden of the District and in Boroughs by such person as the President of the Board shall appoint wherein such defaulters shall reside who shall account to the Local Managers for all such fees when recovered. [Amended by Elementary Education Amendment Ordinance, 1893, Schedule, and repealed by Education Ordinance, 1901, Schedule.]
- (15.) School fees may be recovered by such Warden or person in his own name on behalf of the Local Managers of such schools before any Stipendiary Justice of the Peace in a Summary manner upon information or complaint, and the mode of procedure shall be that applicable to cases punishable on Summary Conviction prescribed by the Ordinance No. 5 of 1868, intituled "An Ordinance respecting the Summary Administration of Justice." [Repealed by Elementary Education Amendment Ordinance, 1893, Schedule.]
11. The following provisions shall apply to Government Schools:—
- (1.) The Governor shall appoint Local School Managers for each Government School to consist of not less than two persons of whom in the case of Country Districts the Warden of the Ward in which such school shall be situate shall be one, and in like manner shall appoint persons to vacancies that may from time to time occur: Provided that any member shall be liable to removal by the Governor for irregular attendance at Meetings or for any other reason, and that any two members shall form a quorum.
- (2.) The duties of such Managers shall be:—
- (a.) To meet at least once a month and keep Minutes of all such Meetings. [Repealed by Education Ordinance, 1901, Schedule.]
- (b.) To regularly visit and inspect the Government school or schools placed under their supervision and report upon the same to the Board of Education.
- Establishment of Schools to be in the discretion of the Board.
- Limitation of establishment of Government Schools.
- Notices of proposed new Schools and Grants to be published.
- Application of School fees. Managers to furnish list of defaulters.
- School fees to be recovered by Wardens, &c.
- Mode of recovering School fees.
- Rules for Government Schools. Local Managers—appointment of and removal.
- Managers' duties.
- To meet monthly.
- To visit Schools.

To inspect and verify Records and Registers.  
To attend to Sanitation and repairs.  
To encourage Education.  
To furnish Returns to the Board.

Control of Board over Local Managers.  
Disqualification for post of Manager.

Religious Instruction in Government Schools.

Government Schools to be discontinued where sufficient Assisted Schools shall be established.  
Proviso in case of Schools where the average attendance is 25.  
Appointment of Teachers in Government

- (c.) To inspect and verify all Records and Registers required to be kept by the Teachers, and more especially to test the accuracy of the Register of School Attendance.
- (d.) To inspect and report upon the Sanitary and Structural condition of each school under their charge.
- (e.) To use every endeavour to induce parents to send their children to school.
- (f.) To furnish all Returns that may be required by the Board, and particularly a Return to be made not less often than once in every month of parents and others making default in the payment of school fees. [*Amended by Elementary Education Amendment Ordinance, 1893, Schedule.*]
- (3.) Such Managers shall in every case be subject to the control of the Board of Education.
- (4.) No Teacher or any person who derives any profit or emolument from any Government school shall be a Local Manager.
- (5.) In every Government School a portion of each day, not more than one hour, shall be set apart when the scholars of any one Religious Denomination may be instructed by the Clergyman of such Denomination or other person appointed by him in writing, and any class-room may be set apart for such Religious Instruction, but in all cases the scholars receiving such Religious Instruction shall be separated from the other scholars: Provided that if two or more Clergymen of different Denominations desire to give Instruction at any such school, the scholars of each such different Denominations shall be so instructed in separate rooms or on different days: Provided also that the Religious Instruction to be so given shall in every case be the Religious Instruction authorised by the Denomination to which the Clergyman or other Religious Teacher may belong: Provided further that in case of non-attendance of any such Clergyman or Religious Teacher during any portion of the period so set apart for Religious Instruction, such period shall be devoted to the ordinary Secular Instruction in such school: Provided also that no Religious Instruction shall form part of the instruction to be given by any Teacher in any such school who shall be in receipt of pay from Public funds: Provided lastly that no scholar shall be allowed or permitted to receive any Religious Instruction if either of the parents or the guardian of such scholar objects to such Religious Instruction being given.
- (6.) It shall be lawful for the Board to make order for the discontinuance of any Government School in any locality in which Assisted Schools sufficient for the instruction of the children of the locality shall be established and conducted to the satisfaction of the Board: Provided always that such discontinuance shall not take place if such Government School does not fall below an average attendance of twenty-five Scholars and the education therein is satisfactory. [*Amended by Elementary Education Amendment Ordinance, 1891, Schedule, and by Education Ordinance, 1902, Sec. 4, and Schedule.*]
- (7.) The appointment, suspension, and removal of Teachers in Government Schools shall be made by the Governor: Provided that when the Governor shall dispense with the services of any such

Teacher for any other reason than misconduct, such Teacher shall be entitled to three months' notice, or salary and emoluments based on the amount last previously received by such Teacher equivalent thereto and no more.

Schools to be by the Governor. Three months' notice to be allowed to retiring Teachers except in case of dismissal for misconduct. Application of School fees taken in Government Schools.

- (8.) The school fees received in Government schools shall be paid into the Treasury in reduction of the Public expenditure on Elementary Education. [*Repealed by Education Ordinance, 1901, Schedule.*]

12. The following provisions shall apply to Assisted Schools :—

Rules for Assisted Schools. Conditions of State aid.

- (1.) Schools of Elementary Education established or proposed to be established by private persons on being allowed by the Board shall be entitled to receive aid from Public Funds on the following conditions but not otherwise :—

(a.) That the property and control of the school be vested in two or more Trustees who shall be the Local Managers of such school having the power to appoint and dismiss the Teacher or Teachers of such school : Provided that the Board shall have power to require the dismissal of any such Teacher if the Board shall so think fit.

Two Trustees of property necessary. Trustees to be Local Managers and appoint and dismiss Teachers. Board may require dismissal of a Teacher in an Assisted School.

(b.) That the Teachers to be appointed shall hold Certificates of Competency to teach granted by the Board.

Teachers to hold Certificates.

(c.) That the school be open to all children without distinction of religion or race or nationality or language.

No distinction to be made for religion, race nationality or language of Scholars.

(d.) That it shall not be required as a condition of any child being admitted into or continuing in such school that he shall attend or abstain from attending any Sunday school or any place of religious worship or that he shall attend any religious observance or any instruction in religious subjects in the school or elsewhere from which observance or instruction he may be withdrawn by his parent or guardian or that he shall attend the school on any day exclusively set apart for religious observance by the religious body to which the parent or guardian belongs.

Conscience Clause.

(e.) That the school at all times be open to inspection and examination.

Assisted Schools to be inspected and examined.

(f.) That the Secular Instruction to be given and the books of Secular Instruction and apparatus to be used in such school and the routine and discipline to be enforced therein shall be

instruction to be that prescribed by the Board.

Amount of fees to be paid by Scholars to be fixed by the Board.

Grants from Public Funds for Remuneration of Teachers. Providing and maintenance of School-houses, residences of Teachers, furniture and apparatus. School fees of free Scholars to be paid from Public Funds.

Managers of Assisted Schools to show receipts of Teachers for part salaries.

Duties of Managers of Assisted Schools

Change of Managers may be effected by writing under hand of retiring Manager.

To be indorsed on some deed relating to the trust.

Times for Religious Instruction in Assisted Schools.

in conformity with the Rules to be prescribed by the Board for adoption in all Elementary Schools.

(g.) That the fees, if any, payable by the scholars do not exceed in amount the scale to be fixed by the Board payable in all Elementary Schools. [*Repealed by Education Ordinance, 1901, Schedule.*]

(2.) On being allowed by the Board such schools shall be deemed Elementary Schools for the purposes and within the meaning of this Ordinance and shall be entitled in addition to the emoluments allowed to Teachers in Assisted Schools by Sub-section 11 of Section 10 of this Ordinance to grants of money from Public Funds towards the providing and maintenance of school-lands, houses, and residences for the Teachers and the furniture and apparatus of such school-houses and residences (in such proportions to the amount contributed by the Local Managers as the Board may from time to time determine) and there shall be further paid to the Local Managers of such schools from Public Funds the amount of school fees which but for the exemption contained in Sub-section 6 of Section 10 of this Ordinance would be payable in respect of the children admitted into such schools free of charge under the provisions of the said Sub-section. [*Amended by Education Ordinance, 1901, Sec. 6, and Schedule; and by Education Amendment Ordinance, 1901, Sec. 2, and Education Ordinance, 1902, Sec. 6.*]

(3.) It shall be the duty of the Local Managers of Assisted Schools to produce to the Board monthly or once in every two months as the Board may determine the receipts of the Teachers employed by them for the one-fourth part of the salaries of such Teachers payable by such Managers, and there shall also attach to the Local Managers of Assisted Schools with respect to the school or schools under their management the same duties as are by Sub-section 2 of Section 11 of this Ordinance prescribed for the Local Managers of Government Schools. No Teacher or any person who derives any profit or emolument from any Assisted School shall be a Local Manager. It shall be lawful for any Local Manager of any Assisted School, by writing under his hand, to appoint such other person as he may see fit as Local Manager in his place, and such appointment and the acceptance thereof, in writing, by the person so appointed shall be delivered to the Secretary of the Board of Education, whose duty it shall be to cause a memorandum of such appointment to be endorsed upon some one of the title deeds relating to the trust, and thereupon the Local Manager so substituted shall have all the privileges and be subject to all the liabilities as Trustee and Local Manager which attached to the Local Manager making such appointment as aforesaid: Provided that no such appointment of a new Local Manager shall absolve the retiring Trustee and Manager from the consequences of any breach of trust committed by him previous to such appointment: Provided also that any change of Trustees shall be endorsed upon some one of the title deeds relating to the trust. [*Amended by Education Ordinance 1901, Sec. 7.*]

(4.) The time or times during which any Religious observance is practised or Religious Instruction is given at any Meeting of an Assisted School shall be either at the beginning or the end, or at the beginning and the end of such Meeting and shall be inserted in a time-table to be approved by the Board and to be kept permanently and conspicuously affixed in every schoolroom, and any scholar may be withdrawn by his parent or guardian

- from such observance or instruction without forfeiting any of the other benefits of the school.
- (5.) The school fees taken in any Assisted School shall be applied in the first place towards the payment of the contribution due from the Local Managers of such school to the remuneration of the Teachers employed in such school and the maintenance of the school premises and apparatus and any excess beyond the sums due and expended as aforesaid shall be paid into the Treasury in reduction of the public expenditure on Elementary Education. [Amended by Elementary Education Amendment Ordinance, 1891, Sec. 8, and repealed by Education Ordinance, 1901, Schedule.] Application of School fees taken in Assisted Schools.
- (6.) It shall be competent for the Board to disallow and remove from the list of Elementary Schools any Assisted School whether established before or after the commencement of this Ordinance which fails to comply with the provisions of this Ordinance, or with any rules made under this Ordinance, or for any of the following reasons:— Disallowance of Assisted Schools.
- (a.) The average daily attendance of scholars falling below the number of 25. [Amended by Elementary Education Amendment Ordinance, 1891, Sec. 9, and by Education Ordinance, 1902, Sec. 5.]
- (b.) The dilapidated or unhealthy, or unfit condition of the school buildings.
- (c.) When there are not the number of School Managers required by this Ordinance.
- (d.) When the Inspector of Schools after examination has reported to the Board that the educational standard in such school is not sufficiently satisfactory and the Board adopts such Report and the Managers after having been notified by the Board neglect to dismiss the Teacher or take the necessary steps to raise the educational standard of such School.
- (e.) When any Teacher in or any Manager of such a school interferes or attempts to interfere with the religion of any scholar.
- (f.) When the Local Managers fail to produce to the Board the receipts of the Teachers for the one-fourth part of the salaries of such Teachers payable by the Managers monthly or once in every two months as the Board may determine. [Repealed by Elementary Education Amendment Ordinance, 1891, Schedule.]
- (g.) Or when for any other reason the school is not conducted to the satisfaction of the Board.

Upon such disallowance by the Board such school shall cease to be entitled to any grant from Public Funds.

13. Every person holding the office of Inspector or Assistant Inspector of Schools in the Colony shall be an officer of the Board of Education and subject to the control and direction of the Board: Provided that it shall not be competent to the Board to appoint or dismiss any such officer. Inspectors and Assistant Inspectors to be Officers of the Board.

14. Where any grant shall hereafter be made from Public Funds to the Trustees, Managers or other persons applying on behalf of any Assisted School with the consent of the Trustees or persons holding the legal estate thereof for or towards the purchase of the site or the erection, enlargement or repair of the school or the residence of the master or mistress of the furnishing such school or residence, no sale, exchange or mortgage of the premises in respect of which such grant may hereafter be made in exercise of any power contained in the conveyance or other deed relating thereto or under any other legal authority shall be valid unless either the consent of the Governor in writing under his hand be given to the same or the amount of the grant which shall have been made as aforesaid shall be repaid Charges upon School property for amounts of Grants from Public Funds for building, etc., to be endorsed on Title Deeds.

to Her Majesty's Receiver-General to be carried to the credit of Public Funds and whenever any grant as aforesaid shall be made a memorandum to be signed by the Receiver-General shall be endorsed upon some one of the Title Deeds relating to the school certifying to the grant having been made upon such application and for some such purpose as aforesaid and referring to this Ordinance, and for the purposes of this Section the said Receiver-General shall have access to all deeds registered in the Registry of Deeds and in the custody of the Registrar-General and may endorse such memorandum upon any Title Deed relating to the school which shall be registered in such Registry, any law or rule to the contrary notwithstanding: Provided also that where the land or premises in respect of which any such grant is sought shall be subject to the provisions of "The Real Property Ordinance, 1889," no such grant from Public Funds for the purposes aforesaid shall be made unless the Trustees, Managers or other persons applying for such grants shall be the registered proprietors of such land or premises and shall before the payment of any such grant at their own cost give to Her Majesty her heirs and successors a first charge, mortgage or incumbrance on such land or premises for the amount of the grant in priority of all other mortgages, charges or incumbrances on the same: Provided also that it shall be lawful for the Governor in Executive Council to authorise the Receiver-General to accept a less sum in discharge thereof than the original amount of such grant at the time of payment or recovery of the same.

Where land subject to Real Property Ordinance, 1889, first charge to be taken in the name of the Queen.

The Governor may allow deduction from debt for depreciation, etc.

Training Schools may be established by the Board.

Recognition of Educational Establishments as Training Schools. Grants may be made to Schools recognised as Training Schools.

Superannuation Fund for Teachers may be established by the Board. Deductions may be made from salaries towards the Fund.

Not to be compulsory on present Teachers earning pensions to join the Fund.

Special Indian Schools may

15. The Board may out of such Public Funds as may be appropriated for the purpose establish and maintain Training Schools for the education of teachers both male and female, and may prescribe the course of studies, and the examinations in such Schools, and the Teachers so trained and examined shall be classified according to their attainments and skill in teaching, and shall receive Certificates of Competency which shall qualify them for corresponding grades as Teachers in Elementary Schools: Provided that the course of training in such Training School shall be Secular.

16. The Board may also recognise as Training Schools for Teachers other Schools or Colleges not established or maintained by the Board, the Managers of which shall supply special training for Teachers in Elementary Schools to the satisfaction of the Board, and in such cases the Board may make order for payment from Public Funds of grants in aid to such Schools or Colleges based upon the number of scholars therein receiving such special training aforesaid, and upon the results of examinations of such scholars prescribed by the Board, notwithstanding that the course of training in such School or College shall not be exclusively Secular.

17. It shall be lawful for the Board by Rules to be made by the Board to provide for the establishment and maintenance of a Superannuation Fund for the benefit of Teachers in Elementary Schools and by such Rules to require any Teacher hereafter to be employed in an Elementary School to contribute to such Fund from his fixed salary a sum not exceeding three per centum of such salary during the first year of his employment, and a sum not exceeding four per centum of such salary during every subsequent year of his employment. Such Rules shall provide for the award of Pensions from such fund to disabled Teachers, and grants to the representatives of such Teachers in case of death: Provided that in case any Teacher is dismissed for misconduct such Teacher shall forfeit and lose every claim under this Section and shall forfeit all contributions made: Provided also that it shall not be compulsory for School Teachers to contribute to such Fund who shall be employed as such in an Elementary School at the commencement of this Ordinance and shall be entitled to, or in a position to claim under the Rules in force pensions for their services.

18. It shall be further lawful for the Board if it shall so think fit to establish or allow schools for the Special Elementary Education of the children

of East Indian Immigrants and their descendants, and all the provisions he established of this Ordinance as to Elementary Schools, and as to Government or Assisted Schools as the case may be, shall apply to such Special Indian Schools, save and except that it shall not be necessary that any such Special Indian School shall be open to children of all races: Provided that such Teachers shall understand both the English and Hindustani languages. [Amended by Elementary Education Amendment Ordinance, 1891, Sec. 10.]

19. It shall also be lawful for the Board if it shall so think fit to make special grants for the remuneration of Teachers in night schools: Provided that such night schools shall be conducted in accordance with Rules made by the Board: Provided also that the provisions of the first, third, fifth, eighth, ninth, tenth, fourteenth and fifteenth Sub-sections of the tenth Section of this Ordinance shall be observed in every such night school, and also the condition specified in paragraph (d) of the first Sub-section of Section 12 of this Ordinance.

20. In districts where from the scattered state of the population or other causes it is not practicable or convenient to collect twenty-five scholars or upwards to form an Elementary School, the Board may appoint Itinerant Teachers to hold schools under such Rules and at such salaries as may be determined by it for that purpose. [Amended by Elementary Education Amendment Ordinance, 1891, Sec. 11, and by Education Ordinance, 1902, Sec. 7 and Schedule.]

Passed in Council this Fourteenth day of July, in the year of Our Lord one thousand eight hundred and ninety.

SCHEDULE A.

ORDINANCES REPEALED.	EXTENT OF REPEAL.
No. 6 of 1870 - -	The first Sixteen Sections, and Sections 19 and 26.
No. 13 of 1875 - -	The whole.
No. 25 of 1875 - -	The whole.
No. 14 of 1876 - -	The whole.
No. 30 of 1881 - -	The whole.

(ii.) THE ELEMENTARY EDUCATION AMENDMENT ORDINANCE, 1891.

TRINIDAD AND TOBAGO.

AN ORDINANCE to amend "The Elementary Education Ordinance, 1890," No. 13, 1891.

Be it enacted by the Governor of Trinidad and Tobago with the advice and consent of the Legislative Council thereof as follows:—

1. This Ordinance may be cited for all purposes as "The Elementary Education Amendment Ordinance, 1891."

**Construction.** It shall be construed as one with "The Elementary Education Ordinance, 1890," hereinafter called The Principal Ordinance. The Principal Ordinance and this Ordinance together may be cited for all purposes as "The Elementary Education Ordinances, 1890 and 1891."

**Tobago Board.**

2. There shall be a Board of Education for the Island of Tobago, hereinafter called "The Tobago Board," to consist of the Commissioner of Tobago as President and not less than four members to be appointed by the Governor.

All the provisions of Section 4 of The Principal Ordinance as to resignation of office, attendance of members, vacating of seats and appointment of persons to act for absent members shall apply to such Board. [*Repealed by Elementary Education Ordinance, Tobago, 1899.*]

**Power to make Rules and Regulations, etc.**

3. The Tobago Board shall in the exercise of the powers conferred on the Board by the seventh Section of The Principal Ordinance and of all other powers thereafter and herein given to The Board have the same and like powers to make their own Rules and Regulations and from time to time to revoke and vary such Rules and Regulations: Provided always that such Rules and Regulations shall be based as far as possible on the Rules and Regulations made by The Board.

All the provisions of Section 8 of this Ordinance as to laying of Rules before the Legislative Council and the disallowance thereof by the Council shall apply to all Rules and Regulations made by The Tobago Board under the power in this Section contained. [*Amended by Elementary Education Ordinance, 1892, and repealed by Education Ordinance, Tobago, 1899, which was repealed by Education Ordinance, 1901, Schedule.*]

**Repeal of enactments in Schedule. Repeal of Section 8 of Ordinance No. 17 of 1890.**

4. The enactments specified in the Schedule to this Ordinance are hereby repealed to the extent mentioned in such Schedule.

5. Section 8 of The Principal Ordinance is hereby repealed, and in place and stead thereof shall be substituted the following:—

(8.) In exercise of the powers conferred by the seventh Section of The Principal Ordinance and of all other powers thereafter given to the Board, the Board may make and from time to time revoke and vary Rules and Regulations. Such Rules and Regulations and any order revoking or varying the same shall be laid before the Legislative Council at its next Meeting after the making of the same and if not disallowed by express resolution of such Council within one calendar month of their being so laid before the Council, such Rules shall have the force of law and shall thereupon be published in the *Royal Gazette*, and two copies of such Rules shall within ten days after their publication be sent to each Head Teacher, and one of such copies shall be by such Teacher posted in a conspicuous place in his school for public inspection.

The Board shall submit for the consideration of the Legislative Council an estimate of the probable expenditure necessary to carry on the provisions of this Ordinance during the first and last six months in each and every year.

**Repeal of Sub-section 8 of Section 10 of Ordinance No. 17 of 1890.**

6. Sub-section 8 of Section 10 of The Principal Ordinance is hereby repealed, and in place and stead thereof shall be substituted and read the following:—

**Certificates of Competency to be required for all Teachers.**

(8.) Every Teacher in an Elementary School shall be required to hold a Certificate of Competency to teach in such school, which Certificate shall be given by the Board after such examination and probation as the Board shall prescribe, or without examination, but subject to such conditions as to previous training as the Board shall prescribe: Provided that any Teacher not holding a Certificate of Competency and who shall be already employed



in a school at the commencement of this Ordinance shall be allowed a period not exceeding four years from such date in which to obtain such Certificate: Provided also that until such Certificate shall be obtained and during the period aforesaid such uncertificated Teacher already employed may be considered as holding a Certificate of Competency of the Third or Fourth Class as the Board may determine according to such classification of Teachers as may be prescribed by the Board.

7. Sub-section 11 of Section 10 of The Principal Ordinance is hereby repealed, and in place and stead thereof shall be substituted and read the following:—

Repeal of Sub-section 11 of Section 10 of Ordinance No. 17 of 1890.

(11.) Every Teacher in an Elementary School shall, save as hereinafter provided, be entitled to the following remuneration, that is to say, a salary fixed according to the class of the Teacher's Certificate: Provided that every Head Teacher shall be further entitled to an attendance grant and a bonus according to the proficiency of the scholars and the general character and tone of the school. The amount of such salary, grant and bonus shall be prescribed by the Board and shall be uniform in all Elementary Schools and shall be paid to the Teacher from Public Funds, save as hereinafter provided, by an Order of the Board: Provided always that in the case of Assisted Schools three-fourths only of such salary, grant and bonus shall be paid from Public Funds. [*Amended by Education Ordinance, 1901, Schedule.*]

Remuneration of Teachers. Attendance Grant and Bonus to be allowed to Head Teachers. Salaries of Teachers' grant and bonus—Cost of how to be defrayed.

8. Sub-section 5 of Section 12 of The Principal Ordinance is hereby repealed, and in place and stead thereof shall be substituted and read the following:—

Repeal of Sub-section 5 of Section 12 of Ordinance No. 17 of 1890.

(5.) The School fees taken in any Assisted School shall be retained by the Local Managers of such School to be applied by them, in the first place, towards the payment of the contribution due from the Local Managers of such School to the remuneration of the Teachers employed in such School and the maintenance of the School premises and apparatus; and any excess beyond the sum due and expended as aforesaid shall be applied by them for the benefit of such School. [*Repealed by Education Ordinance, 1901, Schedule.*]

9. Sub-section (a) of Sub-section 6 of Section 12 of The Principal Ordinance is hereby repealed, and in place and stead thereof shall be substituted and read the following:—

Repeal of Sub-section (a) of Sub-section 6 of Section 12 of Ordinance No. 17 of 1890.

(a.) The average daily attendance of scholars falling below the number of 40. [*Amended by Education Ordinance 1903, Sec. 5 and Schedule.*]

10. Section 18 of The Principal Ordinance is hereby repealed, and in place and stead thereof shall be read the following:—

Repeal of Section 18 of Ordinance No. 17 of 1890.

(18.) It shall be further lawful for the Board if it shall so think fit to establish or allow schools for the special Elementary Education of the children of East Indian Immigrants and their descendants, and all the provisions of The Principal Ordinance and of this Ordinance, as to Elementary Schools, and as to Government or Assisted Schools, as the case may be, shall, unless otherwise prescribed by the Board, apply to such special Indian Schools which shall be open to children of all races: Provided that such Teacher shall understand both the English and Hindustani languages.

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Repeal of  
Section 20 of  
Ordinance  
No. 17 of  
1890.

11. Section 20 of The Principal Ordinance is hereby repealed, and in place and stead thereof shall be substituted and read the following :—

(20.) In districts where from the scattered state of the population or other causes it is not practicable or convenient to collect forty scholars or upwards to form an Elementary School, it shall be lawful for the Board in such districts to sanction the establishment of a Government or Assisted School upon such special terms and conditions as the Board shall prescribe. [*Amended by Education Ordinance, 1902, Sec. 7, and Schedule.*]

Passed in Council this Fourth day of May, in the year of Our Lord one thousand eight hundred and ninety-one.

SCHEDULE  
*Repeals.*

ORDINANCE.	EXTENT OF REPEAL.
"The Elementary Education Ordinance, 1890" (17 of 1890)	From the words "Provided also" in Sub-section 9 of Section 10 to the end of the Sub-section ending with the words "a penny per week."
Idem . . . . .	From the words "Provided always" in Sub-section 6 of Section 11 to the end of the Sub-section ending with the words "and the education therein is satisfactory."
Idem - . . . . .	The whole of Sub-section <i>f</i> of Sub-section 6 of Section 12.

(iii.) THE ELEMENTARY EDUCATION AMENDMENT  
ORDINANCE, 1892.

TRINIDAD AND TOBAGO.

AN ORDINANCE to amend "The Elementary Education (Amendment) Ordinance, 1891." No. 13. 1892.

Be it enacted by the Governor of Trinidad and Tobago with the advice and consent of the Legislative Council thereof as follows :—

1. The third Section of the Ordinance No. 12 of 1891, intituled "An Ordinance to amend the Elementary Education Ordinance, 1890," is hereby repealed, and in place and stead thereof shall be read the following :—

"In the Principal Ordinance, except Sections 4 and 5 and in this Ordinance, the expression 'The Board' shall mean with reference to Tobago the Tobago Board.

"All Rules and Regulations to be made by the Tobago Board shall be based as far as possible on the Rules and Regulations made by the Board constituted by the Principal Ordinance.

"Any three members of the Tobago Board shall form a quorum and be competent to transact business at any meeting."

Passed in Council this Eleventh day of April, in the year of Our Lord one thousand eight hundred and ninety-two.

[Repealed by *Elementary Education Ordinance, Tobago, 1896*].

(iv.) THE ELEMENTARY EDUCATION AMENDMENT ORDINANCE, 1893.

TRINIDAD AND TOBAGO.

AN ORDINANCE to amend "The Elementary Education Ordinances, 1890 and 1891." No. 22. 1893.

Be it enacted by the Governor of Trinidad and Tobago with the advice and consent of the Legislative Council thereof as follows :—

1. This Ordinance may be cited for all purposes as "The Elementary Education Amendment Ordinance, 1893."

It shall be construed as one with "The Elementary Education Ordinances, 1890 and 1891."

"The Elementary Education Ordinances, 1890 and 1891," may, together with this Ordinance, be cited for all purposes as "The Elementary Education Ordinances, 1890, 1891, and 1893."

2. The provisions of "The Elementary Education Ordinance, 1890," Repeal. in the Schedule hereto and to the extent mentioned in such Schedule, are hereby repealed.

3. This Ordinance shall take effect as from the 1st day of May, 1893.  
Passed in Council this Fourth day of September, in the year of Our Lord one thousand eight hundred and ninety-three.

THE SCHEDULE.

No. OF ORDINANCE.	TITLE.	EXTENT OF REPEAL.
17 of 1890.	"The Elementary Education Ordinance, 1890."	<p>Sec. 10, Sub-sec. 14, from the words "for their application" to the end of the Sub-section and the whole of Sub-section 15.</p> <p>Paragraph (f) of Sub-sec. 2 of Sec. 11, from the words "and particularly a return" to the words "School fees" at the end of the paragraph.</p>

(v.) THE ELEMENTARY EDUCATION ORDINANCE,  
TOBAGO, 1899.

TRINIDAD AND TOBAGO.

AN ORDINANCE to provide for the control and management of Elementary Schools in Tobago. No. 2. 1899.

Whereas it is expedient to amend the law relating to Primary Education in Tobago: Be it enacted by the Governor of Trinidad and Tobago with the advice and consent of the Legislative Council thereof as follows:—

Title. 1. This Ordinance may be cited as the Elementary Education Ordinance, Tobago, 1899, and shall come into operation on the First day of April, 1899, and shall be construed as one with "The Elementary Education Ordinance, 1890," hereinafter called the Principal Ordinance.

Repeal. 2. There shall be repealed Section 2 of "The Elementary Education Amendment Ordinance, 1891," and also the Ordinance No. 13, 1892, entitled "An Ordinance to amend the Elementary Education (Amendment) Ordinance, 1891."

Powers of Board with regard to Tobago. 3. It shall be lawful for the Board of Education, constituted under the provisions of Section 4 of the Principal Ordinance, to control, regulate and direct the local management of all Elementary Schools in Tobago as provided in and by Section 7 of the Principal Ordinance, and until the Board shall have exercised this power, and in so far as they shall not have exercised the same with respect to Elementary Schools in Tobago the rules and regulations heretofore in force in Tobago dated the 28th day of February, 1898, shall continue in force in respect of all Elementary Schools in Tobago, save and except that by the words "the Board" in such rules and regulations contained shall be meant the Board of Education for Trinidad and Tobago as constituted by the said Fourth Section of the Principal Ordinance.

Passed in Council this Sixth day of February, in the year of Our Lord one thousand eight hundred and ninety-nine.

[*Repealed by Education Ordinance, 1901, Schedule.*]

(vi.) THE EDUCATION ORDINANCE, 1901.

TRINIDAD AND TOBAGO.

AN ORDINANCE to amend "The Elementary Education Ordinances, 1890 and 1891," No. 6. 1901.

Be it enacted by the Governor of Trinidad and Tobago with the advice and consent of the Legislative Council thereof as follows:—

Title. 1. This Ordinance may be cited as the Education Ordinance, 1901, and shall be read with "The Elementary Education Ordinances, 1890 and 1891," which, together with this Ordinance, may be cited as "The Education Ordinances, 1890—1901."

Repeal. 2. The enactments specified in the Schedule hereto are hereby repealed.

3. Children attending Elementary Schools in *Port-of-Spain* or in any School fees. Borough may with the sanction of the Board be charged such school fees as the Board may from time to time prescribe.

The school fees, if any, charged as aforesaid and received in any Government school shall be paid into the Treasury, and those charged and received as aforesaid in any Assisted school shall be retained by the Managers of such schools.

4. In Section 4 of Ordinance 17—1890, the words "and the Inspector of Schools" shall be read after the word "President" in line 3. \* [Repealed by Education Ordinance, 1902, Schedule.] Inspector of Board.

5. The following words shall be read as forming part of Sub-section 12 of Section 10 of Ordinance 17 of 1890.

Provided also that a school hereafter established by private persons shall not be entitled to receive aid from public funds, unless the Board shall have decided, previous to its establishment, that such school is a necessary school. Condition of grant.

6. After the words "public funds" in line 8† of Sub-section 2 of Section 12 of Ordinance 17—1890, shall be read the following:—

in such proportion to the amount contributed by the Local Managers as the Board may from time to time determine towards the providing and maintenance of School lands and houses. [Repealed by Education Amendment Ordinance, 1901, Sec. 2.]

7. Sub-section 3 of Section 12 of Ordinance 17—1890 shall be read as if the first six lines, † the words "payable by such Managers and" in line 7, ‡ and the word "also" in line 8 § were omitted.

Passed in Council this 29th day of March, in the year of Our Lord one thousand nine hundred and one.

#### THE SCHEDULE.

Ordinance 17 of 1890.—In Sub-section (3) of Section 10 the words "Provided that when such books have to be supplied to free scholars the said Board shall grant them to the schools in which such scholars are."

" Sub-sections (6), (7), (9), and (14) of Section 10.

" Paragraph (a) of Sub-section (2) and Sub-section (8) of Section 11.

" Paragraph (g) of Sub-section (1) of Section 12.

" Sub-section 2 of Section 12 in line 8 § the words "towards" to the end of the Sub-section.

Ordinance 12 of 1891.—In Section 7 the words "Save as hereinafter provided by an order of the Board: Provided always that in the case of Assisted schools three-fourths only of such salary grant and bonus shall be paid from the Public Fund."

" Section 8.

Ordinance 2 of 1896.—The whole.

\* Line 2 according to the present arrangement of type.

† Lines 5 and 6 according to the present arrangement of type.

‡ The first four lines, the words "Teachers payable by such Managers, and the word "also" in line 5 according to the present arrangement of type.

§ Line 6 according to the present arrangement of type.

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(vii.) THE EDUCATION AMENDMENT ORDINANCE,  
1901.

TRINIDAD AND TOBAGO.

AN ORDINANCE to amend the Education Ordinances, 1890-1901.  
No. 22. 1901.

Be it enacted by the Governor of Trinidad and Tobago with the advice and consent of the Legislative Council thereof as follows :—

Short title.

1. This Ordinance may be cited as the Education (Amendment) Ordinance, 1901, and shall be read with the Education Ordinances, 1890-1901.

2. Sub-section 2 of Section 12 of Ordinance No. 17 of 1890 and Section 6 of Ordinance No. 6 of 1901 are hereby repealed and in lieu thereof shall be read the following :—

On being allowed by the Board such schools shall be deemed Elementary Schools for the purposes and within the meaning of this Ordinance and shall be entitled in addition to the emoluments allowed to Teachers in Assisted Schools by Section 7 of the Ordinance 12 of 1891 as amended by Ordinance No. 6 of 1901 to grants of money from Public Funds towards the providing and maintenance of school lands, houses and residences for the teachers and the furniture and apparatus of such school-houses in such proportion to the amount contributed by the local managers as the Board may from time to time determine. [*Amended by Education Ordinance, 1902, Sec. 6.*]

Passed in Council this Sixteenth day of September, in the year of Our Lord one thousand nine hundred and one.

(viii.) THE EDUCATION ORDINANCE, 1902.

TRINIDAD AND TOBAGO.

AN ORDINANCE to further amend "The Education Ordinances, 1890-1901."  
No. 4. 1902.

Be it enacted by the Governor of Trinidad and Tobago with the advice and consent of the Legislative Council thereof as follows :—

Short Title.

1. This Ordinance may be cited as the Education Ordinance, 1902, and shall be read as one with "The Education Ordinances, 1890-1901" and the Ordinance No. 22 of 1901. The said Ordinances and this Ordinance may together be cited as the Education Ordinances, 1890-1902.

Repeal.

2. The enactments specified in the Schedule hereto are hereby repealed to the extent specified in the second column of such Schedule.

Board of Education.

3. There shall be a Board of Education (hereinafter referred to as "the Board") consisting of the Governor as President and fourteen persons to be appointed by the Governor, of whom the Colonial Secretary and the Inspector of Schools shall be two. Six of the said fourteen members shall be persons professing the Roman Catholic religion and the remaining eight members shall be persons not so professing.

4. It shall be lawful for the Board in its discretion to make order for the discontinuance of any Government school in which the average daily attendance has fallen below fifty. Closing of Government School.

5. The following words shall be read before paragraph (b) of Sub-section 6 of Section 12 of the Elementary Education Ordinance, 1890 (17 of 1890). Closing of Assisted School.

(a.) The average daily attendance of scholars falling below the number of fifty.

6. Section 2 of Ordinance 22-1901 shall be read with the following addition:

Provided that a school hereafter established by private persons shall not be entitled to grants of money from Public Funds towards providing and maintaining the schoolhouse or the furniture and apparatus thereof. Furniture and apparatus.

7. In districts where from the scattered state of the population or other causes it is not possible to maintain an average daily attendance of fifty scholars or upwards in an Elementary School it shall be lawful for the Board in such districts to sanction the establishment or continuance of a Government or Assisted School upon such special terms and conditions as the Board shall prescribe. Schools in remote districts.

Passed in Council this Tenth day of March, in the year of Our Lord one thousand nine hundred and two.

SCHEDULE.

NO. OF ORDINANCE.	EXTENT OF REPEAL.
17 of 1890.	Section 4, from the commencement up to and including the words "not so professing."
17 of 1890.	So much of Sub-section (6) of Section 11 as is not repealed by Ordinance 12 of 1891.
12 of 1891.	Sections 9 and 11.
6 of 1901.	Section 4.

APPENDIX B.

NEW CODE OF RULES UNDER THE ELEMENTARY EDUCATION ORDINANCES, 1890-1902.\*

Made by the Board of Education on the 26th August, 1902.

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\* This can be seen at the Board House, Cannon Row, Whitehall, L.

Education Librarians S.W., together Stephen's earlier Codes.

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#### PART I.—ELEMENTARY SCHOOLS.

The following Rules shall apply to both classes of Elementary Schools :—

##### SCHOOL-HOUSES.

1. All specifications and designs for new schools and Teachers' residences shall be approved by the Board.
2. Every school where there is an average daily attendance of not less than forty scholars shall have one or more class-rooms as may after due inquiry be considered necessary by the Board of Education for the number of scholars attending such school.
3. The apportionment of space inside every school-house shall be not less than eight superficial feet of floor-space and eighty cubic feet for each scholar in average daily attendance. Covered galleries may be taken into account in calculating the space.
4. Every school-house shall be furnished with latrines, and where boys and girls are admitted to the same school, with latrines in separate places for the use of the scholars of different sexes.
5. There must be desk accommodation for at least one half of the number of scholars in average daily attendance at the rate of 1 ft. 6 in. linear for each scholar.
6. Use shall be made of any school-house which shall in any way interfere with the regular use of the building for school purposes.

##### ADMISSION OF SCHOLARS.

7. No child shall be refused admission to any Government or Assisted School on the ground of the religious persuasion, race or language of such applicant, or on the ground of the religious persuasion, race or language of his parents or guardians.

\* Not printed.



8. No child suffering from any cutaneous, contagious, offensive, or infectious disease, or in whose house contagious or infectious disease is known to exist, shall be admitted in any school; and the attendance of any scholar from such house or so diseased may be temporarily suspended by the Teacher.

9. No child shall be admitted or retained in any school (except Practising Schools) who is under the age of four or above the age of eighteen; and no child above the age of fifteen shall be admitted or retained in a school unless he or she is of the same sex as the Head Teacher or a Certificated Assistant Teacher of the school.

#### ATTENDANCE OF SCHOLARS.

10. In every school not less than four hours in each school-day shall be devoted to Secular Instruction exclusively; and of such four hours two shall be in the morning and two in the afternoon.

11. Attendance shall not be reckoned for any scholar—

1. Under the age of 4 or over 15.

2. Until his name, etc., shall have been duly entered in the School Register.

3. For morning or afternoon unless such scholar has been under Secular Instruction for two hours during each meeting after Roll-call.

12. The average daily attendance for any period is found by adding the number of scholars in attendance for all the meetings of that period and dividing the sum by the number of meetings in that period, all proper fractions to count as units.

#### SCHOOL FEES.

13. In schools situated in Port-of-Spain or in any Borough such school fees may be charged as may be sanctioned by the Board of Education.

14. The Governor shall have power to grant free admission to any Elementary Government school to the child or children of any deceased public servant.

#### CONSCIENCE CLAUSE.

15. There shall be kept posted in every Elementary School a printed copy of the Conscience Clause relating to such school, viz., according as the school is a Government or an Assisted School, a printed copy of Sub-section 5 of Section 11, or paragraph (d) of Sub-section 1 of Section 12 of the Elementary Education Ordinance, 1890.

#### TIME TABLE.

16. A Time Table to serve as a model for all Elementary Schools shall be drawn up by the Inspector of Schools and submitted for the approval of the Board, but such model Time Table may be modified by the Head Teacher of any school with the consent of the Local Managers and approval of the Inspector.

#### SCHOOL REGISTERS, &c.

17-24. . . . .

#### HOLIDAYS.

25. The Vacations to be observed in Elementary Schools shall be as under:—

At Easter—Two weeks, commencing on the Monday next before Easter Sunday.

In August—Two weeks, commencing on the third Monday in August.

At Christmas—Four weeks, commencing on the Monday next after the 13th December.

The Inspector of Schools may sanction a change in any of the above dates to suit the convenience of any particular district, or for any other sufficient reason.

26. All Public Holidays are to be observed in Elementary Schools. Any holiday which, on account of local circumstances, may be granted to a school by a Manager must be reported in the Return which is required to be sent in under the [prescribed] form. . . and an entry of the circumstance must be made in the Log Book.

27. The total number of meetings for each school in every year must not be less than 400.

#### DISCIPLINE.

28. Teachers are required to do all in their power to secure the good behaviour of their pupils in the School and Play-ground, and on their way to or from School.

29. The discipline enforced in Schools must be mild and firm; and all degrading and injurious punishments must be avoided. The striking of children, except as provided for in Rule 30, is strictly forbidden, as is also the corporal punishment of girls of twelve years and over.

30. Corporal punishment may be inflicted as a last resort, subject to the exceptions in Rule 29, by the Head Teacher only, or by an Assistant Teacher under the Head Teacher's direction and responsibility, in the presence of Assistant Teachers and Pupil Teachers only; and whenever such punishment is inflicted an entry. . . must be made in the Log Book.

31. No scholar shall be expelled from any School unless by the direction or with the express concurrence of the School Managers; but any scholar may for gross insolence, persistent disobedience, or immoral conduct, be, by the Teacher, temporarily suspended from attendance until the case has been submitted to the School Managers: Provided that in every case of expulsion the matter be immediately reported to the Board of Education for confirmation or otherwise.

#### SECULAR INSTRUCTION.

32. The course of Secular Instruction shall for each Standard be the course specified in Schedule A, subject to modification from time to time by the Board, and only such books as are sanctioned by the Board shall be used for such instruction.

33. In making the minimum time constituting an attendance, there may be reckoned time occupied in any industrial instruction approved by the Board, whether or not it is given in the school premises or by the ordinary Teachers of the school, provided that the times for giving it are entered in the time table, and a scholar's attendance at any class of technical instruction noted in the Roll Book.

#### INSPECTION OF SCHOOLS.

34. Twice at least in every year every school shall be visited by the Inspector or an Assistant Inspector of Schools, and once at least orally and by papers he shall examine:—

(a.) The scholars in the subjects specified in Schedule A.

(b.) The Pupil-teachers in accordance with Schedule C.

35. The Inspector or Assistant Inspector may in addition visit a school at any time without notice, and is expected to do so at least once in every year.

36. After examining a school the Inspector shall as soon as may be practicable send a report thereon to the Board, and a copy of such report shall be sent by the Secretary of the Board to the Managers, who shall cause such report to be entered by the Head Teacher *verbatim* in the Log Book of the school.

37. No scholar will be examined at the annual examination of a school unless he has made at least 100 attendances at the school during the preceding school year.

TEACHERS.

38. Five classes of Certificated Teachers are recognised by the Board; and such Teachers will, when employed at Elementary Schools, be entitled to salaries at the following rates, subject to the provisions contained in other Rules of this Code:—

(I.)—HEAD TEACHERS—TRINIDAD.

Class of Certificate.	Males.	Females.
I. - -	£80 to £100	£80 to £75
II. - -	80 " 80	50 " 60
III. - -	45 " 60	40 " 50
IV. - -	30 " 40	25 " 35
*V. - -	35 " 45	- -

\*(Special Certificates of competency for Teachers in Indian Schools in accordance with Rule 139.)

HEAD TEACHERS—TOBAGO.

Class of Certificate.	Males.	Females.
I. - -	£80 to £90	£50 to £60
II. - -	45 " 60	40 " 50
III. - -	35 " 45	30 " 40
IV. - -	20 " 35	20 " 30

(II.)—ASSISTANT TEACHERS—TRINIDAD.

Class of Certificate.	Males.	Females.
II. - -	£50 to £60	£45 to £50
III. - -	40 " 50	35 " 45
IV. - -	25 " 40	25 " 35
*V. - -	30 " 40	- -

\*(Special Certificates of competency for Teachers in Indian Schools in accordance with Rule 139.)

ASSISTANT TEACHERS—TOBAGO.

Class of Certificate.	Males.	Females.
II. - -	£30 to £45	£25 to £30
III. - -	20 " 30	20 " 25
IV. - -	15 " 20	15 " 20

Provided that the salaries of Teachers employed at the date of the publication of these Rules in the *Royal Gazette* shall not be liable to reduction on account of anything contained in this Rule.

39. The increments from the minimum to the maximum rates of salaries in the preceding Rule shall be annual increments of £5 in the case of

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Teachers in Trinidad schools, and £2 10s. in the case of the Teachers in Tobago schools, which will be allowed subject to the following conditions :—

- (a.) A Teacher to be entitled to successive annual increments must be employed at one and the same school ; and at the end of each year of service must forward to the Inspector of Schools a certificate from the Manager of the school, countersigned by the Assistant Inspector for the district in which the school is situated, stating that such Teacher's service during the preceding year has been satisfactory, and that he has discharged his duties with zeal and efficiency.
- (b.) The provision of Rules 55 and 56 must have been complied with.
- (c.) The annual increments to which Teachers may become entitled under these Rules shall accrue in each case from the commencement of the quarter next after the annual examination of the school.

40. A Teacher shall be entitled to an annual increment of salary, although not employed at one and the same school, when transferred during the year from one school to another with the approval of the Inspector of Schools, if he would have been entitled to such increment had such transfer not taken place.

41. Subject to the provisions of Rule 40, a Teacher's salary shall commence at the minimum rate specified in Rule 36 at each school at which he may be employed, or at which he may be re-employed after having left such school.

42. The class of Certificated Teachers entitled to salaries in accordance with Rule 38 shall correspond with the average attendance at each school as follows (subject, however, to the number of Teaching Units allowed by Rule 65) :—

Average attendance for the School year.	Head Teacher.		Assistant Teachers.	
	Class.	Number.	Class.	
50, or under	IV.			
From 51 to 60	III.			
" 61 " 80	III.	1	IV.	
" 81 " 130	II.	1	III, or IV.	
" 131 " 170	I.	2	One may be of Class III.	
" 171 " 200	I.	3	Do. Do.	
" 201 & upwards	I.	3	One may be of Class II.	

43. The salaries of Pupil Teachers shall, subject to the provisions of Rules 58, 59 and 60, be as follows :—

	Trinidad.	Tobago.
1st year	£5 0	£2 10
2nd "	7 10	5 0
3rd "	10 0	7 10
4th "	12 10	10 0
5th "	15 0	12 10

The annual increments of Pupil Teachers' salaries shall in every case become payable from the commencement of the quarter following the annual examination of the School.

\*The number of Assistant Teachers to be allowed in schools at which the average attendance is over 200, shall be subject to the condition that at least one-third of the number of Teaching Units allowed by Rule 65 shall consist of Pupil Teachers.

44. A Teacher of a higher class may be employed in a school in which the average attendance only allows the salary of the lower class on condition that such Teacher is only entitled to the salary sanctioned for the lower class.

45. In a school in which the average daily attendance does not exceed 60, a Female Teacher over 18 years of age, approved by the Inspector, may be employed, instead of the Pupil Teacher or Pupil Teachers allowed by Rule 65, during the whole of the school hours, in the general instruction of the school and in teaching Needlework, at a salary not exceeding £25 per annum.

46. A Pupil Teacher who is competent to give Needlework instruction may be allowed \$3\* per month as extra remuneration for giving such instruction.

47. In a school in which Needlework instruction cannot be given by the ordinary Teachers, an Instructress of Needlework only may be allowed at a maximum salary of \$5 per month.

48. First Class Certificates shall only be granted to Teachers who have served to the satisfaction of the Board as Second Class Teachers for seven years, of which they must have been in charge of a school for at least two years.

49. Candidates for Certificates of Competency of the Second and Third Classes will be examined by examiners appointed by the Board, who shall publish the list of successful candidates in the *Royal Gazette*.

50. The subjects for examination are those specified in Schedule B. Each candidate must pass in all the compulsory subjects.

51. The Voluntary Subjects shall be awarded marks which shall determine the class of certificate to be issued.

52. Candidates must be at least seventeen years of age and in good health; and a candidate who has failed for two successive years shall not be admitted to the examination during the two years following.

53. Class IV. shall include—

(a.) The uncertificated Teachers who were already employed in schools at the commencement of the Ordinances of 1891.

(b.) Pupil Teachers who have passed the examination prescribed in Schedule C, and who obtain a favourable report from the Assistant Inspector for the District during their fifth year of service.

54. Teachers who may have been educated elsewhere than in Trinidad may, with the approval of the Inspector of Schools, be appointed to act temporarily as Pupil Teachers or Fourth Class Teachers.

55. Before a Certificate of the Second or Third Class is issued to a Teacher, such Teacher, after passing the prescribed examination, must have been in charge of one and the same school for not less than two years, or have been employed as an Assistant Teacher for not less than three years at not more than two different schools, and must also have obtained a favourable report from an Inspector.

56. Before the issue of a Second or Third Class Certificate to a Teacher, such Teacher shall not be entitled to more than the minimum salary fixed for the Second or Third Class respectively.

57. Certificates issued by a Board of Education or Education Department in any part of the British Empire, may be recognised and classified as the Board may in each case determine; but such Certificates will, as a rule, only be recognised provisionally for not more than 18 months.

58. Pupil Teachers not less than 14 years of age may be appointed in schools at the salaries fixed by Rule 43; provided that the number of Pupil Teachers so employed is regulated by Rule 65. No Pupil Teacher

\* 12s. 6d., the Trinidad dollar equals 4s. 2d.

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shall be appointed unless he shall have passed the Fifth Standard, and shall be in good health.

59. A Pupil Teacher must pass the annual examinations specified in Schedule C; and shall not be entitled to any increment of salary until he has passed the prescribed examination. A Pupil Teacher's first year of service shall be considered to begin from the commencement of the school year following the date of his appointment.

60. A Pupil Teacher who fails at two successive annual examinations for such Teachers, shall not be retained on the paid staff of a school

61. Unpaid Monitors may be employed in teaching in a school for not more than two hours on any one day.

62. Pupil Teachers and Monitors shall receive at least one hour's instruction on each school-day from the Head Teacher before or after school hours, but not during the noon recess.

63. Female Pupil Teachers must be instructed in Needlework in accordance with Schedule C, wherever such instruction is possible.

64. The instruction of a Female Pupil Teacher by a Master must be given in the presence of some respectable woman approved by the Local Managers.

65. The maximum teaching power of the paid staff to be employed in Elementary Schools in addition to the Head Teacher shall be regulated as follows:—

Average Daily Attendance.	Teaching Units.	Norms.
50	1	
60	2	
80	3	
100	4	Assistant Teachers with Second, Third and Fourth Class Certificates count four, three, and two units respectively, and each Pupil Teacher counts one unit.
120	5	
140	6	
160	7	
180	8	
200	9	
220	10	
240	11	
260	12	
280	13	
300	14	When the attendance exceeds half the difference between two of these numbers, it shall be considered as equal to the higher number.
320	15	
340	16	
360	17	
380	18	
400	19	

66. Any change in the Teaching Staff of a School must be immediately reported to the Inspector of Schools.

67. The average daily attendance referred to in Sections 4, 5, and 7 of the Ordinance No. 4 of 1902, and also the average daily attendance by which the Teaching Staff is to be regulated, shall be that of the preceding school year.

68. The school year for any Elementary School is the year ending on the one of the dates following, viz., the 31st March, 30th June, 30th September,

or 31st December, which next precedes the month fixed for the annual examination of the school.

69. The Board shall have power to deal with exceptional cases, occurring under Rules 49, 57, and 65, upon their own merits.

70. Head Teachers of Elementary Schools having an average daily attendance of 50 scholars or upwards shall be entitled, subject to the conditions in these Rules and in "The Elementary Education Ordinances 1890-1902," to a payment quarterly of twopence for each month for every scholar in average daily attendance during such quarter: Provided that no such payment shall be made until a duly certified Return has been received in the [approved] Form. . . . nor in respect of any scholar under the age of four years or over fifteen years, and the onus of proof of the age of such scholar shall lie on the Teacher: Provided, also, that such payment may be withheld by the Inspector of Schools for negligence or irregularity in keeping the School Registers.

71. A Bonus of a sum not exceeding fourpence per month for every scholar in average daily attendance during the year, as the Board may determine shall, on the Report of the Inspector on the annual examination of each school regarding the proficiency of the scholars and the general character and tone of such school, be paid to each Head Teacher in addition to the Attendance Grant.

72. No Teacher shall engage in any business or occupation that will interfere with his duty as a Teacher.

73. No Teacher under the age of twenty-one years shall be allowed to take permanent charge of a school, unless with the express permission of the Inspector of Schools.

#### VISITORS TO SCHOOLS.

74. Free access to every Elementary School shall be permitted during the hours of Secular Instruction.

75. Every Teacher must have a Visitors' Book in which the visitors may enter their names and any remarks. Teachers must not erase or alter any remark so made.

#### RETURNS BY MANAGERS.

76. . . . .

#### INSPECTION OF REGISTERS BY MANAGERS.

77. . . . .

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#### *The following Rules shall apply to Assisted Schools.*

78. Persons desirous of obtaining aid towards the maintenance of Assisted Schools shall make application in writing to the Board, to be addressed to the Secretary of the Board on [the prescribed] form to be obtained from the Secretary. . . .

79. A school is not entitled to aid from public funds as an Assisted School unless the Board of Education shall have decided, previous to its establishment, that such school is a necessary school.

80. The Secretary of the Board shall give notice in the *Royal Gazette* of all applications made to the Board.

81. Aid may be withdrawn by the Board of Education from an Assisted School if there are not two or more Local Managers.

82. One of the Local Managers must in each case be appointed as Corresponding Manager; and he may at any time appoint in writing any other Manager in his place.

83. The Local Managers have the power to appoint the Teachers in an Assisted School subject to such Teachers being duly qualified in accordance with these Rules.

84. The Board of Education may require the dismissal of any Teacher in an Assisted School.

85. All leave of absence granted to Teachers or Pupil Teachers on the ground of ill-health or on other grounds by the Local Managers shall be reported forthwith by the Managers to the Inspector of Schools for his approval or otherwise, together with the arrangements proposed for the performance of the duties of the absent Teacher or Pupil Teacher.

86. Assisted Schools established prior to the 26th March, 1902, are entitled to grants, as determined by the Board, towards the providing and maintenance of the school-house and furniture and apparatus; but Schools established subsequent to the 27th March, 1902, will not be so entitled.

87. Teachers are required to give not less than three months' notice of resignation, which will take effect on the last day of the month indicated; and, except in cases of misconduct, they are entitled to similar notice of dismissal from the Local Managers. Provided that it shall be lawful for any Manager by special agreement in writing with a Teacher to stipulate that such Teacher may be dismissed on any shorter notice than that hereinbefore mentioned.

88. Religious instruction may be given and religious observances may be practised before or after, but not during the hours of secular instruction at any meeting of an Assisted School; and the time or times of such instruction or observances must be inserted in the Time Table.

89. All Teachers in Assisted Schools must see that the books used in religious instruction are confined to the time and place of such instruction.

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*The following Rules shall apply to Government Schools.*

90. All proposals or applications for the establishment of Government Schools shall be published in the *Royal Gazette*, as prescribed by Section 10, Sub-section 13, of the Ordinance, 1890.

91. No Teacher in a Government School shall give any religious instruction in or near the school-house, and breach of this Rule shall subject a Teacher so offending to instant dismissal.

92. Every Minister of religion or persons authorised by him in writing shall have free access to a Government School for the purpose of giving religious instruction to the scholars of the Denomination of such Minister during the time appointed for such instruction.

93. Application to use a Government school-house for any purpose other than a night school or for religious instruction of the scholars must be made to a Manager at least two clear days before it is required, stating the object and the time for which it is required, and such application must be accompanied by the written guarantee of some responsible person for the proper use of the building. If granted, the Manager shall issue an order to the Teacher to allow the use of the building accordingly.

94. Use of a hired school-house shall not be granted unless the written consent of the owner is obtained by the applicant, and such consent must state that the owner will not hold the Government responsible for any damage arising out of the proposed use thereof.



95. The Managers shall cause any damage to the building or apparatus to be repaired, and obtain payment for the same either from the applicant, or from the guarantee, or from both.

96. All articles made by scholars in a Government School from the materials supplied to the school for needlework instruction shall be sold at not less than half of the cost price, and the proceeds shall be paid into the Treasury, or to the Warden of the district in which the school is situated by the Head Teacher.

97. A Teacher may in urgent cases obtain leave of absence for not more than two days from a Local Manager. Such leave must in all cases be in writing and must be forwarded to the Inspector of Schools, together with a report of the Teacher's resumption of duty from the Head Teacher of the school. Applications for leave of absence for longer periods must be addressed to the Inspector of Schools, and must be accompanied by a statement of the arrangement proposed for the performance of the duties of the Teacher applying for leave, together with a report from the Head Teacher stating whether the proposed arrangement is satisfactory or otherwise.

98. Teachers are not entitled to leave of absence on full salary except during the vacations; and leave will only be granted provided that satisfactory arrangements are made for the performance of the duties of a Teacher applying for leave without cost to the public.

99. Teachers whose services are dispensed with for any other reason than misconduct are entitled to three months' notice, or three months' salary and rent allowance in lieu of notice.

100. Teachers who may be required to travel from one Government School to another shall be allowed a reasonable sum to cover their travelling expenses, not exceeding, however, the sum of One Pound for every twenty-five miles they may be required to travel.

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## PART II.—TRAINING AND PRACTISING SCHOOLS.

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*The following Rules shall apply to Government Training and Practising Schools.*

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### TRAINING SCHOOLS.

101. The existing Normal Schools shall be Government Training Schools, and a Practising School shall be attached to each Government Training School.

102. The Inspector of Schools shall annually select from the Pupil Teachers who pass the best examination and who have completed their term of service, such Pupil Teachers, being candidates for admission, as may be necessary.

103. Every candidate shall produce such certificates of character as may be required by the Inspector, and shall be in good health and free from any infirmity which would impair his or her usefulness as a Teacher.

104. Students may be either resident or non-resident. And every Student, before admission, shall sign an agreement in the [prescribed] Form . . . .

105. The allowance to the Principal for the maintenance of the Resident Students shall be at the rate of \$15 per month for each Student in residence.

106. A Diet Scale for the Resident Students shall be approved by the Board, and a copy shall at all times be kept hung up in the Student's room.

107. An allowance of Ten Shillings per month shall be granted to the Senior Resident Student in each school and an allowance of Five Shillings per month to each of the other Resident Students; but such allowances may be withheld by the Inspector of Schools, on the recommendation of the Principal, for breaches of discipline.

108. Non-Resident Students shall include :—

1. Students who reside with their parents or guardians and attend the Classes of Instruction at the Training Schools, and
2. Students for whose residence satisfactory provision shall be made by a Committee of Managers, who will be held responsible by the Board for the discipline and moral supervision of such Students, for due care as regards their board and lodging, and for their regular attendance at the Classes of Instruction at the Training Schools.

109. For each Non-Resident Student of the latter class an allowance at the rate of £32 a year shall be made to the Committee of Managers, payable Monthly on Certificates of Residence and Attendance.

110. Students will be required to teach in the Practising School as directed by the Principal, and when not engaged in teaching, they will receive instruction from the Principal or from the Teachers of the Practising School according to the Time Table approved by the Inspector.

111. Students will be required to assist in superintending the conduct of the scholars of the Practising School during play hours.

112. No Student should be allowed to receive visitors except with the permission of the Principal.

113. On Sundays the Resident Students shall attend the Public Worship of their Denominations to which they respectively belong, and shall produce to the Principal at the end of every three months certificates to the effect that they have so attended with regularity. They may, by permission of the Principal, visit their friends whilst not occupied in attending Public Worship.

114. Any Student guilty of gross insolence, persistent disobedience or immoral conduct, shall be temporarily suspended from attendance by the Inspector, and the matter at once reported to the Board with a view to his or her expulsion.

115. The Principal shall keep a diary devoted exclusively to the Training School, in which shall be recorded any instance of misconduct or any meritorious conduct of any Student.

116. The Principal may adopt special measures to enforce cleanliness of person and dress on the Students, and to compel them, if need be, to keep their quarters clean.

117. Students who require medical treatment will be treated in or prescribed for at the Public Hospital free of charge.

118. The term of training shall be two years for Pupil Teachers from Elementary Schools, or persons who have never had charge of an Elementary School, and one year for Teachers who have been in charge of Elementary Schools, but who have not yet passed through a Training School. The examination to be passed by the Students at the end of their first year of training shall consist of the compulsory subjects specified in Schedule B. Students who fail shall not be permitted to remain in the school. At the end of a student's term of training he or she must pass the examination specified in Schedule B.

119. Students trained in a Government Training School shall have no claim in consequence to be employed in a Government School in preference to any other.

**PRACTISING SCHOOLS.**

120. The Practising Schools shall be under the general control and supervision of the Principals of the respective Training Schools, but Head Teachers shall be appointed as to other Elementary Schools.

121. The fees charged at these schools shall be for scholars over the age of ten years at the rate of Five Shillings per month for the first child and Two Shillings and Sixpence for the second and every other child of a family; and for scholars under the age of ten years Two Shillings and Sixpence; and in the Infant Department One Shilling and Three pence for the second and every other child of a family. These fees shall be paid in advance and for the whole month, or in the case of any month in which a vacation or part of a vacation occurs, for the portion of the month during which school shall be kept.

122. Pupils over sixteen years of age who have passed the examination in Standard VII. may, on the recommendation of the Principal, be appointed non-resident Students in the Training Schools by the Inspector of Schools.

123. The vacations of the Training and Practising Schools shall be the same as those fixed for Elementary Schools, except that the vacation in the middle of the year shall be for one month beginning on 16th August.

124. Children may be admitted to the Infant Department of the Girls' School from the age of three years.

125. The Teaching Staff of these Schools shall not be regulated by Rule 65, but shall be specially determined by the Board of Education, as may be required from time to time.

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*The following Rules shall apply to Training Schools recognized by but not established or maintained by the Board.*

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126. No grant will be made to a Training School unless the Board is satisfied with the premises, management and staff.

127. No grant will be made in respect of any Student admitted to such school unless the following conditions have been complied with:—

- (a.) Every Student on admission must sign a declaration in the [prescribed] Form . . . . .
- (b.) Previous to admission every student must have passed satisfactorily the Inspector's Examination specified for Pupil Teachers at the end of the third year.
- (c.) Every Student must at the time of his or her admission be at least sixteen years of age, and shew that his or her health is satisfactory, and that he or she is free from bodily infirmity.

128. Subject to the above conditions the admission of any Student into such Training School shall be entirely in the discretion of the authorities of the school.

129. The power of dismissing for misconduct or for other good cause a Student who shall have been admitted to a Training School shall rest entirely with the authorities of the school.

130. Every Training School will be required to include either on its premises or within a convenient distance a Practising School in which the Students may learn the practical exercise of their profession.

131. Students in Training Schools may be of two classes, Resident and Non-Resident.

132. The sum provided in the Annual Estimates for the training of Teachers in Assisted Schools shall be divided among the recognized Training Schools in proportion to the average attendance at the schools of the groups to which such Training Schools belong. The average attendance to be calculated for the four last quarters for which Returns are available.

133. The sum so available for each Training School shall be distributed as follows:—

(a.) Resident Students, each £40 per annum. Non-Resident Students, each £8 per annum. Payment to be monthly on Certificate of Residence or Attendance.

(b.) Rent Allowance to be paid, as approved by the Board, quarterly.

(c.) A gratuity of £1 per annum for each Student in training will also be allowed to the Head Teacher of the Practising School in which such Student shall learn the practical exercise of the profession.

134. All Students in training must be submitted for examination by the Inspector at such times, being not less than once in every year, as the Board shall direct.

135. The term of training shall be two years for Pupil Teachers from Elementary Schools, or persons who have never had charge of an Elementary School, and one year for Teachers who have been in charge of Elementary Schools, but who have not yet passed through a Training School. The examination to be passed by the Students at the end of their first year of training shall consist of the compulsory subjects specified in Schedule B. Students who fail shall not be permitted to remain in the school. At the end of a Student's term of training he or she must pass the Examination specified in Schedule B.

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### PART III.—INDIAN SCHOOLS.

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136. Special Indian Schools will, except where otherwise provided by Rules made by the Board, be subject to the Rules made by the Board with respect to Elementary Schools.

137. A minimum average daily attendance of 40 Indian children shall entitle an Indian School to aid from public funds: and the attendance grants payable under Rule 70 shall be paid for an average daily attendance of 40 scholars or upwards.

138. The Attendance Grant provided under Rule 70 to be paid to Head Teachers in Elementary Schools shall in the case of Indian Schools be paid to the Managers of such Schools.

139. Teachers employed in Special Indian Schools must hold either Certificates granted in pursuance of the Rules governing Elementary Schools, or Special Certificates of Competency as Teachers in Indian Schools, referred to in Rule 38 as Certificates of Class V., which will be granted by the Board after examination in the subjects specified in Schedule B; provided, however, that Hindi shall be a compulsory subject, and Mensuration an optional subject for the examination for such Certificates.

140. In every Special Indian School there must be employed one or more Teachers acquainted with both the English and Hindustani languages, as may appear advisable to the Inspector of Schools.

SCHEDULE A.

COURSE OF SECULAR INSTRUCTION.

I. *Reading* with intelligence will be required in all the Standards, and increased fluency and expression in successive years. The examiner may examine from any of the books in use in the Standard; and in Standard IV. and upwards, from any book or passage suitable for the purpose which he may select. The intelligence of the Reading will be tested partly by questions on the meaning of what is read.

II. *Arithmetic*.—The Inspector should satisfy himself that the principles of Arithmetic are properly taught. The Tables to be learned include those Weights and Measures only which are in ordinary use.

The work of girls will be judged more leniently than that of boys; and, as a rule, the sums set will be easier.

III. *Singing* must be taught in all Schools by note, if possible. If singing by note, whether by the old notation or the tonic Sol-fa method, be taught successfully, the fact will be considered in determining the Annual Bonus.

At least 4 new songs must be taught each year.

IV. *Drill* must be taught in all Schools.

V. *Agriculture*.—Everything grown in school plots should, if possible, be sold, and of the proceeds one-third should be retained by the Head Teacher, one-third be divided amongst the scholars who have worked on the school plots, and the remaining third utilized for the upkeep of the necessary implements and other requisites.

A correct record must be kept in the Log Book of the disposal of all the produce of the school plot, whether by sale or otherwise.

*Books sanctioned by the Board of Education.*

Chambers' English Readers.  
The Public School Series.  
Laurie's Technical Series.  
Blackie's Comprehensive Series.  
The Graphic Readers—Collins.  
Royal Readers—Nelson.

Whiteland's Series for Girls.  
New National Reading Books.  
DeSuzé's Geography of Trinidad.  
De Suse's Columbian Geography.  
T.S.P.C.A. Pamphlet on Kindness to Animals.

*Geography*.—Geography Reading Books—Nat. Soc.

Do. Do. —Cassell and Co.

*Nature Teaching*.—Imperial Department of Agriculture.

*Hints for School Gardens*.—Imperial Department of Agriculture.

INFANTS' SCHOOLS AND CLASSES.

(Ordinary Age from 4 to 7 years.)

READING.—*First Stage*.—(1.) To know the Letters of the Alphabet, and to read and spell words of two letters.

*Second Stage*.—(2.) To read from a Reading Sheet or from an easy Primer containing words of three or four letters.

*Third Stage*.—(3.) To read sentences from any Infant Reader, and to spell any of the words that occur in it.

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WRITING.—(1.) To copy on slate from the Blackboard any of the small letters.

(2.) To copy on slate from the Blackboard words of two or three letters.

(3.) To copy on slate from the Blackboard any word from an Infant Reader. The word may commence with a capital letter.

ARITHMETIC.—(1.) To point out and write on slate, figures from 0 to 9 and count up to 20.

(2.) To write on slate from dictation figures up to 20; to count up to 50. Twice-times table.

(3.) To write on slate from dictation figures up to 50. To add mentally figures up to 20. To count up to 100. Two and three-times table.

NEEDLEWORK.—Needle drill. Position drill. Strips (18 inches by 2 inches) in simple hemming with coloured cotton in the following order: 1 black, 2 red, 3 blue.

Lessons should be given to infants in marching, physical exercises, singing (action songs), recitation, common objects and Kindergarten exercises.

The main object of the Inspectors will be to discover whether the infants have been interestingly and usefully employed, and taught to observe and to think.

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STANDARD I.

(*Ordinary Age from 7 to 9 years.*)

*Reading.*—To read a short passage from a First Standard Reading Book (not confined to words of one syllable).

*Writing.*—To copy in M.S. characters a line of print commencing with a capital letter. Copybooks (large and half text hand) to be shown.

*Arithmetic.*—Notation and numeration up to 1,000; simple addition and subtraction of numbers of not more than three figures. In addition not more than five lines to be given. The multiplication table to 6 times 12.

*Object Lessons.*—Simple lessons on common objects (*e.g.*, a lead pencil; postage stamp; clock; money; a railway train). Foods and Clothing Materials (*e.g.*, bread; milk; cotton; wool). A list of at least twelve objects on which lessons have been given during the year must be ready for the Inspector on the day of examination.

*Needlework* (for girls).—Hemming, seaming, felling. Any garment or useful article, showing these stitches (*e.g.*, a child's pinafore, or pocket handkerchief).

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STANDARD II.

(*Ordinary Age from 9 to 10 years.*)

*Reading.*—To read a short passage from a Second Standard Reading Book.

*Writing.*—A passage of not more than six lines from a Second Standard Reading Book, read slowly once and then dictated word by word. Copy books to be shown.

*Arithmetic.*—Notation and numeration up to 100,000. The four simple rules to short division. The multiplication table; and the pence table to 12s.

*English.*—To point out Nouns and Verbs. To recite twenty lines of poetry with intelligence.

*Geography.*—A plan of the school and play-ground. The four Cardinal points. The meaning and use of a map.

*Object Lessons.*—Simple lessons on animals. (Blackie's Tropical Readers, Book I., Part I.)

*Needlework* (Girls).—Same as Standard I., with greater skill.

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STANDARD III.

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(*Ordinary Age from 10 to 11 years.*)

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*Reading.*—To read a passage from a Third Standard Reading Book.

*Writing.*—Six lines from a Third Standard Reading Book, read slowly once and then dictated. Copybooks to be shown.

*Arithmetic.*—The former rules with long division. Addition and subtraction of money.

*English.*—To point out Nouns, Verbs and Adjectives in sentences, and to form sentences containing those parts of speech. To recite thirty lines of poetry with intelligence.

*Geography.*—The definitions of geographical terms illustrated by reference to a map (the map of Trinidad, if possible). The shape of the earth. The continents and oceans.

*Object Lessons.*—Lessons on well-known plants. (Blackie's Tropical Reader. Book I., Part II.)

*Agriculture.*—(Boys.) Practical illustration and application of the lessons from the Tropical Readers in School Plots or Pots and Boxes.

*Drawing.*—(Boys.) In lieu of Agriculture.

*Needlework.*—(Girls.) Stitching and sewing on strings. Any suitable garment, e.g., pinafore or apron. Herringbone stitch on canvas or flannel.

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STANDARD IV.

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(*Ordinary Age from 11 to 12 years.*)

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*Reading.*—To read a passage from the Fourth Standard Reading Book.

*Writing.*—Eight lines of poetry or prose read slowly once and then dictated.

*Arithmetic.*—Compound rules (money) and reduction of common weights and measures.

*English.*—To point out the parts of speech in a sentence, and to distinguish the subject and predicate. To understand the use of the marks of punctuation. To recite 40 lines of poetry with intelligence.

*Geography.*—The West Indies (Trinidad more particularly). The chief physical features of England, and the positions and industries of the most important towns.

*Object Lessons.*—Lessons on animal and plant life. (Blackie's Tropical Reader, Book II., Parts I. and II.)

*Agriculture.*—(Boys.) Practical application in School Plots.

*Drawing.*—(Boys.) In lieu of Agriculture.

*Needlework.*—(Girls.) Gathering and setting in gathers. Plain darning. Patching on coarse flannel. An untrimmed garment.

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STANDARD V.

(*Ordinary Age from 12 to 13 years.*)

*Reading.*—To read a passage from the Fifth Standard Reading Book.

*Writing.*—Writing from memory the substance of a short story read out twice. Spelling, handwriting and correct expression to be considered. Copybooks to be shown.

*Arithmetic.*—Practice, bills of parcels, and single rule of three by the method of unity. Addition and subtraction of proper fractions with denominators not exceeding 12.

*English.*—Parsing and analysis of simple sentences. To recite 50 lines of poetry with intelligence.

*Geography.*—Great Britain and Ireland, India and the West Indies.

*Object Lessons.*—Lessons on cultivation of the soil, and on health. (Blackie's Tropical Reader, Book II., Parts III. and IV.)

*Agriculture.*—(Boys.) Practical application in School Plots.

*Drawing.*—(Boys.) In lieu of Agriculture.

*Needlework.*—(Girls.) Button-holing and sewing on buttons. Cutting out any garment required of Standard III. (a suitable garment to be made up.)

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STANDARD VI.

(*Ordinary Age from 13 to 14 years.*)

*Reading.*—To read a passage from a Reading Book or some Standard Author.

*Writing.*—Same as for Standard V.

*Arithmetic.*—Fractions, vulgar and decimal; simple proportion and simple interest. Mensuration of rectangles and rectangular solids (but not extraction of square and cube roots) for boys only.

*English.*—Parsing and analysis of easy complex sentences. To recite 50 lines of poetry with intelligence.

*Geography.*—The British Empire. General outlines of geography of the world. Latitude and longitude. Day and night. The seasons.

*Object Lessons.*—Recapitulation of the lessons in the Tropical Readers, Books I. and II.

*Agriculture.*—(Boys.) Practical application in School Plots.

*Drawing.*—(Boys.) In lieu of Agriculture.

*Needlework.*—(Girls.) Patching, darning, and cutting out a garment suitable for making up in Standard IV., and fixing work. (A suitable garment to be made up.)



STANDARD VII

(Ordinary Age from 14 to 15 years.)

*Reading.*—To read a passage from some Standard Author.

*Writing.*—A theme or letter; or, from memory, the substance of a passage read aloud twice. Composition, spelling, and hand-writing to be considered. Exercise books to be shown.

*Arithmetic.*—Averages, percentages, and stocks; and work of previous Standards.

*English.*—Analysis of sentences. To recite sixty lines of poetry with intelligence.

*Geography.*—Same as Standard VI.

*Agriculture.*—(Boys.) Practical work in School Plots.

*Drawing.*—(Boys.) In lieu of Agriculture.

*Domestic Economy.*—(Girls.)

*Needlework.*—(Girls.) Same as previous Standard but with increased skill; and gusset-making.

DRAWING.

Scheme of Drawing Lessons.

STANDARDS I., II.—To draw on a slate, with and without ruler, *straight lines*—vertical, horizontal, oblique; *angles*—right, acute, obtuse.

To mark off on straight lines one, two, and three inches.

To divide straight lines by points in two, four, and eight equal parts.

To draw any familiar simple object formed by straight lines.

STANDARDS III., IV.—To draw on slate with and without ruler, *equilateral* and *isosceles triangles*; *square* (side 3 inches) with diagonals; *rhombus*; *concentric squares* (sides 4 inches, 2 inches, 1 inch) with diagonals.

Freehand Drawing of regular rectilinear forms.

STANDARDS V., VI., VII.—To draw with and without ruler, *parallel lines* with one inch space between them; *regular octagons* and *hexagons*.

Freehand Drawing from the flat of simple curved figures.

Drawing from rectangular and circular models, or easy common objects.

SINGING.

SINGING TEST.

For Schools using the Staff Notation.

DIVISION I.

*Notes Test.*—1. To sing, as pointed out by the examiner, the notes of the key-chord of C in an easy order, using the Sol-fa syllables (*Do Mi Sol Do*).

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*Song Test.*—2. To sing sweetly an easy school-song or action-song previously prepared.

The compass of these songs should not exceed the limit of an octave, say from C to C or D to D, in the treble staves, and the words should be such as children can understand.

DIVISION II.

*Note Test.*—1. To sing slowly, as pointed out by the examiner, and using the Sol-fa syllables, the ascending and descending notes of the scale of C (*Do*) the notes of the key-chord of C (*Do Mi Sol Do*), in any order; and also small groups of consecutive notes of the scale of C as written by the examiner.

*Time Test.*—2. To sing on one sound to the syllable "laa," an exercise in  $\frac{3}{4}$  or  $\frac{1}{2}$  time, which shall include minims or crochets.

*Ear Test.*—3. To repeat (*i.e.*, imitate, not name) a simple phrase of not more than four notes using the syllable "laa," after hearing the examiner or teacher sing (or play) it twice through.

*Song Test.*—4. To sing in unison, in good time and tune, and sweetly, any one of the four school-songs previously prepared.

DIVISION III.

*Note Test.*—1. To sing slowly as pointed out by the examiner, using the Sol-fa syllables, a series of notes in the key of C, containing an F sharp contradicted by an F natural, and a B flat contradicted by a B natural. The F sharp should be approached by the note G and return to G, and the B flat should be approached by C and followed by A.

*Time Test.*—2. To sing on one sound to the syllable "laa" an exercise in  $\frac{3}{4}$  or  $\frac{1}{2}$  time, containing semibreves, minims, crochets, and quavers, with dotted minims; and rests on non-accented portions of the bar.

*Ear Test.*—3. To repeat and afterwards name any three consecutive notes of the scale of C which the examiner or teacher may twice sing to the syllable "laa" (or play) each time first giving the chord of the scale of C.

*Song Test.*—4. To sing in unison or parts, in good time and tune and with due expression, any one of the four school-songs previously prepared.

*For Schools using the Tonic Sol-fa Method and Notation.*

DIVISION I.

1. To sing from the examiner's pointing on the modulator the tones of a *Do*-chord in an easy order, using the Sol-fa syllables.

2. To sing sweetly an easy school-song or action-song previously prepared.

The compass of the music should not, if possible, exceed the limit of an octave, and the words should be such as children can understand.

DIVISION II.

*Note Test.*—1. To Sol-fa slowly from the examiner's pointing on the modulator, in any key—the key-tone and chord being given—the tones of the *Do*-chord in any order, and the other tones of the scale in step-wise succession.

*Time Test.*—2. To sing on one tone to the syllable "laa" an exercise including one-pulse and two-pulse tones, in two-pulse or four-pulse measure.

*Ear Test.*—3. To imitate a simple phrase of not more than four notes, using the syllable "laa," after hearing the examiner or teacher sing or play it twice through.

*Song Test.*—4. To sing in unison in good time and tune, and sweetly, any one of the four school-songs (set to words) previously prepared.

DIVISION III.

*Note Test.*—(Modulator).—1. (a.) To Sol-fa from the examiner's pointing on the modulator, or from dictation, in any key, simple passages in the major diatonic scale, including *fa* and *ta* in step wise progression, used thus, *s fa s—d', ta l.*

*Note Test* (written or printed).—1. (b.) To Sol-fa at sight a written or printed exercise, including the notes of the *Doh*-chord in any order, and any other notes of the major diatonic scale in step-wise succession. The exercise not to contain any difficulties of time.

*Time Test.*—2. To sing on one sound to the syllable "*laa*" an exercise in three-pulse or four-pulse measure, containing one-pulse notes, half-pulse notes and whole-pulse rests on the non-accented pulses of the measure.

*Ear Test.*—3. To imitate to "*laa*," and afterwards name any three consecutive tones of the scale, which the examiner or teacher may *twice* sing to "*laa*" (or play), each time first giving the *Doh*-chord or the scale.

*Song Test.*—4. To sing in unison or parts, in good time and tune, and with due expression, any one of the four school-songs previously prepared.

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SCHEDULE B.

SUBJECTS OF EXAMINATION OF CANDIDATES FOR CERTIFICATES OF COMPETENCY AS TEACHERS, 2ND AND 3RD CLASS.

I.—(i.) *Reading*.—To read with distinct utterance, due attention to the punctuation, and just expression.

(ii.) *Recitation*.—To recite passages from 200 lines of a set author.

II.—(i.) *Hand Writing*.—To write a specimen of the penmanship used in setting copies of text hand and small hand.

(ii.) *Dictation*.—To write a passage from Dictation.

The general character of the writing of the examination papers will be taken into account.

III.—*Arithmetic.*

(i.) To work arithmetical sums both mentally and on paper.

(ii.) To prove and explain the Rules.

IV.—*School Management.*

Candidates will be required to answer questions on the best methods of teaching Reading, Spelling, Writing, Arithmetic, and other subjects of elementary instruction; to describe the organization of a School and to explain the mode of securing the continuous occupation of every scholar during school time.

A knowledge of the Rules under the Elementary Education Ordinances will also be required.

V.—*Mensuration* (for Male Candidates.)

(Text Book: Todhunter's *Mensuration* for beginners—The first four Sections.)

or *Hindi*, (for Special Certificates for Teachers in Indian Schools.)

VI.—*Agriculture* (for male candidates).

(i.) Theory.

(ii.) Practice.

VII.—*Needlework* (for female candidates).

- (i.) Teaching and Theory.
- (ii.) Practical Needlework (First year). Scientific Dress-making (Second year).

VIII.—*Kindergarten* (for female candidates).

IX.—*English*.

- (i.) The elements of Grammar, including Parsing and Analysis of sentences.
- (ii.) To write in plain English a short essay on a given subject.
- (iii.) Questions on the subject matter and language of a set book.

X. *Geography*.

- (i.) The Geography of the British Empire, and of one of the Continents. (Candidates will be required to fill up an outline map, and to draw a map from memory; the subject of the maps to be restricted to the work of the year.)
- (ii.) Elementary Physical Geography.

XI.—*Algebra*, to Quadratic Equations.

XII.—*Music*.

- (i.) The Treble and Bass Staves, and the relation between them.
- (ii.) Time.
- (iii.)—(a.) Major and minor scales.
- (b.) Intervals.
- (iv.) Transposition from one key to another, and transcription from one variety of time to another.

In addition to answering the Paper of Questions a candidate will be required to satisfy the Examiner in practical skill, vocal or instrumental; or to furnish a certificate to the satisfaction of the Inspector of Schools that he or she has sufficient practical skill, vocal or instrumental, to teach singing in an Elementary School.

XIII.—*Drawing*.

- (i.) Geometrical.
- (ii.) Freehand.

Note (1).—Sections I, II, III, IV., V., VI., VII., VIII., and IX. are compulsory, and unless a candidate satisfy the Examiners in them, his or her work in the other subjects will not be taken into account.

(2).—A Candidate's marks for any subject will not be taken into account unless they exceed 30 per cent. of the full marks assigned for a compulsory, and 40 per cent. for an optional, subject.

(3).—Candidates who take Hindi instead of Mensuration, as a compulsory subject, may take Mensuration as an optional subject instead of Algebra.

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SCHEDULE C\*.

PUPIL TEACHERS.

FIRST YEAR.

*Reading*.—To read a passage from some Standard Author.

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\* *Text Book*. Gladman's School Method.

*Writing.*—To write a short passage from dictation, and also from memory the substance of a passage read aloud twice. Spelling, handwriting and correct expression to be considered.

*Arithmetic.*—(i.) Vulgar fractions, Simple proportion, Simple interest ; (ii.) Mensuration of rectangles and rectangular solids, for Males only.

*English.*—Parsing and analysis of easy complex sentences. To recite 50 lines of poetry, with the knowledge of the meaning and allusions.

*Geography.*—The British Empire. Europe. Latitude and Longitude. Day and night. The seasons.

*Agriculture.*—(Males.) The principles of Agriculture so far as they are treated in the Tropical Readers, and their practical application, or

*Drawing.*—(Males.)

*Needlework.*—(Females.) Patching, Darning, Cutting out a garment suitable for making up in Standard IV., and fixing work.

\* *Teaching.*—To conduct a class in Reading to the satisfaction of the Inspector. To answer questions on means of securing order, attention, and discipline.

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PUPIL TEACHERS.

SECOND YEAR.

*Reading.*—To read a passage from a Standard Author.

*Writing.*—As for first year. A theme or letter may be substituted for the substance of a passage read aloud.

*Arithmetic.*—Work of previous year ; with decimal fractions and compound proportion.

*English.*—Parsing and analysis of complex sentences. A knowledge of the ordinary prefixes in English words. To recite 60 lines of poetry, with a knowledge of the meaning and allusions.

*Geography.*—The British Empire. Asia. Circumstances which determine climate. Phases of the moon.

*Agriculture.*—(Males), or

*Drawing.*

*Needlework.*—As for first year, with greater skill ; and gusset making.

*Teaching.*—As for first year with increased skill in instruction and discipline, and to answer simple questions on the teaching of Reading and Writing.

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PUPIL TEACHERS.

THIRD YEAR.

*Reading.*—To read from a Standard Author, prose and verse.

*Writing.*—Specimens of copy setting, including figures. A passage from dictation. The substance of a passage read aloud ; or a theme or letter. (Handwriting, spelling and correct expression to be considered.)

*Arithmetic.*—The work of previous years ; with averages, percentages and stocks. Mensuration of lines for Males.

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\* *Text Book.* Gladman's School Method.

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*English.*—Parsing and analysis. Paraphrase of a passage of poetry. Prefixes and terminations. To recite 80 lines of poetry with a knowledge of the meaning and allusions.

*Geography.*—The British Empire. America. The ocean;—tides and currents. The atmosphere.

*Agriculture.*—(Males), or

*Drawing.*

*Needlework.*—Work of previous years, and whipstitch. Paper pattern (cut out and tacked together) of a girl's petticoat.

*Teaching.*—To give a lesson in Arithmetic to the satisfaction of the Inspector. To answer questions on the teaching of Reading, Writing, and Arithmetic, and on School Organisation. To prepare notes of a lesson.

PUPIL TEACHERS.

FOURTH YEAR.

*Reading.*—To read from a Standard Author, both prose and verse.

*Writing.*—As for Third Year.

*Arithmetic.*—The work of previous years with greater skill, and to prove and explain any of the rules. Mensuration of surfaces for Males.

*English.*—As for Third Year. To write an essay or letter on a given subject.

*Geography.*—The British Empire, Africa, Australasia. Elements of Physical Geography.

*Agriculture.*—(Males), or

*Drawing.*

*Needlework.*—Work of previous years. Paper patterns (cut out and tacked together) of a chemise and a pair of drawers.

*Teaching.*—To conduct a class in one of the Elementary Subjects, or in Geography, or English. To answer questions on school organisation. To prepare notes of a lesson.

SCALE OF BONUSES UNDER RULE 71.

	VERY GOOD.	GOOD.	FAIR.	NOT SATISFACTORY.
Organisation and discipline - -	8d.	6d.	4d.	—
Progress in elementary subjects (1)	8d.	6d.	4d.	—
Progress in other subjects (2) - -	6d.	5d.	3d.	—
Progress of pupil teachers - - -	6d.	4d.	3d.	—
* Object lessons - - - - -	8d.	6d.	4d.	—
* Drawing (a) - - - - -	4d.	3d.	2d.	—
* Needlework (b) - - - - -	8d.	6d.	4d.	—
* Practical Agriculture - - - -	8d.	6d.	4d.	—
Singing by note - - - - -	4d.	3d.	2d.	—

\* Not included in respect of Infants' schools.

(a) For boys in schools exempted from Practical Agriculture.

(b) For girl's schools in lieu of Practical Agriculture.

(1.) Elementary Subjects include Reading, Writing, and Arithmetic.

(2.) Other Subjects include English, Geography. Drill and Singing by ear; and in mixed Schools, Needlework.

BOARD OF EDUCATION EXHIBITIONS

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1. A competitive examination of pupils of Elementary Schools shall be held in the month of December of each year by the Examiners appointed by the Board.
2. Every candidate must—
  - (a) Be under 12 years of age on the day of the Examination ;
  - (b) Have attended not less than 150 days during the preceding 12 months at some Government or Assisted Elementary School in the Colony, and be furnished with a Certificate of good conduct by the Head Teacher of such School ;
  - (c) Have passed in the Fifth Standard for the Examination of Pupils in the Elementary Schools.
3. Due notice of the time and place of each Examination shall be given by the Inspector of Schools to each Elementary (Boys' or Mixed) School.
4. The subjects of Examination shall be :—

Reading,  
Writing from Dictation.  
Writing out the substance of a short narrative after it has been read aloud twice by the Examiner.

Arithmetic.  
Elementary Geography and Grammar, and  
Questions on Common Objects.
5. A list of the candidates who satisfy the Examiners in Reading and obtain at least 75 per cent. of full marks for Dictation, 50 per cent of full marks for Arithmetic, and 40 per cent. of full marks for the other subjects of examination shall be arranged in order of merit by the Inspector of Schools.
6. The Candidates at the head of this list, not however exceeding four in number, shall be provided by the Board of Education with free tuition and the necessary stationery and school books at the Royal College or any affiliated College, according to each candidate's choice, on the acceptance of the candidate by the Principal as a pupil of such College.
7. Pupils admitted to the Colleges under the foregoing Regulations shall be styled " Board of Education Exhibitioners."
8. During the continuance of this Exhibition each Exhibitioner will be subject to the Rules and Regulations of the College to which he may be admitted, and may be dismissed in accordance with such Rules without appeal to the Board of Education.
9. The Principal of each College will furnish to the Inspector of Schools for the information of the Board of Education at the end of each term a Report on the conduct and progress of each Exhibitioner.
10. The Exhibition will in each case continue so long as the Exhibitioner's conduct and progress, as shown by the Term Reports, is deemed satisfactory ; or until he has completed his eighteenth year.

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Made by the Board of Education at a Meeting on the 26th of August, 1903.

Laid before the Legislative Council on the 8th day of September, 1903, and not disallowed.

COUNCIL CHAMBER,  
8th October, 1903.

APPENDIX C.

EXTRACT FROM THE REPORT OF SELECT COMMITTEE OF THE BOARD OF EDUCATION *re* SPECIAL INDIAN SCHOOLS.

The Select Committee of the Board of Education appointed on 25th January to consider the question of Aid to Special Indian Schools and the motion on the subject which was referred for their consideration have the honour to report as follows :—

1. The question raised in the motion brought before the Board was in the following terms :—

"That in the opinion of the Board it is not advisable that separate special Indian Schools should be established or aided except in districts in which there is a preponderance of children of indentured immigrants for whose attendance there is no other school available, and that in future aid should not be granted to special Indian Schools in districts that do not comply with the above condition."

2.

3. Special Indian Schools are established under Section 10 of Ordinance 12 of 1891, which requires them to be open to children of all races. The Rules which govern these Schools (144-148 new Code\*) provide that a minimum average daily attendance of 30 Indian children shall entitle an Indian School to aid from public funds, the minimum in other Elementary Schools being 40; and that the attendance grant paid to Head Teachers in other Elementary Schools shall be paid to the Managers of Indian Schools. Indian Schools when first started were intended to meet the wants of Indian children on Estates, and in the Reports of the late Inspector of Schools they are described as Indian Estates Schools.

4. . . . . The Canadian Mission (Presbyterian) have under their management 41 special Indian Schools; the Church of England have three and the Roman Catholics two. In these Schools on the 31st December, 1897, there were 2,891 Indian children on the Roll; and on the Roll of other Elementary Schools there were 797, viz., at Government Schools 427, and at Assisted Schools 370, or a total of 3,688 Indian children. The total number of children on the Roll of Elementary Schools at the same date was 23,951, so that the Indian children on the Roll formed a percentage of only 15'30. While, therefore, special Indian Schools established under special rules and receiving aid on more favourable conditions than other schools had under their care 2,891 Indian children, other Elementary Schools had on their Roll 797 Indian children who were being educated with children of other races. Of these 427 were in Government Schools and 370 were in Roman Catholic and Church of England Assisted Schools. The motion before the Board which has been referred to your Committee has for its object the extension of the principle of amalgamation which already exists, so that instead of multiplying small schools and continuing the distinction between special Indian Schools and other Elementary Schools, the Board of Education may gradually and without disturbing existing schools encourage the establishment of mixed schools in which Indian children shall be educated side by side with those of other races.

5.

\* Rules 136-140 of the latest Code (1902). The minimum average daily attendance is now 40 for Indian Schools and 50 for other Elementary Schools.]



6. The Committee recognise the valuable work which has been done in connection with the Indian population generally and the education of Indian children by the Canadian Mission, but while acknowledging that the Indian Schools established by Drs. Morton and Grant and their coadjutors and by the Church of England and the Roman Catholic Church, have to a certain extent met a long felt want, the Committee in view of the figures furnished by the Inspector of Schools cannot help calling attention to the necessity of further action in order to increase the attendance of Indian children. It is satisfactory to know that in spite of the prejudices which exist (and of which perhaps too much is made) to mixed schools there are so many Indian children in attendance at Government Schools and at ordinary Elementary Schools, and the Committee consider the figures given as a strong argument for the policy they feel it incumbent on them to recommend.

7. The East Indian population now forms about one-third of the entire population of the Island. It is a permanent factor in the development and prosperity of the Colony. East Indians are gradually assuming their rightful position, and are undertaking their duties and responsibilities as citizens, and they are asserting their right to all the privileges of British subjects. They should therefore not be treated as a distinct class or section of the population, and so far as the education of their children is concerned they should not be encouraged to isolate themselves and to keep their children aloof from the children of other races. While therefore preserving vested interests, your Committee are of opinion that notice should be given that except in districts where there is a preponderance of children of East Indian parentage for whose attendance there is no other school available, aid will not be given to special Indian Schools. New districts are being opened up by the extension of railway lines, and your Committee recommend that all new schools in these districts should be treated as ordinary Assisted Schools and the multiplication of special Indian Schools discouraged.

8. In connection with this matter your Committee consider that the attendance of Indian children, as well as of children of the general population, can only be adequately increased by some provision for compulsory education, and they believe that if the system were tried it would tend to the establishment of larger schools and the reduction of the number of small schools in thickly settled districts.

DAVID B. HORSFORD.  
LÉON GIUSEPPI.  
RENÉ DE VERTEUIL.  
CHAS. CLARENCE SOODEN.  
R. GERVASE BUSHK.

Council Chamber, 26th April, 1898.

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#### APPENDIX D.

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(i.) \*REPORT OF THE COMMISSION APPOINTED TO ENQUIRE INTO THE QUESTIONS OF FREE AND COMPULSORY EDUCATION IN THE PRIMARY SCHOOLS OF THE COLONY.

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We the Commissioners appointed by Your Excellency to enquire into the questions of Free and Compulsory Education in the Primary Schools

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\* Extract from Minute (No. 49 of 1895) from the Governor laying the Report of a Commission appointed to enquire into the questions of Free and Compulsory Education in the Primary Schools of the Colony. (Council Paper No. 117 of 1895).

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of this Colony, have considered the matters to us referred, and have the honour to submit the following Report :—

Public meetings of Commission.

1. For the purposes of enquiry we held public sittings in Port-of-Spain and San Fernando.

These sittings were numerously attended by the Managers and Teachers of the Government and Assisted Schools, and we have had the advantage of hearing their views upon the questions before us, as well as the views of others interested in Education.

Reports, etc.

2. We have also considered the various Reports, Returns and other Papers relating to Primary Education in this Colony and elsewhere, which have been placed before us.

Recommendations.

3. The result of our enquiries is that we are of opinion, and we recommend:

Free Education. Abolition of School Fees. Compensation to Managers of Assisted Schools.

First as to the question of Free Education :—

- a. That there should be no fees charged for tuition in Primary Schools.
- b. That the Government should make compensation to the Managers of the Assisted Schools for the loss of school fees, such compensation to be at the rate of seven shillings and sixpence a year for each child in average attendance, and to be paid to the Managers quarterly upon the production of such vouchers, etc., as the Regulations of the Board of Education may require.

Provisions for "Fee" Schools. Government not to pay the School fees in "Fee Schools." Compulsory Education. Children between the ages of 6 and 10 to attend school.

Provided that the Managers of any school may apply to the Board of Education for an order declaring that such school is, as to fees, excepted from the provisions of the Ordinance (to be passed to carry into effect these recommendations) and is a "Fee School." In the case of "Fee Schools" no payment should be made by the Government in respect of any charge for fees for any scholar attending such school.

Secondly, as to Education in Primary Schools being compulsory :

Penalties.

4. That it should be enacted that every child between the ages of six and ten shall subject to Regulations to be made by the Board of Education attend a Primary School, and that the parent or guardian of any child between the ages of six and ten (not being exempt from attending school under such Regulations) who fails to attend a Primary School shall, subject to the provisions of such Regulations, be guilty of an offence, and be liable to such penalties as may be fixed by the Ordinance.

Regulations as to Compulsory Education.

5. Such Regulations shall fix the conditions on which children shall be wholly or partially exempt from the operation of the Ordinance. One of such Regulations shall be that no parent or guardian shall be compelled to send any child to any denominational school to which such parent or guardian shall have any conscientious objection.

Board of Education to have Compulsory powers as to School Attendance. School Attendance Committees.

6. Thirdly as to the arrangements under which Compulsory Education should be established. We consider that the Board of Education should have the power by themselves or through Attendance Committees appointed by them to compel children between the ages of six and ten to attend Primary Schools.

7. We think that local Attendance Committees would be of the greatest use in promoting Education, and we recommend that the Board of Education should appoint in each Town, Ward Union or School District a local Attendance Committee, that the Managers of the Schools within each such Town, Ward Union or School District should be *ex-officio* Members of the School Attendance Committee, that such Committees should meet at least once a quarter at a time and place to be fixed ; and that an officer or officers should be appointed in each Town, Ward Union or School District to carry out the orders of the Attendance Committee.

8. Cases of non-attendance would be brought before the Attendance Committees by their officers for enquiry whether there were circumstances sufficient within the meaning of the Regulations to exonerate the parents or guardians in respect of the failure of their children to attend school.

How non-attendance is to be dealt with by the Attendance Committee.

Should the Attendance Committee think that no exonerating circumstances exist, then they should warn the parent or guardian that the child must attend school.

Should the parent or guardian regardless of such warning still fail to cause the child to go to school—the Attendance Committee shall apply to the Board of Education that the Town, Ward Union or School District be proclaimed as a District in which the Board's Compulsory powers should be exercised by the Attendance Committee. On the Town, Ward Union or School District being so proclaimed the Attendance Committee shall, by their Officer, serve an Attendance Notice upon such parent or guardian ; if such notice is not complied with, then such Officer shall proceed to recover summarily, free from cost, against such parent or guardian, the penalty fixed by the Ordinance.

9. We further recommend that whenever in any Town, Ward Union or School District in the opinion of the Board of Education the school attendance of children whose duty it is to attend school is insufficient and the Board of Education is satisfied that the insufficiency of such attendance does not arise from causes which under the Regulations would exonerate the parents or guardians from sending their children to school, then the Board of Education may give notice to the Managers of the Primary Schools within such Town, Ward Union or School District that, unless within three months from the date of such notice the attendance of the children is sufficient to satisfy the Board, the Board will proceed to put in force within such Town, Ward Union or School District its compulsory powers as to school attendance.

Compulsory powers of the Board how put in force.

10. At the expiration of such notice, if the Board of Education is still not satisfied with the attendance, the Board shall declare such Town, Ward Union or School District to be a District in which the Compulsory powers of the Board shall be exercised and thereupon the Board may appoint officers for the purpose of putting into force the compulsory powers of the Board within such Town, Ward Union or School District and for recovering such penalties as may be fixed by the Ordinance.

The Board to have power to appoint officers.

11. No proceedings shall be taken against any parent or guardian within such Town, Ward Union or School District until after such Town, Ward Union or School District has been declared to be subject to the Board's compulsory powers.

When proceedings may be taken.

12. The remuneration to such Officers, and the time for which they are engaged to act, shall be fixed by the Board of Education.

Officers.

13. We think that arrangements could be made for the execution of the duties of Attendance Committee Officer in Towns by the Sanitary Inspectors ; and in Ward Unions or School Districts by the Ward Officers—such Officers being paid some addition to their salary by the Board of Education.

By whom duties of Officer to be executed.

14. The next and last question is what will be the cost of giving effect to our recommendations, and the means whereby sufficient funds may be made available to meet such cost.

Cost of recommendations.

15. After taking into consideration the present number of children on the school rolls, and their average attendance, and the number of schoolable children in the Colony, we think that if the compulsory powers to be given to the Board of Education were exercised throughout the Colony to the fullest extent, the average attendance of children between the ages of 6 and 10 would in time be increased by 7,500.

Increase of children for whom fees have to be paid.

16. The additional cost of the schooling of these 7,500 children to the

Additional

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Cost per annum. Colony including everything, except additional buildings, would be from £13,500 to £14,000 per annum.

To this must be added the £2,500 hitherto received for fees which it is now proposed that the Government shall pay, making a total increase of expenditure by the Government on Primary Education of from £16,000 to £16,500 per annum.

It must be some years before the increase of scholars will amount to 7,500.

Expenditure to be met by creation of an Education Trust. 17. For the present this increased expenditure might be met by the creation of an Education Trust for the administration of the Funds paid by the Government towards Education both Primary and Secondary. Such Trust to be endowed by the Government by an annual subvention equal to 7 per cent. of the gross revenue of the Colony of each year.

The Governor of the Colony would be Chairman of the Trust.

The Trust to have borrowing powers limited by the Ordinance creating the Trust, for college and school building purposes.

Industrial Education.

18. The Elementary Education Ordinance, 1890, Section 10, and Rules 28 and 29 of the Revised Rules under the Elementary Education Ordinances,\* with reference to handicrafts and agriculture make provision for the Industrial Education of children attending Elementary Schools. Nothing in our opinion could be more conducive to the welfare of the Colony than that such provisions should be carried out, and that children while at school should receive Industrial Instruction and be taught the value and importance of manual labour.

(Sgd.) JOHN T. GOLDNEY,  
Chairman.

" FR. M. DOMINIQUE.  
" VINCENT BROWN.  
" DAVID B. HORSFORD.  
" EDGAR AGOSTINI.  
" H. A. ALCAZAR.  
" MATTHEW FARRELLY.  
" JOHN MORTON.  
" LIONEL M. FRANK.

Mr. Fenwick's Separate Report.

I can only recommend the abolition of School Fees on the express condition that Primary Education is made compulsory.

The evidence taken by the Commission was principally that of Wardens, Clergy, Managers and Masters of Schools, all of them directly interested in the abolition of Fees—the Wardens only to the extent of being saved a great deal of troublesome and sometimes unpleasant work—the others pecuniarily; but almost all of them made it clear that they did not favour any really effective measures of compulsion.

2. I fail to see why the Government should compensate the managers of Assisted Schools for loss of fees. The Government is not seeking to impose Free Education upon the Assisted Schools against the will of those who promote and support them, but is rather seeking to meet, as far as possible, their express wishes.

3. I am of opinion that the cost of carrying out the suggestions made in the Report is underestimated, and that Primary Education cannot be made free and compulsory at a reasonable cost except it be confined to Government Schools.

\* This refers to the Revised Rules of 1893, which can be seen at the Board of Education Library. For present regulations relating to Agricultural Instruction see Schedule A. of the New Code of Rules, 1902 (p. 229 above).

The attempt to carry it out under the dual system of Government and Assisted Denominational Schools will inevitably lead to the multiplication of small schools, inefficiently provided both as to Teaching Staff and to other requirements, and consequent lowering of the standard of instruction.

One school in the place of two or three would necessarily have a complete staff of teachers, and would be in a position to provide everything of the best in the way of school requirements.

In every such school—or within the same enclosure—should be provided, when asked for, separate class rooms where religious instruction could be given by the various Denominations at certain hours, each Denomination to have its own class room, and these rooms to be used for no other purpose.

In this way religious instruction could be imparted under much more favourable circumstances than obtain at Denominational Schools, and a great defect of the Government Schools, as at present conducted, viz., the absence of all religious instruction, thus overcome.

4. The Commission has been instructed to state under what general scheme and "particular arrangements" any suggestions as to Free and Compulsory Education should be carried out.

The whole question of compulsion, involving as it does all the points upon which there is likely to be any serious difference of opinion, is, practically, referred back to the Board of Education.

For these reasons I am unable to sign the report of the majority of the members of the Commission.

(Sgd) G. TOWNSEND FENWICK.

30th May, 1895.

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Although I think Compulsory Education desirable, I am unable to sign the Report of the majority of the Commissioners on the following grounds:—

Mr. Bourne's  
Separate Re-  
port.

1. The scheme abolishes fees without giving any powers of compulsion to local Managers, unless the district concerned has been proclaimed by the Education Board.

2. If, as is probable, a majority of the Education Board should prove opposed to compulsion, the compulsory clauses will probably be a dead letter.

3. The weight of evidence tendered, so far as I have heard it, is to the effect that the abolition of fees without compulsion will have little effect upon attendance.

4. In any case, the individual truant, however wild, cannot be touched unless the whole district is proclaimed.

5. In short, no result will be certainly secured except the division of some £2,500 a year of the taxpayers' money among parents at present paying, and therefore able to pay, school fees, and various school authorities who at present pay fees in order to secure grants.

6. It may well be that this result is desirable on the grounds that, for want of machinery, the existing system of remissions cannot be worked fairly, and that the teachers' time should not be wasted in the collection of fees. This, however, has not been treated as the issue before us, and no evidence has been given in my hearing in support of this contention, or of the desirability of abolishing fees except on the ground that attendance would be thereby increased.

7. If fees are abolished now, there will be nothing left to offer to the Assisted Schools in the future in case their acquiescence in a real system of compulsory education is sought.

8. The estimate of 7 per cent. on the gross revenue of Trinidad is in my opinion quite inadequate to meet the cost of the scheme should it be carried out with such success as to add 7,500 to the present number of scholars.

Taking 7 per cent. as an increase of 1 or 1½ per cent. on the present expenditure on education, in round numbers—

Revenue — £600,000

1 or 1½ per cent. on this — £6,000 or £9,000; while  
7,500 children at £2 per head — £15,000.

Moreover, to the above £15,000 must be added (1) the cost of additional buildings (if any); (2) the cost of increased attendance of children under six and over ten years of age, who are excluded from the compulsory scheme, but must be affected by it; (3) the cost of compulsory machinery. The salaries of "hunting officers," sufficient in quantity and efficient in quality, will, if I may judge from my English experience, amount to a considerable sum.

(Sgd.) H. CLARENCE BOURNE.

18th May, 1895.

Rev. Canon  
Trotter's  
Separate Re-  
port.

I. The reason why I am presenting a separate Report is because I consider the Report itself does not in the main issues go far enough.

1. It recommends Free Education.
2. It recommends Compulsory Education.

But the majority are unwilling to affirm that these two recommendations must be carried out *together*, if the future Education of the Colony is to be satisfactory. On the contrary, I am of opinion that very little gain would be obtained by making Education *free*, if at the same time it is not made compulsory. Further, the Government are being asked to provide the money now received as School Fees (some £3,000 a year) without receiving any commensurate return. I am therefore in favour of the Education being made *both free and compulsory*, if there is any change at all from the present system, and some change is very necessary.

II. I do not consider that the recommendations as to compulsory attendance are satisfactory.

If the School Attendance Committees are to be of any real assistance, their powers should be known and recognised to the full *from the first*. If, after having been called into existence, they are found to have only the power of giving warnings, without any power to enforce attendance, the effect will soon wear away. *They have to fail*, before they can be vested with compulsory powers! Then, to get those compulsory powers, they have to apply to the Board of Education. This application may be granted or it may be refused. If refused, the School Attendance Committees will then be helpless, and there is nothing to show in the Report that the Board of Education would not have it entirely in their hands to refuse or grant the powers as they might arbitrarily decide. If granted, then all the previous time has been wasted, and the School Attendance Committee will have to begin again, to recover the influence which they had lost, owing to their failure in the first instance.

Clauses 9 and 10 refer to the possibility of the School Attendance Committee being still inefficient. This has to be reasonably proved—and then three months warning is given—then the further action is "declared." All this will take *months* to accomplish, and in the "four years'" school life of the child, these months will be a considerable part of the whole.

I am therefore in favour of the *whole Island* being proclaimed at once—the School Attendance Committee to be invested with their full powers *from the beginning*—the warnings if necessary to be given, and these failing to do any good that the Committee should be able—without any further application—to enforce by the compulsory powers. As soon as the Ordinance is passed, the Board of Education could draw up the regulations and modes of procedure.

III. I am of opinion that the Commission has been too discreet, in avoiding all " vexed questions," and leaving far too much for the Board

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of Education to work out hereafter in detail. One or more methods should have been presented by the Commission so as to show how the real difficulties were proposed to be grappled with. I think a specimen "Ordinance" should have been attached to the Report, so that the proposed method of working would be shown.

IV. Lastly I am of opinion that a decided statement should have been made, recognising the necessity, in a Colony like this, of Assisted (or Denominational) Schools, along with those maintained wholly by the Government. The net expenditure by the Government on their own schools for each child in average attendance is £2 2s. 7d., whilst the cost to the Government for each scholar in average attendance in Assisted Schools varies from £1 6s. 1½d. (C.E.) to £1 10s. 11d. (R.C.) and £1 14s. 1½d. (Presbyterian Indian). To discourage, or even to legislate against Assisted Schools, is (apart from the still more important religious aspect of the question) highly impolitic, yet it is evident that there is a strong feeling among a certain section of the community in favour of doing so.

(Sgd.) EDWARD B. TROTTER.

I am of opinion that parents able and willing to pay should be encouraged to do so, their Fees being credited to the Government.

I object to imprisonment as a penalty under the Ordinance, until in our prisons such misdemeanants could be separated from other prisoners.

I do not concur in Clauses 8, 9, 10 and 11. I am of opinion that the Board of Education should at any time, in its discretion, be able to exercise its compulsory powers in any District.

(Sgd.) WILTSHIRE S. DOORLY.

Port-of-Spain,  
31st May, 1895.

(ii.) EXTRACT FROM MINUTE (No. 32) FROM THE GOVERNOR WITH REFERENCE TO THE REPORT OF THE COMMISSION ON FREE AND COMPULSORY EDUCATION IN PRIMARY SCHOOLS. COUNCIL PAPER No. 82 OF 1896.

*The Governor to the Under Secretary of State.*

3, CLARGES STREET, LONDON,  
6th October, 1895.

SIR,

After considering the report of the recent Trinidad Education Commission, and the subject generally, I would venture respectfully to recommend the following:—

1. The creation of an Education Trust for the Colony, to administer and control (under a law of course) all funds and matters relating to education of every description.

2. The *personnel* of the Trust to be similar to that of the present College Council and Council of Education, which would be united. The Governor to be Chairman, as at present. The Body to be divided into two Committees, one to control secondary, and the other to control primary education.

3. A fixed proportion (based on the present education expenditure, relatively very large) of the yearly public revenue of the Colony (whatever that may be) to be paid over to the Trust, to cover the whole outlay on education from public funds.

4. The Trust to have power to borrow, up to an amount not exceeding two years of its income, for building purposes.

5. All Primary Schools to be properly inspected and reported on, whether they be Government or Denominational, as they are at present.

6. The Royal College to be maintained on a basis at least equal to the present. The payment to the Roman Catholic College of St. Mary's to continue on the recently settled basis.

7. Subject to regulations and to the result of examinations and inspections, a proportion of the annual sum set aside by the Trust for primary education to be paid over to and administered by a Board of each Denomination, to cover the whole expense of the Schools of the Denomination to the public.

8. The payment to each Denominational Board to bear the same proportion to the total sum available for Primary Education (less head-quarter expenses) as the number of scholars receiving satisfactory education in the Schools of the Denomination bears to the total number of scholars in Government or Denominational Schools.

9. Payments for Denominational Training Schools to be made in proportion to the scholars in the Primary Schools of each Denomination. This is done at present.

10. The Trust and the several Denominational Boards to decide upon and pursue their own policy as to education fees or free education, in Government or Denominational Schools.

11. The question of compulsory education to be considered by the Trust, when the new system shall have got into working order. It will have to be governed by the question of the funds available. As the revenue of the Colony increases, the fixed fraction will yield a larger amount. Borrowing money to build schools will set free some current funds. I think that compulsory education (which is generally desired) may be found to be within the means of the Trust. But I think the settlement of this question may well stand over a year or so. In fact, it cannot be properly settled, till the new organisation is under way.

12. Government Primary Schools to be established or disestablished as the Trust may decide.

13. Though I speak of the Trust as such, it may be styled "The Council of Education," the Trust being created.

14. Looking to the means and other obligations and expenses of the Government of Trinidad, I am decidedly of opinion that the existing proportion of educational expenditure cannot be increased, with any prudence.

15. Legislation will be required to carry out the scheme proposed, but it will be of a comparatively simple description.

Of the above recommendations, Nos. 3 and 4 are put forward in the report of the recent Commission.

Proposal 4 would enable a Royal College to be built—a great want.

I believe these proposals, if given effect to, would greatly improve the existing condition of the Education question in Trinidad, and that they would invest it with as much contentment and peace as are possible while the partnership of Church and State in Education matters continues, as it is likely to do for some time, in Trinidad as in England.

I regard the fixed fraction proposal (No. 3) as a most desirable and important financial remedy. At present, one cannot tell what education is costing, still less what it is going to cost. The Education law is liable to come, and does come, into conflict with the Education votes.

Should the Secretary of State think proper, these remarks might be referred to Trinidad, for consideration by the Council of Education, and



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by the Legislative Council, in connection with the report of the recent Commission, and with the other documents belonging to the question.

I have, etc.,

F. NAPIER BROOME.

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*The Governor to the Under Secretary of State.*

R.M.S. "ORINOCO," AT SEA,  
3rd November, 1895.

SIR,

In the letter respecting Education in Trinidad which I addressed to you, for the Secretary of State, before I left England, I omitted to refer to the greater yearly cost, *per pupil*, of the Government Primary Schools, as compared with the Assisted Schools. This factor, as well as the total number of pupils in each class of School, would have to be considered in connection with the allocation of public money. Other important questions of policy and principle are involved, but I need not advert to them in this communication, further than to say that I think they ought to be considered, and that the occasion for their consideration is now not only opportune, but imperative.

The present educational policy and system in Trinidad is held, by others as well as myself, to be wasteful and extravagant, and it threatens to become even more so.

In order that there may be no misconception of my personal attitude in the question, I beg leave to add that, whatever may be my individual opinions upon Primary Education, I am fully convinced that the Trinidad Denominational Assisted Schools cannot, and ought not to be discouraged at present. What I think can be, and ought to be, discouraged is, the dual and unduly expensive system into which the colony is drifting.

It is asserted that an equal educational result is obtained in some other Colonies at a considerably less outlay, and this should be examined into.

Requesting that these remarks may be added to those contained in my previous letter and laid before the Secretary of State.

I have, etc.,

F. NAPIER BROOME.

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*The Secretary of State to the Governor.*

DOWNING STREET,  
7th March, 1896.

SIR,

I have the honour to inform you that I have given my attentive consideration to the report enclosed in your despatch No. 273 of the 9th of July last, of the Commission appointed to enquire into and report on the question of the adoption of Free and Compulsory Education in the Primary Schools of Trinidad, and to the communications of the 6th of October and of the 3rd of November, in which you expressed suggestions of your own in regard to the matter.

2. At the outset I wish to clear the ground by expressing my opinion in regard to three important points which are raised by the Report of the Commission. These are:—

- (1) The limitation of expenditure to a fixed sum.
- (2) The appointment of a single body to control the work of education, and
- (3) The adoption of the system of granting lump sums to Denominational Boards to be administered by them.

3. Firstly, as to expenditure. The chief difficulty in the way of adopting free and compulsory education lies of course in the increased expenditure from the public treasury which it will involve, and it is proposed to meet this difficulty of an uncertain and growing expenditure by assessing the

vote for education at a fixed percentage of the gross revenue of the Colony which would be administered by an Education Trust. In my opinion, when once the principle of free and compulsory education is adopted, it is impossible to limit the cost to a fixed provision, and if the Legislative Council should in the end decide to accept the principle, they must be prepared to face the full cost.

The cost must depend upon the number of the children who are presented for examination and reach a satisfactory standard, and it cannot be kept within a specific sum.

4. Secondly, in regard to the machinery of administration, it appears to me desirable, on general grounds, to place both primary and secondary education under the control of the same authority. They are so closely connected that if they are administered by separate bodies, there is always overlapping and competition. I am therefore in agreement with the recommendation of the Commissioners in favour of the creation of a single controlling authority, under the title of Education Trust and Board. The title of Education Board would, I think, be the more appropriate designation.

5. The third point relates to the distribution of the Education vote. The tendency in this country, and I think a wise one, is to decentralize the grants. I am not opposed therefore as at present advised to handing over lump sums to minor bodies, such as the Denominational Boards which you propose, leaving them to make their own distribution and to take the responsibility.

6. I am not aware, however, whether there is any strong demand for this system of entrusting the administration of the Government Grants to Denominational Boards, and I should be glad to learn whether you anticipate any difficulties in adopting the system in Trinidad, and whether it is likely to meet local wishes and requirements.

7. In connection with this and with one or two other matters, I should be glad to peruse the evidence which was given before the Commission—if it is accessible.

8. Passing to the more immediate consideration of the terms of the Report of the Commission, I feel considerable doubt whether the cost to the Colony of free education has not been under-estimated.

The Commission speak of "£2,500 hitherto received as fees," whereas the figures for 1894, as shewn by Council Paper No. 86 of 1895, give fees in Government Schools £1,210, fees in Assisted Schools, £2,030, or total of £3,240.

9. The Commission propose to give to the Assisted Schools compensation for loss of fees at the rate of 7s. 6d. for each child in average attendance, which, taking the average attendances for 1894 (9,149) would represent a sum of rather more than £3,000, to which, if the fees received from Government Schools are added, £1,210, a sum of £4,210 is obtained, which would represent the amount which the Government would have to provide over and above what would be required in connection with the increased average attendance referred to in paragraphs 15 and 16 of the report. Moreover, there would have to be added a considerable expenditure on account of college and school buildings.

10. It is for the Government and the Legislative Council carefully to consider whether, having regard to the large expenditure which has recently been sanctioned for railways and other public works, the Colonial revenue will be able to bear the additional burden which free education will involve.

11. I am not satisfied that the proposed Board should have the power to make education compulsory in any particular district, especially as no fixed percentage of attendance is laid down to determine the action of the Board, and the manner in which it is proposed that the power should be

exercised is open to the criticism contained in Canon Trotter's separate report.

From the separate reports of Mr. Fenwick and Mr. Bourne it would indeed appear that the introduction of compulsory education may be premature, and also, that if the school fees are abolished, the attendance may not after all be materially increased.

12. I should be glad if you would furnish me with a report by the Inspector of Schools upon the recommendations of the Commission, dealing with them more particularly in the light of what is said in my present despatch.

13. The next step to take would naturally be for the Government to invite a full discussion by the Legislative Council of the recommendations of the Commission, the question for immediate settlement being the remission or retention of the school fees.

14. But, as I am not prepared to fix a limit to the Education Vote, the Government ought not to be in any way committed to the principle of free education until I have received from you the most accurate estimate you can form of the total cost to the Colony which would be involved in the adoption of the recommendations of the Commission as they stand, and until I have been able to decide with the help of your advice whether the Colonial Government would be justified in allowing the whole of this additional burden to be permanently thrown upon the general revenue.

15. If therefore you consider that there will be advantage in bringing on an early discussion, on the receipt of this despatch, it must be upon the understanding that the position of the Government is made perfectly clear.

16. It may, I think, be useful, before the Government commits itself one way or another, to hear a full expression of the views of the members of Council upon free education with an unlimited vote, and to learn whether there are any suggestions which commend themselves to the Council by way of modification of these proposals of the Commission. No doubt the desirability or otherwise of imposing a special education tax to cover part of the increased cost of free education, if adopted, would be fully discussed.

17. You will observe that the two questions on which I have stated my views above in paragraphs 4 and 5 do not stand or fall with the acceptance or rejection of free schools.

18. I have only to add that in expressing my views I wish it to be understood that I do so for the purpose of offering suggestions for consideration without intending to fetter local opinion on a subject which everywhere has special features, and is in general best left for local decision. There is one point, however, on which I am quite clear, that is that no attempt could usefully be made to limit the expenditure in Trinidad to a fixed sum, if free education is adopted, and to such an attempt I could not be a party.

I have, etc.,

J. CHAMBERLAIN.

*Governor to Secretary of State.*

2nd April, 1896.

[TELEGRAM.]

EDUCATION.—Would you approve fixed percentage coupled with special tax for any further money required ?

*Secretary of State to Governor.*

2nd April, 1896.

[TELEGRAM.]

Will not object to special tax providing for expense of Education in excess of fixed proportion of revenue.

(iii.) EXTRACT FROM MINUTE (No. 65) FROM THE GOVERNOR LAYING A REPORT BY THE INSPECTOR OF SCHOOLS DEALING WITH THE RECOMMENDATIONS OF THE COMMISSION ON FREE AND COMPULSORY EDUCATION IN PRIMARY SCHOOLS. (COUNCIL PAPER No. 152 OF 1896.)

EDUCATION OFFICE,  
20th July, 1896.

SIR,

I have the honour to submit the following report on the recommendations of the recent Education Commission in accordance with the instructions of His Excellency the Governor.

2. I have no doubt that the creation of a single Education Board to control both Primary and Secondary Education in place of the two existing boards will prove of advantage; and I am not aware of any objection that can be made to this proposed change.

3. In regard to the distribution of the education grants to the Assisted Schools being entrusted to denominational boards, there can be no doubt that the present system is unnecessarily centralised.

The grants are now distributed to each school by the Education Department under the following heads:—

- (1.) Three-fourths of each teacher's salary, paid monthly:
- (2.) Three-fourths of a rent allowance to the head teacher, paid monthly:
- (3.) Three-fourths of the head teacher's attendance grant, paid quarterly:
- (4.) Three-fourths of the head teacher's bonus on results, paid yearly:
- (5.) An allowance for rent of school-house, paid to the manager quarterly:
- (6.) A grant towards providing furniture and apparatus, paid to the manager half-yearly.
- (7.) The payment to the manager quarterly of the school fees of exempted scholars.

A consequence of this system of distribution is that a considerable amount of time which, as Inspector of Schools, I should be able to devote to the supervision of the educational results attained in the schools and the consideration of improvements to be introduced into the code is occupied in superintendence of the preparation of a large number of small accounts and correspondence with managers in regard to them; and on this account a change in the direction proposed would be of advantage.

4. As far as I have been able to ascertain, the chief complaint now brought by those interested in the Denominational Schools is the delay which managers experience in obtaining grants from the Board of Education for schools not hitherto aided from public funds, the cause of delay being the limited funds at the disposal of the Board. This cause of complaint would be removed if the distribution of the grants to Assisted Schools were entrusted to denominational boards, which would also be in a position to aid, where necessary, small country schools more fully than can be done under the present system.

Such are the advantages which, in addition to relieving the Education Board of responsibility, and work in matters of detail, the proposed change in the distribution of the grants may be expected to afford.

5. On the other hand, however, the position of the teachers requires consideration in connection with this question.

Previous to 1891 the grants to the Assisted Schools consisted solely of lump grants to the managers, calculated on the results of the annual examinations of the schools. The teachers' salaries were not fixed by any rule; and one of the main reasons for the changes introduced by the Education Ordinance of 1890, was to assimilate as far as possible the position of the teachers employed in Assisted Schools to that of teachers employed in Government Schools. The remuneration of all teachers is now fixed by the rules of the Board of Education, and three-fourths of such remuneration is paid to the teachers in Assisted Schools from public funds, the remaining fourth being paid by the managers of the schools.

The remarkable advance in the efficiency of the Assisted Schools during the past five years is to be attributed in great measure to this provision, and I do not think that it would be advisable to adopt a change which would injure the position of teachers in Assisted Schools as compared with that of teachers in Government Schools.

6. I would suggest rather that the Assisted Schools' teachers should be paid the whole of their salaries and grants for results from the total sum that may be apportioned for such schools by the Education Board, and the remainder of such sum paid over to denominational boards towards the other expenses of their schools, viz., the upkeep of school-houses and teachers' residences, and the supply of furniture and apparatus.

Unless the teachers' position is secured by such means there will be the probability of the salaries offered being too low to prevent those who have been trained as teachers at the public expense being attracted to other employments by a higher rate of remuneration. Such a result would be most unfortunate, more especially as there is urgent need for the improvement of our teachers as a class, and those likely to be attracted to other employments would be the most capable.

7. The next point on which I have to report is the immediate financial result of the abolition of school fees in the primary schools in accordance with the recommendation of the Commission. This is described by the Commission as "the £3,500 hitherto received for fees which it is now proposed that the Government shall pay."<sup>12</sup>

In order to explain these figures, which I furnished to the Commission, I must point out that there are four schools at which the fees charged are higher than in the other primary schools, and at which fees will still be charged even if free education be adopted.

These are the Tranquillity Government Schools, and the Park Street and Harris Square Roman Catholic Assisted Schools; the fees charged are five shillings, and two shillings and sixpence, per month; and the amounts collected in 1894, as shown by Council Paper No. 66 of 1895, were, in the Tranquillity Schools £545, and in the two Assisted Schools £509, or a total of £1,054; whilst the fees received in all the Government Schools amounted to £1,210, and in the Assisted Schools to £2,030, making a total of £3,240.

Hence the fees collected in 1894, in the schools that would presumably become free schools on the adoption of the Commission's recommendations, amounted to £2,186 (in Government Schools £865, and in Assisted Schools £1,321).

The corresponding figures for 1895, as shown by Council Paper No. 66 of 1896, are (1) fees received in all Government Schools £1,236, and Assisted Schools £1,689, or total of £2,925, (2) in the Tranquillity Schools £613, and in the Park Street and Harris Square Schools £325, or total of £938. Hence the fees received in the schools that would presumably become free amounted in 1895 to £1,967 (Government Schools £623, and Assisted Schools £1,364).

It is important to note the decrease in this amount in connection with the increase in the average attendance of scholars from 13,297 to 13,890, and in the amounts paid to managers of Assisted Schools for the fees of exempted scholars, which were, in 1894, £1,337, and in 1895 £1,670; the proportion of exempted scholars to the total number on the school rolls having increased from 43 per cent. to 51 per cent.

8. The Commission proposes that compensation for loss of school fees shall be given to the managers of Assisted Schools at the rate of seven shillings and sixpence for each child in average attendance. This compensation calculated on the average attendance of 1894 would have amounted to £3,330 (excluding the Park Street and Harris Square Schools for the reason given above). To this sum must be added the fees received in the Government Schools, exclusive of the Tranquillity Schools, viz., £665, whilst the fees already paid to managers of Assisted Schools for exempted scholars must be deducted, viz., £1,337. Thus the sum of £2,658 represents the additional cost to the Government of free education calculated on the figures of 1894.

The corresponding figures for 1895 are as follow:—Proposed compensation to Assisted Schools, £3,500; Fees received in Government Schools, to be added, £625; fees of exempted scholars in Assisted Schools paid to managers, to be deducted, £1,670; hence additional cost to the Government of free education calculated on the figures of 1895, £2,455.

9. It will be observed that in 1894, the fees paid by scholars in Assisted Schools amounted to £1,521 (paragraph 7 above), and the fees paid by Government for the exempted scholars, to £1,337; so that the total sum received for fees by managers of the Assisted Schools (exclusive of the Park Street and Harris Square Schools) was £2,858; whilst the proposed compensation for loss of these fees would have amounted to £3,330. Similarly in 1895 the fees paid by scholars amounted to £1,364, the fees of exempted scholars paid by Government to £1,670, or total fees received by managers to £3,034; whilst the proposed compensation would have been £3,500.

I submit therefore that compensation to the managers of Assisted Schools at the rate of 6s. 8d. a year for each child in average attendance would be fair and reasonable, especially as it is generally admitted that some portion of the fees nominally paid by scholars, is really paid by managers to secure the attendance of children at their schools.

10. Referring to the increase in attendance to be expected from the abolition of school fees without any measure for making attendance compulsory. I am of opinion that the attendance of Indian children would be little affected, but that there would be an increased attendance of children of the general population.

In 1892, when the Board of Education made an attempt to prosecute for school fees in arrear, there was a marked decrease in the attendance; whereas, since May, 1893, when prosecutions were abandoned and the present regulations relative to the collection of fees and the exemption of scholars from payment were adopted by the Board, there has been a steady increase in the attendance. There is no reason to believe that all applications for exemption from payment of fees are now granted; in the evidence which they gave before the Commission, both managers and teachers stated that they themselves paid the fees in cases where exemption was refused, and instances of refusals to exempt have been otherwise brought to my notice.

The recommendations of the Commission provide for the existence of schools at which fees may still be charged to meet the case of children who would not attend free schools, and I do not anticipate any appreciable decrease in attendance from the withdrawal from school altogether of children who now pay their school fees.

Mr. Bourne's statement in his separate report, that the weight of evidence which he had heard tendered to the Commission was to the effect that the abolition of fees without compulsion would have little effect upon the attendance, is to be accounted for by his absence from the first of the meetings at which evidence was taken by the Commission. The evidence given on this point at the subsequent meetings related chiefly to special Indian Schools.

11. My own opinion is that the school fees should be abolished, if possible, because, being now paid by less than half of the children attending school, their incidence cannot be fair, and their collection is attended with very great inconvenience, occupying, as it does, too much of the teachers' time and attention, and causing friction that is most undesirable between teachers and parents. I consider that the collection of fees, representing a sum of £2,500, tends to defeat the object for which there is an annual expenditure of £30,000 from public funds on elementary education.

I may further point out that the additional cost to the Government entailed by the abolition of fees would probably decrease from year to year, because, owing to the increasing proportion of exempted scholars, the difference between the amount of the proposed compensation to managers of Assisted Schools for loss of fees, and the amount paid to them under the existing regulations for the fees of exempted scholars is likely to be less from year to year.

12. As regards compulsory education, I have no doubt that beneficial results would be attained by the introduction of such a measure for enforcing attendance at school as has been recommended by the Commission.

The number of children in the island between the ages of six and ten is estimated at 21,000, of which number there are between 10,000 and 11,000 on the rolls of the Primary Schools.

Probably nearly one half of the remainder are within reach of schools able to accommodate them, their non-attendance being due to the indifference of their parents, which would no doubt be overcome to a very considerable extent by the existence of a law making attendance compulsory.

It would however be necessary that the procedure under the law should be effective and easily workable, and I am therefore of the opinion that an Ordinance making attendance compulsory, or Regulations made under it by the proposed Education Board and approved by the Governor in Executive Council, should confer upon an attendance committee, appointed as the local authority for carrying out the law, power to enforce attendance without further applications to the Education Board. Considering however the different circumstances of the various districts of the island, including the proportion of schoolable children attending school, which varies considerably in the different districts, I do not think that there would be the same necessity for the immediate appointment of an attendance committee in each district.

13. In connection with this part of the subject the course to be adopted with regard to incorrigible truants requires consideration; and it appears to me necessary that the Education Board should be able to allot a portion of the funds at its disposal for the establishment and maintenance of industrial schools to which such truants may be sent. Until the Board is in a position to allot definitely a portion of its funds for the purposes of industrial or technical education, the provisions to which the Commission has called attention in paragraph 18 of its report cannot be carried out.

14. The total cost that would be entailed by the adoption of the recommendations of the Commission remains to be considered. Taking the expenditure of the last three years, I find, that exclusive of the cost of administration, the average yearly net cost of each scholar in average daily attendance at the Government Schools, including all expenditure on buildings, has been £2 12s. If to this sum be added 3s., which represents the average loss to the revenue for each scholar in average attendance that

will result from the abolition of school fees, £2 15s. is obtained as the future yearly cost of each scholar in average daily attendance at the Government Schools.

For the Assisted Schools, the average yearly cost to the Government during the same period of each scholar in average attendance has been £1 13s., inclusive of expenditure on buildings and the fees of exempted scholars.

To this sum 4s. must be added as representing the additional cost that will result from the abolition of school fees; and thus £1 17s. is obtained as the future yearly cost of each scholar in average attendance at the Assisted Schools. On the assumption that the proportion of the average attendance at the Assisted Schools to that at the Government Schools will remain the same as at present, viz.,  $8\frac{1}{2}$  to 4, there is obtained the sum of £2 3s. nearly, as representing the future cost of each additional scholar in average attendance at both classes of schools, if additional accommodation were necessary in the same proportion to the attendance as now exists.

The present accommodation, however, is sufficient for an increase in the average attendance to the number of 10,000, and on this account, as 9s. represents the cost per scholar for school buildings in the above sum of £2 3s., a deduction of 4s. 6d. may be made; whilst 3s. 6d. should be added to cover the cost of carrying out the regulations for enforcing attendance, and any additional cost of administration. I thus estimate the inclusive cost of each additional scholar in average attendance at £2 2s.

15. The increase to be expected in the average attendance of children between the ages of six and ten is estimated by the Commission at 7,500. As the number of such children in the Colony, whose names are not on the rolls of the primary schools, is between 10,000 and 11,000, the above result could only be attained if all of these children could be brought into school with an average daily attendance of 75 per cent.

Taking into account the various causes that must allow of exemption from attendance at school, I consider that the additional average attendance of children between the ages of six and ten to be expected may be estimated at 5,000, that is, in round numbers, an addition of 8,000 to the rolls with an average daily attendance of rather more than 60 per cent.

The increase for children of other ages may be put at 2,500.

The cost of an additional average attendance of 7,500 at £2 2s. per unit will amount to £15,750; and the cost of the abolition of fees, calculated on the present attendance, will raise the amount at which I estimate the total additional cost of adopting the recommendations of the Commission to £18,000.

I consider that it would probably take from two to three years to attain the above results.

I have the honour to be, Sir,

Your obedient servant,

The Honorable  
The COLONIAL SECRETARY.

R. GERVAISE BUSSE,  
Inspector of Schools.



THE  
SYSTEM OF EDUCATION  
IN  
GRENADA.

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## THE SYSTEM OF EDUCATION IN GRENADA.

### I. EARLY HISTORY.

The Colony of Grenada comprises the Island of that name and the Grenadine Islands to the south of the Island of Carriacou, including that Island, and lying between it and Grenada; also certain small islets adjacent to the northern, eastern, and southern coasts of Grenada. Geographical position.

The Island is the most southerly of the British West Indian Colonies included in the Government of the Windward Islands, and it is situated about ninety miles to the north of Trinidad, sixty miles north-west of Tobago, sixty-eight miles south-west of St. Vincent, and one hundred miles south-west of Barbados. It is situated in latitude 12°8' North, and longitude 61°40' West. It is about twenty-one miles long and twelve miles at its greatest breadth, and contains, according to the Census of 1891, 76,548 acres, about 120 square miles. It is abundantly watered, being intersected in every direction by streams of the purest water. The roads since 1889 have been good, and at the present time nearly the whole island is accessible to carriages.

Though known to sailors since the days of Columbus, Grenada seems for long years to have been left in the unmolested possession of the Caribs. About the year 1626 Richelieu incorporated the "French Company of the Islands of America," and to this company a grant of Grenada was made. No immediate effort was made to turn this concession to advantage, and after an attempt of some twelve years later had proved abortive, this island, together with Martinique and St. Lucia, was sold to a Mr. du Parquet. The period of his possession was not long, but was marked by a war with the Caribs. In 1665 Grenada passed to the newly-constructed French West India Company, and on the dissolution of this Association, in 1674, it was included in the French Crown.

For more than eighty years the French occupation never seems to have been challenged; but during the Seven Years' War at the time of Admiral Rodney's expedition it was captured by the English (1760) under Commodore Swanton, and was ceded to England at the Treaty of Paris (1763). During the American War it was recaptured and held for a time by the French, but was restored on the conclusion of peace in 1783. Many French settlers, however,

remained in the island, and the revolutionary wars offered them a new opportunity for trying to regain their ascendancy. Encouraged by Victor Hughes, the Commissioner of the National Convention, they instigated the coloured people to revolt (1795). The struggle was long, and marked by many acts of barbarity on the part of the insurgents. The English were ill-prepared and indifferently led, and it was not till Sir Ralph Abercrombie arrived from Carriacou in June, 1796, that the rebellion was finally suppressed. Many of the coloured people were executed, and others transported to Honduras. The French influence was effectively destroyed, and only to be traced in the French patois still spoken in parts of the island.

In 1833 Grenada was included in the general administration of the Windward Islands, and the central government was located at Barbados. In the following year the apprenticeship system was introduced, and followed in 1838 by the full emancipation of slaves. This good change was effected without the anticipated disturbances, but a scarcity of labour soon made itself felt, and various attempts were made to introduce labourers from Malta, Madeira, Africa and India. As a result of these changed conditions the cultivation of cocoa was largely substituted for that of sugar, and this island, in consequence, has not suffered so severely as some of its neighbours from the present economic distress.

The history of elementary education does not find a place among the Colony's records, at any stage, as a whole. The fragmentary character of such information as it is possible to obtain is compensated for by the fact that it is compiled from the Colony's Blue-books and from other sources bearing the impress more or less of genuineness and authenticity. The educational growth of the Colony has from time to time been intimately associated with that of the Islands of Trinidad, Tobago, and Barbados, the Leeward Islands, and British Guiana, depending on them as it did (owing to its backward condition up to about twenty years ago) for its supply of teachers.

Going as far back as 1820, to the earliest accessible records, we find that about ten years before the negro emancipation there were only three Public Schools in the Colony—one an Anglican, for free coloured children, one a Roman Catholic, for free and slave coloured children, both in St. George's, the capital, and the third in Carriacou. These had a total of 284 names on the rolls.

In the year of the emancipation (1838) there were returns from eight Anglican and two Wesleyan schools, with a total on the rolls of 1,048. The Government grant amounted to £325. The next year there were returns from nine Anglican schools, two Wesleyan, and one Roman Catholic, with boys' and girls' departments, showing a total roll of 1,234 pupils.

In 1840 the Wesleyans established a school in St. George's, and, six years later, other schools at La Baye and Carriacou.

In 1852 there were nineteen Anglican, one Presbyterian, four Wesleyan, and seven Roman Catholic schools, or a total of thirty-

one schools with 1,827 names on the rolls, and the amount of the grants made by the Government was £1,020. The next year the Roman Catholics established a school in Carriacou, and the total Government grant to the thirty-two schools was £1,060.

In 1856 the grant was reduced to £590.

1856.

In June, 1857, an Act was passed creating the first Education Board, for the establishment of a Grammar School in St. George's, for Secondary Education. There were in existence at this date (evidently owing to a reduction of the grant in 1856) thirty Primary Schools with an attendance of 1,482 scholars; nineteen of them belonging to the Anglican Church, seven to the Roman Catholic, and four to the Wesleyans.

Education Act of 1857.

In 1858 the Grammar, Model, and Normal Schools were established under the mastership of Mr. J. Noble. There was an attendance of thirty-one in the Grammar, 200 in the Model, and twelve pupil-teachers in the Normal School. The cost of these schools to the Government was £650 per annum. There were twenty-one other schools, and the rolls numbered about 1,700 children.

Establishment of Grammar, Model and Normal Schools in 1858.

In 1859 the Central School, St. George's, appears to have been discontinued, its place being supplied by the Model School. The same year the number in the Grammar School reached thirty-six, but soon after fell so low that the school was closed. It was again opened in 1865, under Mr. A. Grover, with an attendance of twenty-three in the Grammar and fifty-two in the Model School. In 1872 the numbers had fallen to fifteen, and in the middle of the following year it was again closed. It was, however, again reopened in January, 1874, under the Rev. J. Wilson, with a roll of thirty-six. In the Model School attached there were 120 names on the roll. Including these numbers and those in the twenty-seven other schools, there was a total roll of 2,351, and the entire cost to the Government for that year was £1,272. The Grammar School, as a Government Institution, was finally closed in 1878. In this year there were twenty-nine Primary Schools, with a roll of 3,421, and the Government grant was £1,271.

Progress from 1859-1878.

During these years the Headmaster of the Grammar and Model Schools had been performing the duties of an Inspector of Schools in conjunction with those of his substantive appointment, and with the close of the Grammar School in 1878, there was an interregnum in the office, the Government meanwhile having been compelled to carry on the necessary inspection as they best could.

It would appear that the division of schools into standards had been unknown before 1882, as a special note had been made of this change as being intended and likely to effect a distinct improvement in school organisation when the introduction of regulations based on the English Code was proposed. It is on record that, within the first six years of the introduction of the 1882 Code, so great a change was effected that the average attendance had increased by 50 per cent., and the numbers attending on examination day and the presentees for examination had doubled. In 1889 the average attendance was 2,518 from a roll of 4,783, and the cost to the

1882-1889.

Government was £3,180. Building grants were liberally made about this time, as no fewer than two school houses had been purchased, fifteen entirely rebuilt by Government, solely or by building grant, and eight others repaired or enlarged by grants from the Government. It was the system of utilising the services of the early Grammar School teachers as Government Inspectors of Schools that prevented any very distinct progress either in the lower (Elementary) schools, or in the Grammar or Upper School, and a trial as far down as the eighties of the same system finally proved its unfitness for the growing educational necessities of the Colony.

A number of schools had been at work throughout the Colony, under patrons, principally the heads of the several religious denominations, who were immediately responsible, up to 1875, for the payment of the teachers employed by them.

Report of  
Mr. Horace  
Deighton.

From the report of Mr. Horace Deighton, who was employed in 1879 by the Lieutenant-Governor of the Colony to examine the schools of the Colony, it appears that the Act under which aid was given to the schools—then twenty-four in number—was passed in January, 1875, and that after the passing of the Act, one of the first duties of the Board of Education should have been to draw up rules for the regulation of the schools; but for years after the passing of the Act no such rules were found to exist, and every teacher apparently took his own course. Even then Mr. Deighton, who was the Headmaster of one of the largest First Grade schools in the West Indies, reported that there was actually no intellectual life throughout the schools of the Island, and that the whole process of so-called education was purely mechanical.

The system in vogue reported on then by him was purely denominational, and from the same report it appeared that there were no infant schools in the Island, and that every school in the Colony was a mixed school, containing both boys and girls. It appeared, further, that there was not a single teacher who showed any real knowledge of school organisation, and the systematic employment of monitors had never been attempted.

Ordinance  
of 1882.

At any rate, prior to 1882 the system of Primary Education was not what might be designated "liberal," and the beginning of the end of the old duplex regime was in sight when Lieutenant-Governor Harley (the seat of Government was at that time at Barbados) announced in his speech to the Legislative Council on the 20th July, 1881, as follows:—"An Ordinance prepared by the Attorney-General providing liberal aid to every school where the Christian religion is taught will shortly be submitted to you," and such an Ordinance appears to have been passed in 1882, among the dissentients being two members of the Roman Catholic Church. The Ordinance then passed was the first systematic attempt to introduce into the Colony a liberal system—an adaptation of the English Code—such as was being provided by sister Colonies, and the appointment on 1st January, 1883, by the Government of an Inspector of Schools, responsible for the control and administration

of the funds voted by the Government and placed at the disposal of the Board of Education as a central administrative unit, marked the end of the old system, and has been the sole system of subsequent years to date.

From and after the year 1882 the administration of primary education was vested in a central body, known as the Board of Education. In the Ordinance passed in the above-named year, and in subsequent Ordinances, the scope and functions of this Body were defined and limited by the Code of Rules for the time being in force. Subsequently to 1882, several measures were passed into law, having for their object (a) the placing within reach of the masses throughout the Colony a certain amount of elementary education similar to that provided in the more progressive sister Islands; (b) the unification of the system of aid which had been granted to schools of different denominations; and (c) the obtaining of the best results for the comparatively large sums of money that were being expended. Many things impeded educational progress. Roads were bad; the children had often to come long distances to school; many of the rivers were unbridged. The result was that unpunctuality of attendance had become chronic. There was, therefore, a pressing need for such legislative action as would in time cause the expenditure on primary education to be considered less wasteful and unproductive. The Ordinances passed since 1882 are:—

The Elementary Education Ordinance, 1888—a compulsory Education Ordinance which has remained inoperative. (See Appendix A.)

Ordinances Nos. 1 and 3 of 1893; and the Education Ordinance 1895.

Amending Ordinances 1901.

Ordinances Nos. 1 and 3 of 1893 followed close on the taking of the census of 1891, while the Marquess of Ripon was Secretary of State for the Colonies. They had for their object the reduction of the numbers constituting the Board of Education, and the re-constitution of that Body. It had been shown by the figures of that census that the denominational distribution of the inhabitants of the Colony was as follows:—

	Male.	Female.	Total.
Christian:— Roman Catholic - - -	13,685	15,629	29,314
Anglican - - -	9,466	9,807	19,273
Wesleyan - - -	1,668	1,747	3,415
Presbyterian - - -	246	220	466
Other Denominations -	33	9	42
Non-Christians- - - - -	374	216	590
Not described - - - - -	63	46	109
	25,535	27,674	53,209

And while giving practical effect to rendering as productive as possible the moneys under the control of the Board of Education, the main feature of the new measure was the reconstitution of the Board of Education, which was, in future, to consist of equal numbers of Roman Catholics and non-Roman Catholics.

Important considerations.

The attention of the student of the educational system of Grenada should be drawn to four points: first, the existence of the dual system of denominational and Government schools for the last twenty years; second, the control of the denominational part of this dual system by no fewer than four denominations in a small Colony; third, the fact that the conditions of living of no less than 15 per cent. of the population (I refer to the inhabitants of the dependencies) are as different from those of the remaining 85 per cent. as it is possible for them to be; and fourth, the undisputed and universally-accepted fact that pauperism, as a recognised condition, is literally unknown in the Colony.

Statistics, 1883-1901.

The following statistics show the educational progress of the Colony during the last eighteen years:—

Year.	Population (approx.)	On School Rolls.	Percentage.
1883	43,483	3,087	7.9
1886	46,723	3,141	6.7
1889	49,963	4,783	9.6
1892	54,881	6,247	11.3
1895	58,124	7,025	12.0
1898	62,622	8,386	13.3
1901	63,438	9,827	15.5

## II. PRESENT SYSTEM.

### A. PRIMARY EDUCATION.

Central Administration of Education: Board of Education.

The central administration of education is vested in a body created by Statute (Ordinance No. 12 of 1895, see Appendix B) called the "Board of Education." It was then provided that "the Board shall consist of the Governor as President, and of so many members as the Governor shall deem expedient. Of the members so to be appointed one-half shall be Roman Catholics and the other half non-Roman Catholics. The members shall be appointed by the Governor and each member shall continue to be a member of the Board for a period of two years from the date of his appointment," and that "Five members of the Board, including the Governor or Vice-President, shall form a quorum, and the Governor shall have a casting vote only," provision also being made by the same Ordinance for the appointment of a Vice-President.



The Ordinance is based on the experiences of Colonies similarly circumstanced to this, and the rules are mainly extracts from the English Code applied *mutatis mutandis* to local requirements. The Board is armed with ample power for administering with competency the amount annually voted, but recent experience has pointed to a deplorable lack of interest in certain quarters in primary education, and the President (Sir Robert Llewellyn), less than a year ago, found it necessary in the interests of the Board to consult members as to the advisableness of reducing the number of the quorum, or of increasing their numerical strength, owing to the difficulty frequently experienced by him of forming a quorum after meetings had been duly summoned. The result of this appeal to members was that a majority found it advisable to reduce the quorum, and the Governor took the necessary action for giving effect to the Board's decision. Three members, of whom the President shall be one, now form a quorum.

Meetings of this body are held about five or six times a year, and the elementary educational machinery of the Colony is thus found to work with little or no friction.

There is a Secretary to the Board of Education, whose duties defined by law consist of issuing notices of meetings, keeping the minutes of meetings of the Board, and conducting its correspondence. Five Catholic and five non-Catholic members represent the Board in its full working strength, with the Governor as President.

There is no local authority, the Board of Education as a central body being quite equal to administering the Colony's educational affairs. School managers are the only equivalent of local authority, but are not recognised as such. Members of the Board of Education are carefully selected, and there being a large number of school managers, well distributed throughout the Colony, nothing requiring immediate attention ever escapes their notice; in this way everything of practical interest finds its way before the Board. Several managers appoint what are known as School Committees in their parishes to assist them, but these committees are not recognised by the Board of Education or the Government, and have no official authority whatever to deal with the appointment or dismissal of teachers or with any detail whatever, unless the manager appoint their members as co-managers to act with him, and report these appointments to the Department to be recognised by the Board.

The following table gives the latest printed figures in regard to expenditure. The cost of inspection has never been included in the annual returns, and may be taken roughly at about £400 per annum for the last twenty years, in addition to the totals given.

RETURN OF PRIMARY SCHOOLS, 1901.

Number of Schools.	Number of Scholars on Roll and in Average Attendance.					Revenue.			Expenditure including School Fees.
	On Roll.		Total on Roll.	Average Attendance.	School Fees.	Government Contributions.	Voluntary Contributions.		
	Boys.	Girls.							
Government Schools -	9	1,121	999	2,120	1,126	£ 105	£ 1,254	Nil.	£ 1,359
Grant-in-Aid Schools :									
Anglican - - - -	7	903	785	1,688	953	108	1,029	"	1,137
Roman Catholic - -	18	2,354	2,578	4,932	2,229	103	2,176	"	2,279
Wesleyan - - - -	4	489	373	862	448	52	499	"	551
Presbyterian - - -	2	135	100	235	125	5	129	"	134
Miscellaneous Revenue and Expenditure -	-	-	-	-	-	-	27	"	27
Totals for 1901 -	40	5,002	4,835	9,837	4,881	373	5,114	"	5,487
" " 1900 -	40	4,982	4,749	9,731	4,744	397	5,007	"	5,404
" " 1899 -	40	4,748	4,492	9,240	4,817	505	4,654	"	5,159
Increase in 1901 -	-	20	86	106	37	£24 (decrease)	107	-	83
" " 1900 -	-	234	257	491	73 (decrease)	£108 "	352	-	245
The totals for 1902, as given in Colonial Reports, Annual. No. 404, (Grenada, Report for 1902), are :-	42	4,954	4,917	9,871	5,152	491	5,091	218	5,900

The managers (quasi-local authorities) contribute as a rule nothing towards this amount.

So much then for the figures, as shown by this Return. But it is only fair to add that these results were arrived at only after much denominational friction at two distinct stages during the growth of the present system. These were in the years 1886 and 1895, during the administrations of Sir Walter Sendall and Sir Charles Bruce, each of whom recognised at an early date in his administration that the "blank" in the annual returns appearing under the head "voluntary contributions" was, at least, inconsistent with the principle under which Government and assisted schools (clearly defined under the 1882 Ordinance) were being maintained, and were of necessity driven to the conclusion that the absence of voluntary contributions, *inter alia*, was a result which flowed naturally and directly from the mistaken policy which had from the commencement characterised the administration of the Board of Education. Sir Walter Sendall stated that the Board of Education had been a very fluctuating body; and that those who directed its early operations ceased to be connected with it, probably before the consequences resulting from an inadequate or an erroneous conception of the true functions of the Board had time to make themselves manifest.

The following Memorandum, addressed by Sir Walter Sendall to the managers of assisted schools, gives a lucid exposition of the principles under which it was intended that elementary education in the Colony should be administered:—

Sir Walter  
Sendall's  
Memoran-  
dum to  
Managers  
of Assisted  
Schools.

MEMORANDUM ADDRESSED BY HIS EXCELLENCY THE GOVERNOR-  
CHIEF TO THE MANAGERS OF ASSISTED SCHOOLS IN GRENADA.

The working of the Grenada system of Education has engaged much of my attention since my arrival in the West Indies. Owing to various causes, the records and documents relating to its introduction and establishment have not been very readily accessible to me; and it is only by degrees that I have been able to obtain the information necessary to a complete understanding of the question. Those whom I am addressing are aware that the present system dates from the passing of Ordinance No. 5 of 1882—called, "The Education Ordinance, 1882." I have carefully studied the provisions of this measure, not only in the form in which it was passed in the Legislative Council, but also in the official documents in which are recorded the arguments and considerations on which it was originally framed.

In spirit and intention, it appears to me that this Ordinance embodies a fair, liberal and workable system of State Education, and with certain omissions supplied, and some defects of detail removed, I see no reason why the instruction of the people should not be adequately secured under its provisions.

But the manner in which the Ordinance has hitherto been administered has produced so many anomalies and inconsistencies,

that had the intention been to introduce confusion, and to render legislation abortive, that object could hardly have been carried out with more complete success. It will be seen presently that this language is wholly justified by the facts.

I will invite attention to three questions of vital importance in connection with assisted schools :—

1. The position of the managers.
2. The appointment of the teachers.
3. The proportion which the aid from public funds should bear to the cost of maintaining the school.

I will endeavour with respect to each of these questions to point out what is the manifest intention of the Ordinance, and I will show in what manner that intention has been fulfilled.

#### *1. As to the position of Managers.*

“Assisted Schools” are, *ex hypothesi* schools established and maintained by some person or persons other than the Government which “assists” them. An assisted school may be the property of a private person who supports it from his own resources, or it may belong to a body of trustees, or to a minister of religion who maintains it from the contributions of his congregation or of those upon whose benevolence he is able to draw. In any of the above cases, it may happen that the person to whom the school properly belongs is unable to fill the position of a manager in connection with a system of Government Grants. The Ordinance requires that the manager in whom the control of the school is vested should be approved by the Board of Education, but it is wholly inconsistent with the relations which it is intended that the manager should occupy, both towards the owners of the school and towards the Government, that he should be appointed by the Board.

Nevertheless, amongst the earliest recorded acts of the new Board of Education constituted under the Ordinance, I find the appointment of local Managers to assisted schools. One such case was that of the Roman Catholic Boys’ School in St. George’s, of which the Archbishop of Port of Spain, in Trinidad, is the owner.

In this case the Board of Education had rejected the nominee of the Archbishop, and had appointed a manager of their own choosing.

In a temperate letter of remonstrance addressed to the Board, His Grace pointed out with perfect accuracy, and in terms in which I entirely concur, what was the true position of the Board in relation to this vital question. “No doubt,” the Archbishop writes, “the Board is at perfect liberty to reject the proposed manager, but then, if no other person is offered who may be acceptable to it, the Board simply withdraws the grant, and the school becomes a private and unassisted school. The inconvenience of the Board nominating the manager of its own accord is that, although the chosen manager may be truly a respectable gentleman, yet the owner of the

school, whom he is intended to represent, may possibly have very legitimate objections to his nomination.<sup>3</sup>

It would be impossible to state with greater clearness and cogency not only the course which the law marks out for the Board to follow, but also the mischief which is likely to arise, if the owner of a school is liable to have forced upon him as his representative a manager to whose nomination he may entertain "very legitimate objections."<sup>4</sup>

The Archbishop's reasoning had, however, no effect upon the Board, who not only persisted in their nomination of a manager, but replied to the Archbishop in a letter in which they expressed their views very plainly, though in somewhat aggressive language. "The Board of Education," they wrote, "cannot recognise the right of any person who is himself disqualified by the Bye-laws from acting as manager of an assisted school, to nominate another person to act as manager of an assisted school. If a person is himself unfit to act, it is impossible that he can be a judge of the fitness of others. The Board of Education will therefore in every case decline to act on such nominations, or indeed to receive them."

The above correspondence took place in September, 1882. In March, 1883, I find the following entry in the minutes of the Board:—

"Mr. George Clarke's resignation of the local management of the St. Andrew's Roman Catholic School laid before the Board, and the Secretary directed to inform Mr. Clarke that the appointment of local managers does not rest with the Board."

Having thus recorded a decision totally at variance with their action in the case of the Archbishop's school already mentioned, the Board proceed thenceward, with most consistent inconsistency, to appoint this manager and depose that; and indeed they appointed a successor to Mr. Clarke, at the very next meeting to that in which they had decided that the appointment of managers did not rest with them.

### *II. As to the Appointment of Teachers.*

Nothing is clearer than that the Ordinance contemplates that teachers in assisted schools should be appointed and dismissed by the managers, and by them only.

The Board of Education may prescribe their qualifications, and they may refuse a grant to any school in which the teacher does not possess the necessary qualification or has otherwise forfeited the confidence of the Board; but for the Board to interfere directly in the appointment or dismissal of the teachers, is subversive of the fundamental principles upon which every system of grants-in-aid must rest, and is clearly contrary to the intentions of the law which it was the business of the Board to administer.

Upon this point, however, as in the case of the managers, the Board of Education went wrong from the outset. They did, indeed, at the second meeting held after their institution, record a resolution to the effect that "the Board of Education have no

power to appoint or dismiss masters except on the recommendation of local managers.<sup>14</sup> But they immediately abandoned this position, and have introduced the practice of receiving applications directly from candidates for employment in assisted schools, have granted or refused them leave of absence, and have treated them generally as if they were the servants of the Board.

*III. As to the proportion which the Government Grants should bear to the cost of maintaining the School.*

The Ordinance assumes, what in itself is sufficiently obvious, that an assisted school is one which is maintained partly from the grant and partly from other sources. In a despatch addressed to my predecessor, Sir W. Robinson, in which the principles upon which the Ordinance was framed are dealt with, the Secretary of State lays it down as an indispensable condition of Government aid, "that the local managers contribute a proportion both of the expense of providing the necessary buildings, and of the remuneration of the teachers and other expenses of keeping up the schools under their management."

The 13th clause of the Ordinance accordingly enacts that aid to assisted schools shall consist, first, of grants of money towards the providing of school-houses, etc., and, secondly, contributions towards the remuneration of the teachers; the managers being on their part responsible for so much of the cost of these objects as is not provided for by the grant.

That this reciprocity of obligation to contribute to the cost of establishing and maintaining assisted schools was fully understood and appreciated by the managers themselves, is apparent from the following passage which occurs in a letter addressed to the President of the Board, early in 1883, by the Rev. Dr. Hylands, Coadjutor Bishop of Trinidad. Speaking of the position of the manager or patron of a school. Dr. Hylands thus expresses himself:—"He is to be a capitalist, who comes amongst us and provides, from his own or other sources at his command, the building, etc., etc., for the schools.

"The managers are simply patrons working in different spheres altogether, who are to be thanked and encouraged for their generous co-operation."

Notwithstanding that this principle of "co-operation" in providing for the maintenance of assisted schools was insisted upon by the Secretary of State, was recognised by the managers, and was embodied in the law, it has been almost wholly lost sight of under the administration of the Board. With hardly any exception, the entire cost both of the remuneration of the teachers and the other expenses of maintaining the schools, except so far as these are met by fees, is now borne by the Government. The schools are therefore, as to nearly all of them, "assisted" schools only in name; and the retention of this nominal distinction between such schools and those which are avowedly Government schools

is, so far as I have been able to judge, productive of positive harm to the former.

I have paid much attention to the actual condition of these schools; and I find them, with few exceptions, at a very low stage of efficiency. The teachers are under no effective control; they are left to themselves in all matters of detail and of daily routine; no one assumes the responsibility of checking, with the necessary frequency, the admissions or attendances, or of seeing that the minor requirements in the way of books, writing materials, etc., are promptly and regularly supplied. The supervision exercised by the managers is of so desultory and perfunctory a character, that out of 908, the minimum number of visits required by the Bye-laws to be paid to twenty-four schools in one year, only 483 were actually given.

These are results which in my opinion flow naturally and directly from the mistaken policy which has from the commencement characterised the administration of the Board of Education. It has been a very fluctuating body; and those who directed its early operations ceased to be connected with it, probably before the consequences resulting from an inadequate or an erroneous conception of the true functions of the Board had time to make themselves manifest.

However this may be, the task before us now is to retrace our steps, and to endeavour as far as possible to restore some kind of correspondence between the state of things as existing, and the state of things as contemplated by the law.

With this object I would invite those whom I am addressing to consider carefully the following propositions:—

1. A school, to the maintenance of which nothing whatever is contributed (except by fees) from any independent source, the entire annual cost being defrayed by the Government, is not an "assisted" school, but is, by the definition contained in the ninth section of the Ordinance, a Government School. Let it, then, be so considered, and let it be taken out of the category of assisted schools.
2. Every school which it is proposed to carry on as an assisted school, must be represented by a manager, who will make himself responsible for a fair proportion of the annual cost of maintaining the school, who will appoint and dismiss the teachers, and will exercise a real control over the management of the school in all its details.

These propositions contain nothing new; they express the law as it has existed since the passing of the Ordinance; but they urgently need to be restated. In connection with them, and by way of conclusion to these observations, I will now add a third, viz:—

3. The 11th section of the Ordinance is intended to secure the effective religious instruction, under the control of Ministers of their own denomination, of all children attending Government schools.

That a period of educational activity followed closely on this memorandum, the action of subsequent and successive Governors down to 1897 amply testifies. Sir Walter Sendall in dealing with the question of recovering from managers the one-fifth intended by the law to be contributed by them had touched a weak spot, and a very weak one it proved to be. In a Colony like this, where the Church is disestablished, and no fewer than four religious denominations control the spiritual welfare of the population, it is not by any means an easy task for Ministers of Religion to collect their own salaries, build their own churches, and repair these, together with other buildings, the property of their respective bodies. It is not a matter then for surprise that the appeal for the one-fifth of the expenses contemplated by the law to be contributed by managers never met with a single favourable response, despite the impregnable position taken up by the Governor, and admitted by managers alike as to the facts and the logic of those facts. Little or no progress was made in clearing up the ground of contention to the end of Sir Walter Sendall's régime, and within a few months of the arrival of his successor, Sir Walter Hely Hutchinson, the education regulations were relegated to a committee for revision with a view to amendment, with the result that the only rock on which they split was that of the contribution of one-fifth of the expenses, the Wesleyan minister, Mr. Jones, and the Rev. Father Doyle reporting in favour of the abolition of the contribution by managers, and Mr. Lavington Payne, Chairman of that Committee, supporting His Excellency's views and the law in favour of enforcing the contribution. Archbishop Flood, of Trinidad, in an eloquent appeal to the Secretary of State, set forth in detail in a despatch dated 18th November, 1891, the grievances under which he considered the Catholic population suffered—grievances that were not with him mere sentiment—and this was a fair signal for a definite settlement of all doubtful points. This ended in the reconstitution of the Board of Education with an equal number of Catholics and non-Catholics, but the omission by His Grace of any reference to the burning question of the day—"the contribution of one-fifth"—was strange, although his efforts to effect a reconstitution of the Board on lines of strict justice according to the denominational strength of the population as shown by the recent census were wholly successful.

Sir Charles  
Bruce's Cir-  
cular Letters  
to Managers  
of Schools,  
1894.

Friction in connection with minor matters was felt to a greater or less degree by individual members of the Board, who were really interested in their work, until the end of Sir Walter Hely Hutchinson's term of office, and the depressed financial condition of the Colony, owing to a fall in the price of the staple product (cocoa) for an unprecedentedly long and continuous period, was, as much as anything else, responsible in 1894 for Sir Charles Bruce's taking up the matter once more in the interests of his administration, by means of circular letters, addressed to managers of schools through the Colonial Secretary on the 10th of January and the 27th of February, 1894. This correspondence on the question of the responsi-



bility of managers for one-fifth of the remuneration of the teachers and of the other expenses of their schools, was conducted on the part of the Governor with the same lucidity and adherence to law and principle that characterised Sir Walter Sendall's Memorandum. Whether managers misapprehended His Excellency's intention or not, the fact remains that it was only after many months of waiting that His Excellency, on reminding them that his circulars of January and February were still unanswered, received on the 16th of February, 1895—twelve months later—replies to his communications. Some of these were received directly from managers, and one communication was received signed generally by the managers, addressed to the Governor and Members of the Education Board on the subject. This circular did not emanate, as His Excellency informed them, from the Governor as President of the Board of Education, but from the Governor as Head of the Government, the object of the circular being to obtain an expression of the views of the managers for the information of the Government, in considering the necessity or otherwise of an amendment of the existing law. The general reply, and all of the direct replies except one, were of the same purport. They urged on behalf of managers :

1. That the latter had a claim to compensation for their services, and that those services were equivalent in value to a contribution of one-fifth of the total expenses of the school.
2. That, as this provision of the law had been for twelve years inoperative, it had lapsed by process of time.
3. That certain items, viz., rent of head-teachers' residences, caretakers' salaries, etc., should be reckoned as forming part of the contribution of one-fifth.
4. That managers should be excused from producing vouchers for every trifling expense incurred, on grounds of inconvenience, waste of time, discourtesy as from Government to managers, lack of confidence in managers—besides numerous other reasons ; some of which pointed in the direction either of inability or unwillingness to comply with the law.

In the direct reply, the appeal was characterised as "supremely, grossly, unjust," and as being an attempt to impose "a burden on conscience' sake" (on managers).

Thus, the views of managers were fully expressed in their replies ; the final result was that, in spite of a decreasing revenue, the attention of the Board being called to the fact that large sums were annually wasted on assistant teachers and monitors, His Excellency felt himself powerless to adjust or reduce educational expenditure without recourse to the more elaborate process

*The System of Education in Grenada.*

of drafting a new

be confessed, was

annual reports of the

Code of 1896.

The new Education Code of 1896 was soon passed, after the exercise of much patience and forbearance on the part of Sir Charles Bruce.

Bruce.

At a time when retrenchment was much needed, the Code effected a reduction of more than £1,000 in the educational expenditure for the year. The Ordinance legalising the Code passed in October, 1896, and came into full operation in April, 1897. Sir Alfred Moloney assumed the government in June, 1897, and only minor amendments have been effected between 1897 and this date. The primary education of the Colon may thus be said at present to be administered under Sir Charles Bruce's Code of 1896.

The following tables summarise (a)

1891 and 1901 respectively; (b) the

attendance bears to the number on the

per head collected per annum from 18

per head collected per annum from 18

per head collected per annum from 18

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Educational statistics.

The following tables summarise (a) 1891 and 1901 respectively; (b) the attendance bears to the number on the rolls and the school fees '91 to 1900:—

he educational statistics for percentage which the average he rolls and the school fees '91 to 1900:—

	1891.		1901.
Population - - - - -	53,209		
Between 5 and 15 - - - - -	13,780	17	63,438
Number of Pupils on School Roll - - - - -	6,155	9,	7,359
Number of Pupils in average daily attendance - - - - -	3,246	4,8	837
Percentage of Pupils on roll to population - - - - -	11.5	15	81
Percentage of Pupils on roll to daily attendance - - - - -	52.7	49	5
Eligible for Examination - - - - -	2,565	5,216 (for	5
Percentage of Pupils in average daily attendance to Population - - - - -	6.1	7.7	

TABLE.

SHOWING THE PERCENTAGE WHICH THE AVERAGE ATTENDANCE BEARS TO THE NUMBER ON ROLLS—ALSO SCHOOL FEES PER HEAD COLLECTED PER ANNUM.

Schools.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	Average.
Government . . . . .	53.7	52.4	54.8	63.5	53.9	51.1	52.4	50.7	53.5	54.0	54.0 = 54
Anglican . . . . .	55.1	54.5	55.5	60.8	56.9	57.3	54.5	58.0	59.5	53.2	56.4 = 56.4
Roman Catholic . . . . .	48.5	47.4	47.9	45.4	44.1	43.3	48.2	49.5	47.6	44.2	46.6 = 46.6
Wesleyan . . . . .	56.8	57.0	55.1	58.7	63.6	58.3	64.8	63.0	57.3	51.9	58.5 = 58.6
Presbyterian . . . . .	62.7	62.6	66.4	65.7	56.2	56.0	54.9	48.9	57.2	49.9	58.0 = 58
	276.6	273.0	279.7	294.1	273.7	266.0	274.8	270.1	275.1	253.2	
Average (denominational)	55.3	54.7	55.9	58.8	54.7	53.2	54.9	54.0	55.0	50.6	54.7 = 54.7
True average . . . . .	52.7	52.0	52.7	53.6	50.8	49.4	51.9	52.4	52.1	48.7	51.6 = 51.6
	FEES PER HEAD.										
	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d. s. d.
Government . . . . .	3 7	2 9	3 8	2 7	2 4	2 1	2 4	3 9	3 4	2 3	27 8 = 2 9
Anglican . . . . .	4 7	3 7	3 10	3 9	3 4	2 11	2 9	2 10	2 7	2 3	32 5 = 3 3
Roman Catholic . . . . .	2 11	2 8	2 5	2 0	1 5	1 3	1 1	1 0	1 1	1 1	16 11 = 1 8
Wesleyan . . . . .	3 5	3 0	3 2	3 2	2 10	2 8	2 1	2 1	2 5	2 1	27 0 = 2 8
Presbyterian . . . . .	2 3	1 8	1 11	2 4	1 11	1 6	1 1	1 4	1 9	1 1	16 10 = 1 8

School attendance. School attendance is purely voluntary, the only enactment aiming at compulsory attendance (passed in 1888 during Sir Walter Sendall's administration) having been inoperative ever since it first became law. No attempt is made at enforcing attendance. I believe, however, that the Colony is ripe for the introduction, in the towns at any rate, of a system of compulsory attendance.

The circumstances under which the Compulsory Education Ordinance was passed in 1888 throw some light on the reasons why it has remained for more than thirteen years inoperative. It was not the outcome of a strong movement of educational opinion in the Colony, but due to an attempt to find a means, less expensive than the establishment of a reformatory, for the lessening of vagrancy.

The question of vagrancy had accidentally forced itself on a body of jurors at a Criminal Session of the Supreme Court of the Colony, and on representations being made from the Bench, at the request of the jurors, to the Governor with a view to the establishment of a reformatory for boys for the suppression of idleness and vagrancy, it was decided, after careful inquiry, that the expenditure necessary for the establishment and maintenance of such an institution was not warranted by the circumstances then ascertained to be existing, but that another course—the passing of an Ordinance to compel the attendance at primary schools of children between the ages of five and twelve—might be found to meet satisfactorily the requirements of the Colony. The Ordinance was passed, but nothing further was ever done.

The records of successive years show that the percentage of pupils on the roll who attend school daily barely exceeds fifty, and, what is worse, there are no signs of any abatement of this irregularity of attendance. But it is impossible any longer to give countenance to the oft-tendered and now worthless excuses for irregularity and non-attendance that there are "dangerous rivers to cross," and that "the rivers may at any moment" during the rainy season "be in flood," as only one such river remains to-day totally unbridged, not less than nine or ten having been substantially bridged during the past four or five years. Taken as a whole the Grenada schools are under a regular and excellent system of management, and the system of weekly enquiry after absentees by some member of the teaching staff is now largely in vogue. Yet the percentage of those attending daily to the number of pupils on the roll is now almost stationary, and vigorous action alone can remove this huge blot from our elementary education system. With the figures given above is presented also the amount of school fees collected, the school pence collection having its own important bearing on the issue before us.

Taking the figures for the past eleven years, we find as follows:—

Year.	No. on Roll.	Av. Attendance.	Percentage.	School Fees.		
				£	s.	d.
1891	6,155	3,246	52.7	568	18	6
1892	6,217	3,248	52.0	471	17	4
1893	6,252	3,300	52.7	478	7	7
1894	6,723	3,608	53.6	481	17	4
1895	7,025	3,569	50.8	390	10	8
1896	7,128	3,527	49.4	341	8	4
1897	7,585	3,943	51.9	353	12	5
1898	8,386	4,398	52.4	461	16	11
1899	8,240	4,817	52.1	504	16	4
1900	8,731	4,744	48.7	397	3	10
1901	8,837	4,881	49.5	373	15	10

This record, taken (except for 1901) from the Administration School Reports of the Colony, shows that barely 50 per cent. of the pupils on the roll are in average daily attendance. Under present conditions there are no signs of improvement in this matter. The Colony's Education Code affords no protection whatever to the honest teacher who collects, or is willing to collect, his fees, as against the unscrupulous teacher who wilfully receives into his school pupils in arrears of fees at another school. Pressure for fees undoubtedly secures the regular attendance of those who pay them, the current philosophy of the Grenada labourer (and very sound philosophy, too) recognising nothing short of the full value for his uttermost farthing. If the regular payment of fees were enforced, the parents would make a greater effort to secure for their children the benefit of a more regular education. Poverty cannot be urged in excuse of the present irregularity of attendance. Grenada boasts of the largest and wealthiest peasant proprietary body in the West Indies—a body that possesses something worth taking care of, and that does not know what pauperism is.

The table given above points to the greatest inequality in the actual result of collecting fees in the several schools, and yet, with more method and system, better results would be easily obtainable. In the dependencies where the greater part of the male population is commonly absent from home for four months at a time, owing to the exigencies of the labour market, which depends on cotton as its staple product, the collection of fees in the four schools entirely under Government control bears most favourable comparison with the record shown by the average of those in the rest of the Colony. So willing are the people in these outlying parts to have their

School of  
dance.

children educated, that they have on more than one occasion of late endeavoured to secure the abolition of school pence, and the imposition, instead, of an education tax. This, however, without success. The conditions of living in these parts render the attendance at times most irregular, as the labouring population owns little property, but rents from absentee proprietors, and at the cotton and corn planting and reaping seasons makes every effort, even to draining the schools of their children, to turn their labours to the most successful account for the purpose of being able to meet their rents. For this reason there may always be anticipated with certainty, from this 15 per cent. of the population, an un-failing contribution to the percentage of irregular attendants.

To sum up the foregoing, the result of the investigation into these figures shows (1) that from 50 to 55 per cent. of the pupils whose names are enrolled as attending school are in average daily attendance. (2) That the dual system of control lends no aid whatever to the improvement of this record. (3) That pressure for school pence cannot be said to contribute anything, in Grenada, towards an increase in the percentage of irregular attendants.

In my Report for 1899 I touched on this point of irregular attendance in the following paragraph: "It still remains a stubborn fact that only about 52 per cent. of the children enrolled as attending school actually do attend, and this percentage has, with slight variation, been maintained during the past ten years. With a Compulsory Education Ordinance (the Elementary Instruction Ordinance, 1888) still on the Statute Book, and with hundreds of idlers and vagrants of school-going age to be seen daily in the town districts, it would be interesting, at least, to note the effect on the numbers on the roll and the yearly average attendance, of the provisions of that Ordinance as applied to the towns and town schools only, if educational officers were appointed with a view to the encouragement of a desire on the part of the pupils to utilize to the fullest extent the educational advantages thereby provided."

I am fully convinced that, circumstanced as Grenada is, it will under present conditions be a most difficult, if not an impossible task, ever to raise the average attendance to 60 per cent. of the children on the school rolls. It cannot be said that the Board of Education has failed to do its part in the matter; school management has been improved, teachers' salaries are fair, children incur little or no danger in going to school, and there is no place in the Colony (with the exception of one district) which is more than two miles from the nearest school. The time seems now to have arrived when some distinct effort should be vigorously made and generally supported in the direction of rescuing from evil influences the 45 per cent. of pupils of school-going age who, from a variety of causes which they are often powerless to prevent, do not receive the benefits of the elementary education provided for them.

It would have been one step in the direction of thoroughness to have applied to this paper the scrutinizing and unflinching test

of figures, under such heads of vital importance as: "The number of peasant proprietors possessing lots of land from 1 acre to 5 acres"; "the regularity of attendance at the schools surrounded by peasant proprietors as compared with that of town schools and schools in the dependencies"; "the number of school-going children of various ages"; "the number of children of school-going ages whose names are on no school register at all," and similar heads.

Such figures taken from the Census Report of the Colony for 1901 would be extremely valuable, if not interesting; and I can only express my regret that I have not sufficient time to devote to the preparation of them, and hope that I may yet be able to do so in connection with the progress of agricultural education, the study of which is now being pursued with some degree of zeal and earnestness everywhere.

That 40 per cent. of the children of school-going age is by far too large a percentage to be left, literally, to take care of themselves, and to contribute scarcely anything to the Colony's welfare as adults, while possibly becoming a drain on its resources, no one will venture to deny; and that 45 per cent. does exist in Grenada the official records of the last eleven years conclusively prove. As a result of careful enquiry into the educational system of the Colony and the condition of the masses, I can arrive at no other conclusion than that compulsory attendance, either attended by or exempt from the payment of school pence, is the one and only remedy for this unfortunate condition of things. The necessary machinery for its introduction is at hand, and as a tentative measure, the enforcement of its provisions (which are based on the usual lines) in the towns, at least, of the Colony should present no difficulty.

Private schools of all grades have always found, and still do find, a more or less favourable reception from all classes. With respect to secondary and higher grade education, the explanation lies in the fact that there never has at any time been any well-maintained institution equal to those of similar pretensions in the neighbouring Colonies; and with a road system that until within the last few years offered few or no facilities for wheel traffic, it was not surprising that numbers of these schools sprang up in centres where there lived a sufficiently large number of families to support them. These have been always unconnected with denominational influence.

With respect to primary education, the only countenance given to private adventure schools by religious denominations has been in cases where, in order to comply with the requirements of the Education Law and Code to qualify them for state aid, their patrons or managers have identified themselves with the movement, *ad initio*; and as the result of successful applications for building and maintenance grants, have retained the schools ever afterwards as denominational schools complying with the law.

The class of private adventure school not countenanced by religious denominationalism may be better imagined than

Private  
Secondary  
Schools.

Private  
Primary  
Schools.

described; but the following paragraph, taken from my Report for the year 1900,\* may assist the imagination:—

“Private Schools.—Although the numbers on the roll continue to increase, there are so many private adventure schools in the towns and populous districts of the Colony, that some kind of supervision should be exercised over them, at least for hygienic reasons. At this time, there are no fewer than twenty such schools,—a room 12 ft. long by 8 ft. broad commonly doing duty for a school-house with thirty pupils in all weathers.

“There is scarcely a distance of 3½ miles in any part of the Colony where two state-aided schools cannot be found; and with excellent roads and rivers, all bridged or provided with causeways, the growth of such establishments [*i.e.*, private establishments] should be discouraged on all sides. There is, however, to be combated against and stamped out—that sentiment of great delicacy among the lower orders contained in the words ‘Private School’—the benefits of which are distinctly doubtful and certainly more imaginary than real. The advantages on analysing these cases, would be found summed up in the expression ‘exemption from paying fees’—yet such schools live, and the wonder to me is that they do live.”

Inspection.

The history of the early growth of education previous to 1882 shows that the dual system of employing the services of the head master of the Normal School to be Inspector of Schools (for primary education) failed to give satisfaction, and ever since 1882 the Government of the Colony has employed an Inspector who is solely responsible to the Government for the administration of the amount annually voted for primary education for the purposes of its recognised system of inspection. The appointment is made by the Governor under the Education Ordinance.

Inspectorial work has always been done on lines based on the English Code. The inspectorial staff consists of the Inspector of Schools of the Colony. The rapid growth and development of the present system has recently pointed to the necessity for a change in the working of the Department, which has hitherto been understaffed; and at this time, changes are contemplated which, if carried out, should conduce to greater efficiency in the control and working of the Department. The Inspector of Schools receives in addition to his salary a travelling allowance of £80 per annum. School inspection is done partly by securing the unpaid services of managers, and partly by Government inspection through the paid Inspector of Schools. Surprise visits are paid as frequently as the exigencies of departmental work will allow, and these have been paid as frequently as three times a year to country schools. The annual inspection for the result grants is, as may be imagined, a fixture that takes place in the first month after the completion of the school year, with unerring regularity. The form of notice to teacher and manager, the system of inspection, the computation of the grant, the notification of the results, etc., are

\* This report can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.



all details that are practically the same as obtain in larger Colonies.

The 1896 Code, under which teachers are appointed and their salaries fixed, is known to be essentially a manager's Code, and occasionally one hears it referred to as a "manager-ridden" Code. But it was framed by Sir Charles Bruce, who well knew what he was doing and how to do it, and by its provision is made giving managers the exclusive right of appointing and dismissing teachers, and making them responsible for the payment of their salaries provided the work done is in accordance with the provisions of the Code. The contract between manager and teacher is the same as between master and servant, the law of the land requiring a fourteen days' notice on either side, being the only law under which either party may be sued for breach or non-fulfilment of his contract; while the unwritten law, which has age enough on its side to be now equivalent to custom, demands one month. If a teacher of a grant-in-aid school is dismissed without a character, or with one that would injure his future, the Board may, on his request in writing, appoint a committee to investigate the circumstances of the case, and if on the report of the Committee the Board is of opinion that the teacher has been treated with harshness or injustice, the Board may furnish the teacher with a certificate of character.

The scale of payment is fixed by the Ordinance, and the amount by the Code. The scale of payment is tripartite, and consists of—

- (a) A fixed salary (according to the class of certificate held by the teacher).
- (b) A result grant (dependent on the results of the annual inspection).
- (c) A free residence or an allowance in lieu thereof (to teachers of Government schools only).

Under (a) provisional certificates are issued, as well as certificates of the first, second and third class. As a rule provisional certificates are issued for a year, at most, the holder of such a certificate being under obligation to present himself for examination at the first certificate examination subsequently held in the Colony, provided that the date of such examination does not fall within six months of the issue of the certificate, and the certificate may be immediately suspended if the holder fails to pass the examination or for any other reason which is in the opinion of the Board of Education sufficient.

Of the other certificates, those of the third and second class are earned by examination. Those of the first class, by efficient service after holding a second-class certificate for five years. The examination required is that of the College of Preceptors, London, with a local examination in school management. The standard fixed by the Board of Education is decidedly low, a pass in the honours division of the second and third classes of the College of Preceptors, together with a pass in School Management, securing a certificate of the second and third classes respectively.

This Colony is now recognised as a centre for the College of Preceptors' examination by that body. The Board of Education has no power to recognise certificates other than—

- (a) Those issued by them ;
- (b) Those granted by the Government Education Departments of the United Kingdom ;
- (c) Those granted by any recognised Training College or School in the United Kingdom, or in any part of the King's dominions.

The pecuniary value of these certificates is as follows :—

First class, £40 ; second class, £30 ; third class and provisional, £20.

(b) The result grants vary from schools of sixty to schools of 300 presentees, in the average grant per caput. A result grant of £55 per annum for a school of 120 pupils would represent good work, while a school of sixty might earn, as a fairly good return, about £25, or one of 240, say, about £85 to £90. Schedule F of the Education Code of 1896 (see Appendix C) shows the standard of examination for Primary Schools. A daily average attendance of 120 would be considered a good school, and the total emoluments therefrom would be about £130 per annum for a denominational teacher, holding a first-class certificate, thus :—

Certificate	..	..	..	..	..	..	£40
Result Grant	..	..	..	..	..	..	£55
School Fees	..	..	..	..	..	..	£35
							£130
						Total	.. .. £130

In the result grant the average depends largely on the number of pupils scheduled in the Preliminary or lowest Standard, for each of whom a fixed grant of 6s. per head is given by the Code on the attendance, no examination being required of these little ones.

(c) Free residence. The denominational managers own, in connection with their churches and schools, small houses adjoining them, and in this way it has cost them little or nothing to offer their teachers free residences in many instances in return for assistance rendered in work done out of school hours. The Board of Education, with a spirit of liberality that has not characterised its actions in respect of rental allowances in subsequent years, voted on the establishment of nine Government schools between 1885 and 1893 a rental allowance of £15 per annum to the teachers of them, but, as the result of a thorough discussion at a later time, the Government (who, as managers, were most interested) ordered that as occasion arose the rental allowance should cease with present holders of office, and the amount is nowadays paid to four Government teachers only, out of deference to a wish of the Board of Education expressed to that effect.

Training of  
Teachers and  
Pupil  
Teachers.

No proper system of training has ever existed. Pupil teachers are required to pass annual examinations, and the Code prescribes a

syllabus of work extending over three years, not much different either in quantity or degree from that of Standards V., VI. and VII. of the schools in which they are required to teach. Provision is also therein made, imposing an obligation on managers by which they are responsible for the receipt, by pupil teachers, without cost, of special instruction from the head teachers for not less than five hours during every week, out of the regular school hours, not more than two hours being on the same day; but this regulation is certainly more honoured in the breach than in the observance, and the wonder often is how the pupil teachers succeed in passing the yearly tests. The only system of apprentice teachers consists of the provision made for the employment of unpaid monitors, who invariably succeed to the vacancies on the pupil teacher staffs. The unpaid monitors grow into pupil teachers, and these in turn into assistant teachers, until they become full-fledged head teachers. Over and above this nondescript kind of training, built on a scale of payment of 12s., 16s., and 20s. per month for pupil teachers in their respective years of service, there is absolutely no training, either of pupil teachers or of teachers.

Schedule E of the Education Code of 1896 (see Appendix C) shows the standards of examination for pupil teachers of the different years of service.

The need of a proper training institution has frequently been remarked upon by examiners, by the Inspector of Schools, and in the columns of local journals. But primary education commands little or no sympathy from those who, being permanently connected with the Colony, might be expected to take, at least, some interest in its educational welfare, and the unfortunate result is that the lack of permanence and continuity evidenced in the *personnel* of the Board of Education during the past decade, is a most unerring index of the lack of interest required for launching the more far-reaching schemes which alone can achieve anything that makes for the ultimate advancement, educationally, of the Colony as a whole. During the past two years efforts have been made by the Boards of Education of the Islands of Trinidad and Barbados to secure the co-operation of this Colony in a more comprehensive scheme for the same purpose, but their efforts have been fruitless, and at this date it would appear that jealousy, rivalry and similar causes have long been contributing all their forces towards an attitude of uncompromising neutrality (covered by expressions of the utmost willingness to co-operate) in the development of one of the most useful institutions that it is possible to found for the benefit of the Colonies of Barbados, Trinidad, the Leeward and the Windward Islands and British Guiana.

In the forty-one schools of this Colony there are five female and thirty-six male head teachers, while there are two males and one female engaged as assistant teachers.

As to pupil teachers, there are about two males to every female.

There is no pension system. This to my mind is a blot, and when Pension the nature of the work required to be done is considered in connec-

tion with the class of pupils for whose benefit it is done, good work done should carry its reward in the form of pension. It might not be out of place here to refer to my remarks contained in the annual report for the year 1900, which are as follows :—

“The question of some provision corresponding to a Pension System deserves consideration. Teachers in these Colonies are never on the ‘fixed establishment,’ yet such is their service that a well-founded Petition from an applicant with years of good and faithful service seldom fails to meet due recognition from the proper quarter. There is no reason, however, why Teachers who have decided on making Teaching their life-work should not formulate some scheme for the approval of the Board of Education whereby they might themselves make their own provision to meet the eventualities of sickness, leave, or old age, apart from any recognition which their service might gain for them from public sources. I shall feel happy to discuss fully such a scheme with a representative body of teachers, and to render any assistance I can towards its success. The conditions of work and living render such a scheme a necessity, while its absence is a blot which cannot be too speedily effaced.”

Regulations  
for Religious  
Instruction.

The Regulations for Religious Instruction are few and to the point, and are provided for—

(1) By the Education Ordinance.

(2) By the Education Code.

The Ordinance provides that religious teaching shall not form part of the instruction to be given at any Government school, but every minister of religion, or person appointed by him, shall have free access to all Government schools, for the purpose of giving religious instruction to the children of the religious denomination to which the minister belongs, at such hours as may be agreed on between the minister and the Board. This section of the Ordinance affects Government schools only; but for denominational schools, the usual conditions of gaining Government aid are laid down :—

- (1) That the school be open to all children without distinction of religion or race.
- (2) That no child receive any religious instruction objected to by its parent or guardian, or be present while such instruction is being given.
- (3) That free access be given, under regulations approved by the Board, to all ministers of religion or persons appointed by them who may desire to afford religious instruction to children of their own persuasion being pupils in the school.

The Code prescribes that religious instruction may be given under such conditions as are laid down in the Education Ordinance and at such hours as are fixed in the time table of each school, and that it may not be carried on in the school at the same time as secular instruction, unless there be a separate room available for that purpose.

In actual practice, advantage is generally taken of the alternative instruction provided under the law by the words “or person

appointed by him" (the minister). Clergymen seldom (in many cases never) avail themselves in their own schools of their opportunities of imparting the religious teaching themselves. It forms no part of the syllabus of examination, and no result grant is paid for it. It is almost exclusively undertaken by the teachers, and is limited, as a rule, to the Church Catechism of the particular denomination to which the school belongs.

In Government schools, only one application has been made during the past ten years by a minister of religion for permission to exercise the privileges thus conferred on him by law.

There is no provision for the teaching of drawing in elementary schools, and there is no manual training or instruction in handicrafts, neither is there any instruction in drill or physical exercises. Cookery is not taught, but sewing and domestic economy are included in the curriculum of the elementary schools. Schedules F. and G. of the Education Code of 1896 (see Appendix C.) shows to what extent provision is made. The annual reports show that the girls take to domestic economy only "after a fashion." They are too apt to apply, in endeavouring to learn the subject, the words of their text books which are written to suit English modes of thought and living, as literally as possible, to local conditions, and as a consequence, awkward answers are frequently given, showing that the book work has been learnt, but not sufficiently understood. At the end of 1899, three years after the promulgation of the present Code, fifty-nine pupils presented this subject; in 1900, seventy-six. The teaching of the subject is confined to Standards VI. and VII. The grant (3s. each) for passes obtained in this subject did not exceed £8 in 1900. With the educational needs of the Colony growing apace, it will become imperative on the Board of Education at no distant date to consider the question of appointing a Lady Examiner for this subject, as is done for needlework.

Sir Charles Bruce, in his Code of 1896, made provision for the teaching of agriculture,\* and as will be seen in Form 5 of the Education Code of 1896 (see Appendix C.), a grant of 3s. per head was allowed for each pupil passing a satisfactory examination in this subject, the teaching of which is confined to Standards VI. and VII. Since that date, the Imperial Department of Agriculture for the West Indies has practically taken the burden of agricultural education on its shoulders; and under its guidance and direction, the necessary steps for qualifying teachers to teach the subject, for securing proper school plots contiguous to or in the neighbourhood of the schools, have been taken, the Department lending its Station for the work of practical demonstration at all stages of teaching, and offering the services of its Curator.

At the end of 1899, 154 pupils were examined in the subject; and in 1900, 161. The theory has, as a rule, been fairly well

\* See also below new Sub-Clause No. 10 added in 1901 to Clause 21 of Education Ordinance, 1896.

taught by those teachers who attended the two courses of lectures given in 1900; but the lack of school plots has diverted the subject of much of the interest that would otherwise be shown. Sir Alfred Moloney never lost an opportunity of publicly advertising the views of the Colonial Office with respect to the importance of the subject, and invariably supplemented these with his own. A good start has been effected, and with the securing of school plots—a matter that has been attended with some delay—the subject may soon be expected to be taken up with all the energy that its importance demands.

Continuation  
Schools.

No arrangements exist for continuation schools; but reference to the annual report for 1900 shows that the making of such arrangements has not been entirely lost sight of. The passage referred to runs thus:—

“In conclusion, while it is gratifying to observe the healthy increases shown on the tables herewith, it has occurred to my mind that another reference to the lines on which these increases should follow would not be out of place. The basis of the £5,000 annually expended is an anticipation by the Board who grant it, that ‘all reasonable care is taken in the ordinary management of the school to bring up the children in habits of punctuality, of good manners and language, of cleanliness and neatness, and also to impress on the children the importance of cheerful obedience to duty, of consideration and respect for others, and of honour and truthfulness in word and act.’ This (taken from the English Code) is decidedly a fine standard of moral attainment at which to aim. It would be lost labour to comment on the foregoing as local circumstances demand. But I might mention that most of what is laid down lies immediately in the hands of the parents, next in the hands of the pupils, lastly in the hands of the Teachers and Pupil-teachers. The Teachers are the guardians of the pupils’ morals during school hours—the parents while they are at home. But in the latter case it may well be asked ‘*Quis custodiet, etc.?*’ One solution, and probably the only one, for the vexed question, viz., how a healthy moral tone is to be preserved, lies in the continuation of the good work done by the Teachers. Let the English system of having evening continuation schools be tried in a selected district, and add to it the formation of school libraries by the efforts of the Teachers, with such assistance as may be rendered by persons interested, so as to form the nucleus of those towers of success known as *Circulating Libraries*. At present boys and girls grown to be men and women have no facilities (no matter how much they desire it) for continuing the work begun and (as at present) ended at school. When, however, these children once become parents, can find the means and opportunities of spending their evenings in a rational sort of way, they will, as persons in the higher walks of life, avail themselves of their opportunities. Personally, I shall take up the matter of school libraries, with the assistance of my Teachers and Pupil Teachers, in one of my schools at an early date, feeling confident that, conducted on

right lines, there will be absolutely no risk of failure in so well meant an attempt."

It has not been found necessary to make provision for instruction of the blind, deaf and dumb, or for defective children, and there is no reformatory school in the colony.

#### B. SECONDARY EDUCATION.

Systems of secondary education existed as far back as the fifties, but the oldest existing to-day dates as far back as 1872.

There are three schools of secondary education assisted by the Government, one for boys and two for girls. That for boys is an undenominational school, and was started by private enterprise on 2nd February, 1885, with thirty boys, and although the numbers have fluctuated and reached as high as fifty, the number to-day is about the same as it was seventeen years ago.

Boys' Secondary School.

Latin, French, English grammar, English literature, geography, history, book keeping, arithmetic, algebra, Euclid, Greek (optional), and English composition are the subjects taught. The school has always been taught by University men appointed by a governing body composed of the Colonial Secretary, all the clergy of the Colony, and about a dozen gentlemen in addition to these. The Government gives six scholarships to boys from the primary schools tenable for five years, conditional on good reports from the head master. The governing body give five on the same conditions. The paying pupils are, therefore, only about twenty. The fees are £2 10s. per term, and the terms and holidays are those customary in public schools.

The annual income is about £175 per annum from fees, and about £450 from the Government, and may be taken roughly at about £650 per annum.

The Government gives—

(a) A fixed grant of £250.

(b) A grant of £5 per head on every boy who obtains 50 per cent. and upwards of the total marks in the examination held every Christmas by an examiner (usually a graduate of an English university) appointed by the governing body subject to the approval of the Governor.

Prizes are presented to the school by the Governor, and other prizes are provided by the governing body. The annual expenditure is about £600.\*

The St. George's High School for Girls is a sister institution to the boys' school, and is undenominational also. The governing

St. George's High School for Girls.

\* In 1902, a Committee was appointed by the Governor to enquire into the feasibility of establishing in this colony a College on the lines of the Royal College of Mauritius, and the Committee's report is being considered in the present year: there can be no doubt that a complete change in the existing state of affairs is requisite to meet local wants.

(Colonial Reports. Annual. No. 404. Grenada, Report for 1902, Cd. 1768-9.)

body is the same as for the boys', with one additional member. The school was founded soon after the boys' school, and has had no fewer than four head mistresses during the twelve years of its existence. The present head mistress is a graduate of St. Andrew's University (Scotland) and holds the degree of L.I.A., and there are besides an assistant mistress who teaches music, and a painting mistress.

Political geography, physical geography, English language, arithmetic, elementary mathematics, English literature, French, natural science, history, elementary drawing, class singing and needlework are taught.

Provision is made for the teaching of extra subjects, and of religious knowledge and Scripture by ministers of religion.

There are three terms in the year, each of thirteen weeks' duration, the other thirteen weeks being allotted for vacation. The fees range from £3 to £5 per annum, according to the standard of attainment of the pupils. The number on the roll and the average attendance are about thirty, but it is expected that under the new mistress, who has had charge of the school for not quite eighteen months, the school will soon regain its former numerical strength (of about fifty). The income is about £250 per annum, and the governing body finds it absolutely necessary to exercise the utmost vigilance to keep the expenditure within proper limits. The school receives a Government grant-in-aid of £2 per scholar per annum (not to exceed £100 altogether) on the average daily attendance, and is examined annually by an examiner appointed and paid by the Government. Two scholarships tenable for four years are given by the Government to girls from the primary schools. The school is excellently situated in the capital, and is sufficiently commodious to permit of the head mistress receiving boarders. The governing bodies of this and the (boys') Grammar School have within the past month been incorporated.

St. Joseph's  
Convent  
School.

St. Joseph's Convent School, unlike the St. George's Girls' High School, is strictly denominational, and is not controlled by a governing body. The sisters of St. Joseph (a Roman Catholic teaching order) are the sole authorities in connection with the school, which was founded in 1872. The teaching staff consists of three sisters of the Convent, assisted by one or two lady teachers, ex-pupils of the school. The curriculum comprises English grammar, composition and paraphrasing, reading, orthography, penmanship, geography, history (English and Bible), arithmetic, algebra, natural history, botany, astronomy, domestic economy, French (reading, grammar, exercises and translation), drawing and painting, music (vocal and instrumental), calisthenics, and needlework (plain and ornamental).

The school terms and holidays are not of the same duration as is usually the case in public schools, there being two terms only. The first is from January 15th to May 17th; the second from May 25th to December 15th; the periods intervening, consisting of rather less than six weeks, being allotted to holidays.



The fees are :—

Boarders	- . . . .	- £3 0 0	per month.
Day scholars over seven years		0 8 0	„
Day scholars under seven years		0 4 0	„
Extras :—			
Music	- . . . .	0 10 0	„
Drawing and painting	- . . . .	0 8 0	„

There are no exhibitions. The average attendance is about sixty, from a school roll of about seventy.

The school receives a Government grant-in-aid of £2 per scholar per annum (not to exceed £100 altogether), and is examined annually by an examiner appointed and paid by the Government. Two scholarships, tenable for four years, are given by the Government to girls from the primary schools. The situation of the school is excellent, but the authorities are considering the enlargement of the premises to meet their requirements.

These High Schools are entirely free from Government inspection, and with the exception of the conditions under which the grants-in-aid are made, are equally free from Government control.

Some mention has already been made above of private secondary schools.

JOHN HARRIN,

Inspector of Schools.

Education Office, Grenada,

5th June, 1902.

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## APPENDIX A.

## THE ELEMENTARY INSTRUCTION ORDINANCE, 1888.

GRENADA.

No. 11—of 1888.

[14th November, 1888.]

## AN ORDINANCE TO PROVIDE FOR PUBLIC ELEMENTARY INSTRUCTION IN THIS COLONY.

**Preamble.** Whereas it is expedient to make better provision for the instruction of the children of this Island and for securing the fulfilment of parental responsibility in relation thereto.

*Be it enacted* by the Governor with the advice and consent of the Legislative Council as follows:—

**Short Title.** 1. This Ordinance may be cited as "The Elementary Instruction Ordinance, 1888."

**Commencement of Ordinance.** 2. This Ordinance shall come into operation from and after the date of the publication of the Governor's assent thereto in the *Government Gazette*, which date shall be taken to be the commencement of the Ordinance.

**Interpretation of terms.**

3. In this Ordinance the word—  
"Child" shall mean any child between the ages of five and fourteen years.

"Parent" shall mean father or mother, and in the case of a child who is orphan or deserted it shall mean grandfather or grandmother or other person for the time being having the care or custody of child.

"Authorised person" means any person entrusted with the execution of the provisions of this Ordinance.

"Public Elementary School" means a school of primary instruction either aided or supported by public funds.

**Duty of parent to provide elementary instruction for his child.**

4. It shall be the duty of the parent of every child to cause such child to receive elementary instruction in reading, writing and arithmetic and if such parent fail to perform such duty he shall be liable to such Orders and penalties as are provided in this Ordinance.

**Executive Officers.**

5. Every Justice of the Peace, Minister of Religion, Police Officer or Constable, and every member of the Education Board and the Inspector of Schools, shall be a person entrusted with the execution of the provisions of this Ordinance.

**Parent may be summoned before a Court of Summary Jurisdiction for neglecting to provide elementary instruction for his child.**

6. If the parent of any child habitually and without reasonable excuse neglects to provide efficient elementary instruction for such child it shall be competent to any person entrusted with the execution of this Ordinance and having knowledge of such neglect, after due warning to the parent of such child, to complain to a Court of Summary Jurisdiction and such Court may, "satisfied of the truth of such complaint, order that the child do attend some public elementary school named in the order (hereinafter called the Attendance Order) not being distant more than one and a half miles from the residence of such child.

**Reasonable excuses for non-compliance with terms of Ordinance.**

For the purposes of this section any of the following reasons shall be a reasonable excuse:—

- (1) That there is not within one and a half measured miles by the nearest road or path from the residence of such child any public elementary school open which the child can attend; or
- (2) That the absence of the child from school has been caused by sickness or other unavoidable cause; or
- (3) That the child has attained such a standard of education as would entitle it to receive a certificate of proficiency as hereinafter provided.

7. Every child who attends any public elementary school and passes Certificate of at the annual examination of such school by the Inspector, shall be entitled proficiency. to receive a certificate of proficiency according to age in the form prescribed in the Schedule of this Ordinance; that is to say—

At six years old, in the preliminary or any higher standard.

Above six and not exceeding eight years old, in the first or any higher standard.

Above eight and not exceeding ten, in the second or any higher standard.

Above ten and not exceeding twelve, in the third or any higher standard.

Above twelve and not exceeding fourteen, in the fourth or any higher standard.

8. The parent of any child who has been educated otherwise than at a public elementary school shall be entitled upon making application to the Inspector of Schools to have his child examined at such time and place as the Inspector may appoint, and such child upon passing the prescribed or any higher Standard shall be entitled to receive a certificate of proficiency according to age.

Provision with respect to a child who has been educated otherwise than at a public elementary school.

9. If any child who is examined under the provisions of the eighth section fail to pass the requisite Standard, it shall be the duty of the Inspector of Schools either by himself or by some other authorised person to make a complaint under the sixth section of this Ordinance with the view of procuring a school attendance order in respect of such child.

Inspector of Schools to procure a school attendance order in cases where a child fails to pass requisite standard.

Failure to pass the examination hereinbefore referred to shall be *prima facie* evidence of neglect on the part of the parent to provide efficient instruction within the meaning of Sections 4 and 6 of this Ordinance.

10. Where in answer to a complaint under section six, it is alleged that the child has attained a Standard entitling it to a certificate of proficiency according to age, the Court may either examine the child with a view of ascertaining whether the required Standard has been reached, or may adjourn the further hearing of the case in order that the child may be examined in the manner hereinafter provided, and it shall then be the duty of the magistrate to transmit to the Inspector of Schools the notice hereinafter referred to.

Procedure in cases where it is alleged a child has attained a standard entitling it to a certificate of proficiency.

11. Upon receiving from the magistrate a notice, in the form prescribed in the Schedule to this Ordinance, that a child in respect of whom a complaint has been made under the sixth section is alleged to have reached a Standard of education entitling it to a certificate of proficiency according to age, the Inspector of Schools shall appoint a time and place for the examination of such child and shall give or withhold a certificate of proficiency in accordance with the result of the examination, reporting such result at the same time to the magistrate who shall thereupon proceed to determine the complaint.

Inspector of Schools to appoint a time and place for examination of child.

12. If the manager of any aided school named in a school attendance order, shall object to receive into his school the child in respect of whom the order is made, he must at once state his objection and the grounds of it in writing to the magistrate by whom the order is signed, who shall forthwith transmit the same to the Secretary of the Education Board to be laid before the Executive Committee of the Board, with whom it shall rest, after such inquiry as they shall deem proper, to confirm the objection or to disallow it. If the Committee confirm the objection, the Court upon being so informed shall cancel the attendance order and either make a fresh order in which some other school shall be named, or, if there be no school available, shall dismiss the complaint. If the Committee disallow the objection, and the manager still refuses to receive the child into his

Procedure where manager of aided school objects to receive a child named in attendance order.

school, the Court may proceed in the same manner as if the objection had been allowed; and such refusal on the part of the manager shall be deemed to be a ground for withdrawing public aid from the school, within the meaning of section 15 of "The Education Ordinance Amendment Ordinance, 1886."

Penalty for non-compliance with attendance order.

13. Where an attendance order is not complied with a Court of Summary Jurisdiction on complaint made by an authorised person may, if the parent does not appear, or appears and fails to satisfy the Court that he has used all reasonable efforts to obey the order, impose a penalty not exceeding with the costs five shillings.

Court may order the free admission of a child into a public elementary school.

14. In any case in which an attendance order is made the Court if satisfied of the inability of the parent to pay the school fees may give directions for the free admission of the child into the public elementary school named in the order.

School fees to be paid out of the moneys voted for Elementary Education.

15. The manager of any aided school upon which an order of free admission is made in respect of any child, shall be entitled to receive, during the attendance of such child at the school, an amount not exceeding three pence per week, to be paid out of the moneys annually voted for Elementary Education.

The Governor may make rules and regulations and frame forms.

16. It shall be lawful for the Governor in Council to make and from time to time to add to, rescind, or alter, rules and regulations and to frame forms for the better carrying out of any of the provisions of this Ordinance.

#### SCHEDULE.

(Form of notice under Section 11.)

Passed in Legislative Council this 8th day of November in the Year of Our Lord One thousand eight hundred and eighty-eight.

#### APPENDIX B.

#### THE EDUCATION ORDINANCE, 1895.

(With subsequent amendments incorporated.)

GRENADE.

No. 12—of 1895.

[1st January, 1896.

#### AN ORDINANCE TO CONSOLIDATE AND AMEND THE LAW RELATING TO PRIMARY EDUCATION.

Short title.

1. This Ordinance may be cited as "The Education Ordinance, 1895."

Commencement of Ordinance.

2. This Ordinance shall come into operation on such day as the Governor shall notify by Proclamation.

Repeal of Ordinances: *Provisio.*

3. Ordinances No. 1 of 28th February, 1893, and No. 3 of 8th March, 1893, are hereby repealed: Provided that, except in cases otherwise provided for in this Ordinance, such repeal shall not affect—

(1) The past operation of any enactment hereby repealed nor anything duly done thereunder.

(2) Any right, privilege, obligation, or liability acquired, accrued, or incurred under any enactment hereby repealed.

Provided also that until new Rules are brought into operation under this Ordinance, the Rules made under the repealed enactments shall remain in full force and effect.

Interpretation of terms.

4. In this Ordinance,—

"The Board" means the Board of Education constituted under this Ordinance:

"Inspector of Schools" means any officer appointed by the Governor to inspect and examine schools, and to perform such other duties as may be imposed on him by this Ordinance or otherwise assigned to him by the Governor :

"The Code" means the Code of Regulations for Primary Schools in force for the time being under the provisions of this Ordinance :

"School" means a school for primary instruction within the meaning of this Ordinance :

"Teacher" includes an Assistant Teacher and a Pupil Teacher in a school :

"Manager" means a person recognised under the provisions of the Code as having the control and management of a school.

"Standard" means a degree of education attainment to be fixed by the Code :

"Parent" includes guardian and every person liable to maintain or having the actual custody of any child.

*The Board of Education.*

5. (1) There shall be established a Board to be called the "Board of Education."<sup>Constitution of Board of Education.</sup>

(2) The Board shall consist of the Governor as President and of so many members as the Governor shall deem expedient. Of the members so to be appointed one-half shall be Roman Catholics and the other half non-Roman Catholics. The members shall be appointed by the Governor and each member shall continue to be a member of the Board for a period of two years from the date of his appointment.

6. It shall be lawful for the Governor at any time to summon a meeting of the Board. So far as possible, notice of all meetings of the Board shall be issued by the Secretary to members one week before the day fixed for the meeting.<sup>Meetings of the Board.</sup>

7.\* Five members of the Board, including the Governor or Vice-President, shall form a quorum, and the Governor shall have a casting vote only.

8. It shall be lawful for the Governor, in the event of his being unable to attend a meeting of the Board, to appoint the Chief Justice or a member of the Executive Council not being a member of the Board to act as Vice-President. The Vice-President shall have the powers of the Governor as President.<sup>Appointment of Vice-President.</sup>

9. (1.) Any member of the Board may resign his seat by letter addressed to the Governor.<sup>Resignation of member.</sup>

(2.) Any member leaving the Colony shall inform the Governor in writing of the time he is likely to be absent, and the Governor shall, in the event of a meeting being summoned, appoint an acting member during such absence.<sup>Member wishing to leave the Colony to inform Governor.</sup>

(3.) Any member leaving the Colony without so communicating with the Governor, and being absent from two consecutive meetings duly summoned, shall vacate his seat.<sup>Member leaving Colony without informing Governor to vacate his seat.</sup>

\*The Education Amending Ordinance, 1901, No. 9 of 1901, repealed this Section and substituted the following :—

"Two members of the Board, together with the Governor or Vice-President, shall form a quorum, and the Governor or Vice-President shall have a casting vote only."

*The Inspector of Schools and the Secretary to the Board.*

Appointment of Inspector of Schools and Secretary to the Board. 10. It shall be lawful for the Governor to appoint such persons as he shall think fit to be Inspector of Schools and Secretary to the Board.

Duties of Inspector of Schools. 11. The duties of Inspector of Schools shall include the inspection and examination of schools and all duties imposed on him by this Ordinance or otherwise assigned to him by the Governor.

Responsibilities of Inspector. 12. The Inspector of Schools is responsible for the administration, in accordance with the provisions of the Code, of the moneys voted by the Legislature for Government and Grant-in-Aid Schools; and for the control and management of Government Schools in accordance with the provisions of the Code.

Duties of Secretary. 13. The duties of the Secretary of the Board shall be to issue notices of meetings, to keep the minutes of meetings of the Board, and to conduct its correspondence.

*Rules and Regulations.*

Power of Board to make Rules. 14. (1) The Board shall have power from time to time to make Rules for the following purposes:—

- (a.) For the good government, discipline, and routine work of all Government and Grant-in-Aid Schools maintained or aided under this Ordinance.
- (b.) To fix the days and hours of attendance and the school holidays.
- (c.) To prescribe the standards of attainment in the subjects of instruction taught in any school necessary to qualify the school to earn a result grant.
- (d.) To fix the month of the annual examination of each school for a result grant.
- (e.) To fix the number of attendances entitling a school to claim a result grant for a child present for examination.
- (f.) To determine generally the conditions under which the annual examinations of schools for result grants shall be held.
- (g.) To determine the qualifications to be required for the issue and classification of certificates to teachers.
- (h.) To determine the conditions on which schools shall be entitled to a grant-in-aid in respect to sufficient school house accommodation, furniture, and apparatus, and to the admission and attendance of scholars.
- (i.) For the conduct of its business and the regulation of its proceedings.

Provided that such Rules shall not be in any respect inconsistent with the provisions of this Ordinance.

(2.) A copy of such Rules shall be laid before the Legislative Council at its next meeting after the passing of the same.

Cancellation or amendment of Rules. 15. Any Rule made by the Board may be cancelled or amended by the Board: Provided that notification of such cancellation or amendment shall be made to the Legislative Council at its next meeting after the passing of the same.

Rules to fix scales of teachers' salaries and result grants. 16. The Board shall also have power to make rules for the following purposes:—

- (1.) To fix a scale of salaries to be allowed to teachers according to the class of certificate held by them.
- (2.) To fix a scale of result grants to be paid to the teachers of schools for each child passing a satisfactory examination in the prescribed standards.

Provided that all rules passed by the Board under the provisions of this section shall be laid before the Legislative Council at its next meeting after the passing of the same, and shall not come into operation until they shall have been approved by the Council.

17. The Board may order the withholding or withdrawal from any school which fails to comply with the requirements of this Ordinance, or of any Rules made thereunder, of any aid or any part of such aid to which such school would be otherwise entitled.

*Classification of Schools.*

18. Schools of Primary Instruction shall be divided into two classes :—
- (1) Schools already or to be hereafter established and maintained entirely from the public funds of the Colony (herein called Government Schools);
  - (2) Schools already or to be hereafter established by local managers, and to which aid shall be contributed from the public funds of the Colony (herein called Grant-in-Aid Schools).

*Government Schools.*

19. The Police Magistrate of each district, and such person or persons as the Board may from time to time appoint, shall be visitors of the Government Schools within such district.

20. Religious teaching shall not form part of the instruction given at any Government Schools, but every minister of religion or person appointed by him shall have free access to all Government Schools, for the purpose of giving religious instruction to the children of the religious denomination to which such minister may belong, at such hours as may be agreed on between such minister and the Board.

21. The Board may establish a Government School in any district in which there is no Grant-in-Aid School, or where the Grant-in-Aid Schools are insufficient for the instruction of the children in the district : Provided that a Government School shall not be established in any place where there is, in the opinion of the majority of the Board, expressed by a resolution to that effect, a sufficient Grant-in-Aid School.

22. (1) Teachers of Government schools shall receive as remuneration—
- (a.) A fixed salary ;
  - (b.) A result grant ;
  - (c.) A free residence or an allowance in lieu thereof.
- (2) The scale of salary and of the result grant shall be the same, and payment shall be subject to the same conditions, as in the case of Grant-in-Aid Schools.
- (3) All other expenses in connection with the establishment and maintenance of Government Schools shall be subject to a vote of the Legislative Council.

*Grant-in-Aid Schools.*

23. When a Government School has been established in a district and is in the opinion of the majority of the Board sufficient for the wants of the district wherein the same has been erected, no other school subsequently established within a radius of two miles shall, except within the limits of a town, receive aid from the public funds of the Colony.

Classification of Schools of Primary Instruction.

Visitors of Government Schools.

Religious teaching no part of instruction. Ministers of religion to have free access.

Establishment of Government Schools.

Remuneration of teachers of Government Schools.

Where Government School established sufficient for wants of District no other school to receive aid.

Conditions on which Primary Schools established by any person shall be entitled to Government aid.	<p>24.* A school of Primary Instruction established by any person (o being allowed by the Board) shall be entitled to receive aid from the public funds of the Colony on the following conditions :—</p> <ol style="list-style-type: none"> <li>(1) That provision to the satisfaction of the Board be made for th regular visitation, management, and control of the school by manager who shall have the power to appoint and dismiss th teacher of such school.</li> <li>(2) That the teacher to be so appointed be duly licensed by the Board</li> <li>(3) That the average daily attendance of the school, computed o a period of twelve months next preceding the date of application for a grant-in-aid, be not less than twenty-five.</li> <li>(4) That the school be open to all children without distinction o religion or race.</li> <li>(5) That no child receive any religious instruction objected to by the parent or guardian of such child, or be present while such instruction is given.</li> <li>(6) That free access be given, under regulations approved by th Board, to all ministers of religion, or persons appointed by them who may desire to afford religious instruction to children of thei own persuasion being pupils in such school.</li> <li>(7) That the school be at all times open to inspection.</li> <li>(8) That the fees, if any, payable by the scholars do not exceed in amount a scale to be fixed by the Board.</li> <li>(9) That the rules and books of secular instruction be subject to the approval of the Board.</li> </ol>
Proviso.	<p>Provided that it shall be lawful for the Board to relax the provisions of the sixth sub-section of this section in the case of any child residing within reach of a Grant-in-Aid School of his own denomination or of any Government School, but whose parent shall elect to send him to a Grant-in-Aid School of a differing denomination.</p>
Proviso.	<p>Provided also that no school shall receive aid from the public funds of the Colony until the amount of such aid has been voted by the Legislative Council.</p>
Aid to which Grant-in-aid Schools are entitled.	<p>25. The aid to which Grant-in-Aid Schools shall be entitled shall consist of—</p> <ol style="list-style-type: none"> <li>(1) A fixed salary to be paid to teachers according to the class of the certificate held by them ;</li> <li>(2) A grant in proportion to the educational results (herein called the result grant) ;</li> <li>(3) A grant in proportion to the attendance of pupils (herein called the capitation grant) ; and</li> <li>(4) A grant in aid of the building used as a school house (herein called the building grant).</li> </ol>
Payment of salaries of teachers.	<p>26. The salary of the teachers shall be paid to the teachers monthly by the Treasurer upon the certificate of the Inspector of Schools.</p>
Payment of result grant.	<p>27. The result grant shall be payable to the teacher, or, in the event of there being more than one teacher, to the head teacher, by the Treasurer upon the certificate of the Inspector of Schools, as soon as possible after</p>

\*The Education Amendment Ordinance, 1901, No. 4 of 1901, added sub-clauses 10 and 11 to Section 24 of the Education Ordinance, 1865. They are as follows :—

- (10) That provision is made to the satisfaction of the Board for instruction in Agriculture.
- (11) That the Registers, Returns and Forms which from time to time are prescribed by the Board to be kept or filled in by the Managers or Teachers, are duly kept and filled in.



the annual examination of each school : Provided that, six months after the annual examination of each school, an advance may be made to the teacher of a sum not exceeding one half of the result grant earned at the last preceding examination, the balance of the result grant to be adjusted after the annual examination.

28. (1) The capitation grant shall consist of one shilling for each pupil who shall have attended the said school on not less than one hundred days during the year preceding the examination.

(2) The capitation grant shall be paid to the manager as a grant-in-aid of the supply of school furniture, materials, and apparatus.

29. Applications for grants-in-aid of the erection of new school-houses, or the extension or improvement of school-houses which have not received any building grant, may be entertained by the Board subject to the following conditions :—

- (1) That the amount of the building grant shall not exceed one half of the amount needed to complete, extend, or improve the school house according to plans and estimates to be approved by the Board;
- (2) That the amount of the building grant in the case of a new school shall not exceed the sum of One hundred and fifty pounds sterling, and, in the case of the extension or improvement of school-houses not having hitherto received any building grant, the sum of One hundred pounds sterling ;
- (3) That the payment of a building grant entertained by the Board shall be subject to a vote of the Legislative Council ;
- (4) That in the case of a building grant having been paid under this Ordinance for or towards the erection, extension, or improvement of a building used as a school, such building shall, at the expiration of three months from such time as it may cease to be used as a Grant-in-Aid School under this Ordinance, vest in the Government, and shall be liable to be sold for the purpose of refunding to the Treasury the amount of the grant. The surplus, if any, shall be paid to the manager of the school.

Passed the Legislative Council this 4th day of June in the Year of Our Lord One thousand eight hundred and ninety-five.

APPENDIX C.

CODE OF REGULATIONS FOR PRIMARY SCHOOLS.

Made by the Board of Education on the 8th October, 1896.\*

Enacted by the Education Ordinance 1895 Amendment Ordinance 1896.

ARRANGEMENT OF SECTIONS.

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\* Rules or portions of Rules which have been altered since the Code appeared are printed in their amended form in italics, together with the date at which the alteration was made in square brackets.

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## PART I.

## CHAPTER I.

## GENERAL REGULATIONS.

## MANAGERS.

1. Every Primary School shall be under the control of a manager or managers who shall be responsible for the enforcement of the Regulations of the Code. Should there be two or more managers of a school, one of the number shall be appointed in writing by the other or others to communicate with the Board or with the Inspector, on all matters relating to the school.

2. No teacher can be recognised as a manager nor can any person be recognised as a manager of a school who derives any profit or emoluments therefrom.

3. No communications from teachers relative to the discipline or management of their schools will be received by the Board unless forwarded through the manager.

4. *The managers of Grant-in-Aid Schools when entitled to appoint a teacher shall have the exclusive right of appointment and dismissal, but all changes in the teaching staff shall be notified to the Inspector and to the Secretary of the Board of Education. Teachers will be recognised only from the date at which their appointment is sanctioned by the Board of Education.* [1898.]

5. If a teacher of a Grant-in-Aid School is dismissed without a character or with one that would injure his future, the Board may, on his request in writing, appoint a committee to investigate the circumstances of the case, and, if on the report of the Committee the Board is of opinion that the teacher has been treated with harshness or injustice, the Board may furnish the teacher with a certificate of character.

6. The manager shall either himself or by persons deputed by him visit every school under his management at least once a month, examine and sign the registers, and record the results of his visits in the Visitors' Book.

7. The Inspector will give the manager at least three weeks' notice of the date of the annual examination of any school under his management and will furnish the manager with the [prescribed] forms . . . . . to be prepared for the examination. It shall be the duty of the manager to see that the required forms are duly filled up and to sign the [prescribed] declaration . . . . . If he is unable to sign the declaration he will state his reasons in writing and the case will be dealt with in such manner as the Board may decide. The forms must be returned to the Inspector at least three clear days before the day fixed for the examination.

TEACHERS.

8. Every teacher hereafter appointed as head teacher of a Government or Grant-in-Aid School shall be required to hold a certificate of competency, hereinafter called a "certificate."

9. Certificates shall be of three classes.

10. Every candidate for a certificate shall make application by letter in his own handwriting (provided that, if the candidate is a teacher, his application shall be forwarded through the manager), and shall forward therewith testimonials of good character.

11. Examinations for certificates will be held annually in the Town of St. George, and any candidate whose testimonials of good conduct have been approved by the Board, and who shall have passed the required examinations, shall be entitled to a certificate.

12. The subjects for examination shall be—

- (1) The subjects appointed for the examinations for certificates held by the College of Preceptors, London;
- (2) School management.

13. The Board shall have power to cancel any certificate given to a teacher, or to reduce certificates of the first or second class to certificates of the second or third class: provided that, when any proposal to cancel or reduce the class of a certificate is submitted to the Board, the teacher shall be afforded an opportunity of submitting to the Board any explanation he may desire to make in writing.

14. To obtain a certificate of the third class, a candidate must obtain a certificate of the College of Preceptors that he has passed in the *Honours*\* division of the third class of their examination, and a certificate of having passed successfully an examination in school management in accordance with the provisions of Schedule C of this Code.

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\* Alteration made in 1901.

15. To obtain a certificate of the second class, a candidate must obtain a certificate of the College of Preceptors that he has passed in the *Honours*\* division of the second class of their examination, and a certificate of having passed successfully an examination in school management in accordance with the provisions of Schedule C of this Code.

16. Arrangements will be made by the Board for holding the examination of the College of Preceptors in the month of June or December whenever there may be candidates for examination.

17. The examination in school management will be held by such persons as may be appointed by the President of the Board.

18. The Board shall have power to issue a certificate of the third or second class to any candidate who produces testimonials of good conduct approved by the Board, and who holds a teacher's certificate granted by the Committee of Council on Education for the United Kingdom, or by any recognised Training College or school in the United Kingdom or in any part of the Queen's Dominions; the issue of a third or second class certificate shall depend on the class of certificate held by the candidate.

19. The Board shall have power to issue a certificate of the second class to any candidate who produces testimonials of good conduct approved by the Board and who holds a certificate of having passed the London University Matriculation Examination or of having obtained a degree at any University in the United Kingdom or in the Queen's Dominions; provided that such candidate shall pass a satisfactory examination in school management in accordance with the provisions of Schedule C of this Code.

20. Any certificate of the second class issued under this Code may be raised to a certificate of the first class if the holder shall have rendered five years' efficient service as a head teacher in charge of any Government or Grant-in-Aid School in this Colony.

21. Every candidate for a certificate of the first class must send an application to the Secretary of the Board accompanied by—

- (1) A certificate of good conduct and morality signed by the manager or managers of each and every school in which he has held an appointment as head teacher;
- (2) Copies of the Inspector's reports on the annual examination of the school or schools in which he has held an appointment as head teacher for five years preceding the date of the application.

22. The issue of a certificate of the first class will depend on the Board being satisfied that the service of the teacher has been efficient, as shown by the above certificates and reports.

23. The Board shall have power to issue provisional certificates to persons whom a manager may desire to employ on the teaching staff of a school subject to the following conditions:—

- (1) The manager shall submit to the Board a certificate that the candidate is in his judgment a fit and proper person for the office of teacher, with such testimonials as the candidate may be able to furnish;
- (2) The holder of any such provisional certificate shall be under obligation to present himself for examination at the first certificate examination subsequently held in the Colony, provided that the date of such examination does not fall within six months of the issue of the certificate. If the date of the examination falls within such six months the teacher may have the option of presenting himself at such examination; but it shall be obligatory on him to present himself at the next succeeding examination. The provisional certificate may be immediately suspended if the holder fails to pass the examination or for any other reason which is in the opinion of the Board sufficient.

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\* Alteration made in 1901.

24. Teachers holding certificates recognised under the Bye-laws of the Board of Education of 1888 shall be considered as holding certificates of the same class under this Code.

25. The pecuniary value of certificates shall be in accordance with the regulations contained in Part II. of this Code.

ASSISTANT TEACHERS.

26. In a school having an average daily attendance of 120 pupils or more, a certificated teacher may be employed as an assistant teacher, in lieu of two pupil teachers; and in a school having an average daily attendance of 180 pupils or more two certificated teachers may be employed as assistant teachers in lieu of four pupil teachers.

27. If the average attendance at the school for six consecutive months from January 1st to June 30th or from July 1st to December 31st shall fall below the above numbers respectively, the services of the assistant teacher or assistant teachers must be dispensed with. *Provided that in cases where the average attendance of a school has been reduced by epidemic sickness, the average attendance of any period, being not less than one week, during which the attendances are affected may be excluded for the purposes of this and Section 34 of the Code, it being the duty of the manager of the school in every such case to furnish a Certificate from the Medical Officer of the district, to the satisfaction of the Inspector of Schools, that epidemic sickness prevailed in the neighbourhood of the school during such period.* [1901.]

28. Assistant teachers shall receive the salaries attached to third class certificates and such portion of the result grant as shall be determined by the manager.

PUPIL TEACHERS.

29. Pupil teachers are boys or girls selected by the manager to assist in maintaining discipline and in instructing the lower classes.

30. For the purposes of this Code the term pupil teacher applies only to boys or girls so selected by the manager and appointed in accordance with the Code; but nothing in the Code shall be held to interfere with the right of the manager to select boys or girls as unpaid monitors, or by any other designation, to assist in maintaining discipline and in instructing the lower classes.

31. *An application for the Board's approval of the appointment of a pupil teacher must be made by the manager on the form approved by the Board . . . .* [1888.]

32. The manager is bound to see that a pupil teacher receives, without cost, special instruction from the head teacher for not less than five hours during every week, out of the regular school hours, not more than two hours being on the same day. A pupil teachers' time table shall be kept in the log.

33. Any school having an average daily attendance of not less than sixty for six completed months immediately prior to the date of application shall be entitled to one pupil teacher, and to one additional pupil teacher for every thirty above the first sixty.

34. If the average attendance at the school for six consecutive months from January 1st to June 30th or from July 1st to December 31st shall fall below the above numbers respectively, the services of the pupil teacher or pupil teachers must be dispensed with. *Provided that in cases where the average attendance of a school has been reduced by epidemic sickness, the average attendance of any period, being not less than one week, during which the attendances are affected may be excluded for the purposes of this and section 27 of the Code, it being the duty of the manager of the school*

*in every such case to furnish a Certificate from the Medical Officer of the district, to the satisfaction of the Inspector of Schools, that epidemic sickness prevailed in the neighbourhood of the school during such period.* [1901.]

35. No candidate, not being a paid monitor employed at the time of the passing of this Code, shall be eligible for a first appointment as a pupil teacher if under fourteen or over seventeen years of age: and no pupil teacher shall be employed as such for more than five years, *unless he is entitled to or has obtained a certificate, other than a provisional certificate, recognised by the Board.* [1900.]

36. Before a candidate can be employed as a pupil teacher, he will be required to provide a certificate of good character and to have passed an examination in all the subjects of Standard V.

37. Pupil teachers will be required to pass annually an examination in the subjects prescribed in Schedule E, and to produce certificates of good conduct from their managers.

38. After two consecutive failures to pass the annual examination, except from illness or other sufficient cause, stated in writing to the Inspector before the day of examination, a pupil teacher will no longer be recognised by the Board.

39. The pecuniary conditions attached to the employment of pupil teachers are set forth in Part II. of this Code.

## CHAPTER II.

### ESTABLISHMENT AND GOVERNMENT OF SCHOOLS.

40. Applications for the establishment of a Government School in any district will be considered by the Board subject to the Regulations of the Code and to the provisions of Section 21 of the Education Ordinance, 1895.

41. Applications for a Grant-in-Aid of a Primary School will be considered by the Board subject to the conditions laid down in Section 24 of the Education Ordinance, 1895, and to the Regulations of the Code.

### CLASSIFICATION OF SCHOOLS.

42. The Board will be prepared to consider applications for Grants-in-Aid of the following classes of schools:—

- (1) Primary boys (taught by a master or a mistress).
- (2) Primary girls (taught by a mistress).
- (3) Primary mixed schools (boys and girls taught by a master or a mistress).
- (4) Infant schools (taught by a mistress).

### SCHOOL-HOUSES.

43. The school premises shall be healthy, well ventilated, properly furnished and supplied with suitable offices, and shall contain sufficient accommodation for the children attending the school, which shall be at least eighty cubic feet of space, or eight superficial feet of floor space for each child in average attendance.

44. Every school shall be furnished with separate latrines for the use of the different sexes, placed as far apart as the premises will allow, and provided with good locks; and these latrines and their surroundings shall be kept in a sanitary condition.

45. No part of any school-room shall be used as a residence either by the teacher of such school or by any other person whatever, except with the special permission of the Board.

SCHOOL FURNITURE, &c.

46. Every school-house should be provided with the following furniture, at least :—

- (1) A clock.
- (2) Desks to accommodate at least one-half the number of children ordinarily present, calculated at eighteen inches of length for each child.
- (3) A set of benches or a gallery for collective lessons.
- (4) A book press.
- (5) A master's desk.
- (6) An easel and black-board.
- (7) The following maps, at least : one of the World, one of the United Kingdom, and one of the West Indies.
- (8) A suitable supply of approved text-books on all the extra subjects taught.
- (9) A set of approved reading-books, sufficient for the ordinary requirements of the school in all standards.
- (10) A proper supply of chalk, slates, slate-pencils, pens, rulers and other stationery.
- (11) A proper supply of brooms or brushes, dusters, buckets and mugs for drinking purposes, and a mat and scraper for each door.

SCHOOL REGISTERS AND RECORDS.

47. In every school the following books, etc., shall be kept, according to forms, where necessary, approved by the Board :—

- (1) A copy of this Code of Regulations.
- (2) An admission register.
- (3) A register of attendance and payments.
- (4) A log book or diary.
- (5) A visitors' book.
- (6) A guard book or portfolio, to contain school records.
- (7) A register for entering an account of school supplies, etc., received.

48. These registers and records must at all times be open to inspection by the managers, and in the case of Government Schools by the visitors of the school ; by any member of the Education Board ; by the Inspector of Schools, or any other person authorised by the Board. They are to be retained and preserved as the property of the school and are in no wise to be considered as belonging to the teacher, but are to be handed over by him to the manager, in proper order, on his leaving the school.

ADMISSION REGISTER.

49. Immediately upon the admission to the school of a new pupil, the name of such pupil, the date of admission, the date of the pupil's birth, the name and residence of his parent or guardian, the name of the last school, if any, which he attended, the date of his leaving it, and, as far as can be ascertained, the standard he was in at the date of leaving, must be entered in the admission register. If the pupil's age cannot be ascertained positively, the teacher must enter it according to his judgment, formed upon the best information obtainable. Any subsequent correction of the entry of age must be initialled by the manager.

50. The parent or guardian who wishes to place a child in any school shall inform the teacher of his religious persuasion, and shall inform him if he desires the child to be exempted from religious instruction ; and the information thus given shall be at once entered in the admission register.

51. The standard in reading, writing and arithmetic in which the pupil is placed on admission, after sufficient testing as to proficiency, must be

entered within one week thereafter. This entry must be in accord with the standards of classification, and ordinary figures (1, 2, 3, etc.) are to be used.

52. Where an admission register has not been kept, or has been lost, one must be procured, and the above entries must be made with as much accuracy as possible with regard to the pupils already belonging to the school.

53. After the lapse of three months from the time when a pupil has ceased to attend, if he re-enters the school he must be considered as a new pupil; but the admission register should show that it is a case of re-admission, and also the cause of absence, and the name of any other school which the pupil may have attended in the meantime.

54. When a pupil leaves the school, that fact and the cause of it, together with the date of last attendance, are to be noted in the admission register.

#### REGISTER OF ATTENDANCE AND PAYMENTS.

55 and 56. . . . .

#### LOG BOOK.

57 and 58. . . . .

#### VISITORS' BOOK.

59. . . . .

#### REGISTER OF SUPPLIES.

60. . . . .

#### ADMISSION AND WITHDRAWAL OF PUPILS.

61. No new pupil shall be admitted into any school under the control of the Board unless his parent or guardian, or some other responsible person, shall give, to the best of his ability, the information required to be entered by the teacher in the admission register.

62. No child suffering from yaws, or other contagious disease, or living in a family where an infectious disease is known to exist, shall be allowed to attend any school under the control of the Board.

63. \*No child between the ages of four and fifteen years (completed)

\*The following words are added to Section 63 of the Code of Regulations for Primary Schools by the Board of Education on the 8th October, 1896:—

"Provided, however, that in cases of the exclusion of children from attending Grant-in-Aid or Government Schools by a Local Authority acting under the Board of Health Bye-laws, or of the closing of any such school by such Authority, the payment of the grants from the Public Funds shall continue to be made as before; and the school shall be entitled to the benefit of the attendances that may have been made by such children for purposes of the Result Grant, the Capitation Grant and the computing of the teaching staff, calculated (a) for excluded children, as if they were in daily attendance, and the school continue to be open; (b) in case of the closing of a school, on the attendance calculated on the mean of the last five days on which it was open."

Made by the Board of Education this 7th day of June, 1898.

The further Regulation made by the Board of Education on the 8th June, 1900, and published on 2nd July, 1900, in addition to Section 63 of the Code of Regulations for Primary Schools made by the Board of Education on the 8th October, 1896, is hereby rescinded and the following substituted therefor:—

\*Provided that in the case of the closing of any school with the consent of the Board of Education for purposes of the instruction of the teachers or



admitted into or expelled from any school on other than the refusal to admit and no expulsion shall take place without the consent of the manager. In every case of refusal to admit or of expulsion from any school the parent or guardian of the child shall have a right of appeal.

64. No child shall be refused admission to any school who has been a pupil in an Elementary School, whose parent or guardian desires to remove him, is entitled to demand of the manager a certificate setting forth the period during which the child has attended the said school, and the standard in which he was examined at the last annual examination. This certificate must be given gratis on the application of the child's parent or guardian, or of another teacher, if the child be not in arrears; but, otherwise, it may be withheld until the arrears be settled.

65. The Board will not approve of arrear claims extending over a longer period than one month. No pupil shall be admitted into another school without the certificate provided for in Section No. 141, which must be shown to the Inspector at his first visit subsequent to the child's admission.

#### DISCIPLINE.

66. To meet the requirements respecting discipline, it shall be the duty of the teacher to take all reasonable care in the ordinary management of the school, to bring up the pupils in habits of punctuality, of good manners and language, of cleanliness and neatness (particular attention being paid to the ventilation and cleanliness of school-rooms), and also to impress upon the pupils the importance of cheerful obedience to duty, of consideration and respect for others, and of honour and truthfulness in word and act.

67. In Mixed Schools the boys and girls shall play in their respective playgrounds. In such schools the female pupils shall be dismissed, at the 12 o'clock recess and in the afternoon breaking-up, at least five minutes before the boys are dismissed. Any master who allows female pupils to be in the school-house after school hours, unless a female teacher be present, shall be reported by the manager to the Board, and the Board shall impose a penalty on such master of one pound sterling.

68. Every teacher shall adopt such methods for maintaining discipline as would be exercised by a kind judicious parent in a family, and shall avoid corporal punishment in all cases where good order can be preserved by milder measures.

69. The Board, after due notice having been given to the manager, will not retain a school, Government or Grant-in-Aid, on the aided list so long as the teacher then in charge of it is retained in office, if they have reason to be dissatisfied with its general condition as reported by the Inspector, or in the event of immorality or grave impropriety of conduct on the part of the teacher coming to their knowledge, or in case of serious disproportion being reported to them, after the annual examination, between the amount earned by passes and that earned by the attendance of children.

70. For the maintenance of necessary discipline the principal teachers are authorised to inflict the following punishments, viz.: (1) To keep male scholars in after school time; (2) To set tasks to be learned; (3) To censure

*pupils in any subject deemed by the Board to be necessary in the interests of Primary Education, or for any other purpose, compensation for loss of attendance shall be made to every school as follows:*

*"The number of attendances required under Section 90 of the Education Code shall be reduced in proportion to the possible number of attendances that were lost during the period or periods of such closure during the school year; the number of attendances at present demanded by the Board under the said section being calculated on a basis of 200 out of a possible 426."*

before the rest of the school ; (4) To use the prescribed books in accordance with (5) To expel in extreme cases, provided the consent of the Board, etc. are to be obtained beforehand.

71. The instrument to be used in the infliction of corporal punishment, one for serious offences against the discipline of the school, or for accuracy of work, must be a leather strap, not exceeding twenty inches long, not over one inch and a half in breadth, and a quarter of an inch wide.

#### ROUTINE.

72. All Primary Schools must be classified in accordance with the standards of Schedule F, and the proficiency of the pupils in reading, writing, and arithmetic.

73. A time-table, to serve as a model for all Primary Schools, shall be approved by the Board ; but such model time-table may be adapted to meet local requirements by the manager, with the consent of the Board.

74. The class books shall be those sanctioned by the Board.

#### ATTENDANCE AND HOLIDAYS.

75. The average attendance of a school for the purposes of this Code shall be computed from the first day of the month in which the annual examination of the school by the Inspector is held ; and, in the case of applications for new schools, for the period of twelve months immediately preceding the application.

N.B.—The average number in attendance for any given period is found by adding together the attendances of all the scholars for that period, and dividing the sum by the number of times the school has been opened. The quotient is the average number in attendance.

76. No school, either Government or Grant-in-Aid, shall receive the assistance of the Board, whose average falls in any quarter below twenty-five, unless the Board under special circumstances see fit to determine otherwise.

77. The usual hours of school shall be three hours in the morning, and two in the afternoon, the time for opening and closing the schools each day being fixed by the manager. An attendance means an attendance of not less than one hour and a-half in the morning or afternoon ; but the time-table may provide that infants and pupils of the first standard have recess during each school session of not more than twenty minutes, and the other pupils recess of not more than ten minutes.

78. The following holidays shall be allowed in all primary schools :—

Saturday in every week ;

At Christmas, three weeks, beginning on the Monday of the week in which Christmas Day falls ;

At Easter, two weeks, beginning on the Monday of the week in which Good Friday falls ;

At Whitsuntide, one week, being the week in which Whit Sunday falls ;

The Queen's Birthday ;

The Prince of Wales' Birthday ;

At Midsummer, three weeks, beginning on the Monday of the week in which the 1st of August falls, provided, however, that should the 1st of August fall on a Saturday, the vacation period commence from the following Monday. [1901.]

and any other days not exceeding four in the school year to be allowed by the manager, and entered in the log book.

79. No pressure shall be put on children to attend school on Friday afternoon if it appears that their parents require their services. The attendances on Fridays shall be registered just as the attendances on any other school day ; but, in the calculation of the average attendance for a week or

shall be refused admission, be included or excluded at the option of the teacher, on reasonable grounds. It is the duty of the teacher to be most in the interest of the school for him to do so without the consent of the Board.

63. It is lawful for any teacher to close his school at any other time than that stated in this Code without the consent of the manager.

64. Any child in the log-book the reason for such closing. Any infringing parent or teacher may, at the discretion of the Board, incur the withdrawal of a grant or a portion of the grant.

65. If at any time it be found necessary that the work of the school shall be continued in the absence of the principal teacher, his place must, if possible, be supplied by a person approved by the manager. It is not desirable that a pupil teacher should be left in charge of the school.

#### STANDARDS OF ATTAINMENT.

82. The standards of attainment in the subjects of instruction taught in any school necessary to qualify the school to earn a result grant are prescribed in Schedule F.

#### DATE OF ANNUAL EXAMINATION.

83. The month of the annual examination of each school for a result grant shall be fixed by the Board when the application to have the school placed on the list of Government or Grant-in-Aid Schools is entertained.

#### CONDITIONS OF ANNUAL EXAMINATION.

84. Every school shall be examined once in each year by the Inspector, at least three weeks' notice in writing being given to the manager that he may inform the teacher.

85. Every pupil who has made not less than 200 attendances during the school year must be presented for examination, and no pupil who has made the above number of attendances shall be withheld from examination except on sufficient cause shown by the teacher or manager.

86. The school year for each school will be in general the period from the first day of the month in which the annual examination has been held in one year to the last day of the month preceding that in which the examination is held in the following year.

87. No child on behalf of whom a grant has been paid in one standard shall be presented again for examination in the same standard. *Excepting that it shall not be obligatory that a child who is not more than eight years of age should be presented in any other than the infant or preliminary standards.* [1897.]

88. Scholars will be examined in the subjects prescribed in Schedule F.

89. The result grant payable shall be computed according to the scale laid down in Part II. of the Code.

90. No result grant will be allowed for any scholar who has made less than 200 attendances during the twelve months immediately preceding the examination in the school in which he is examined.

91. A scholar who fails to pass in two of the subjects, reading, writing and arithmetic, will be considered to have failed altogether and no result grant will be allowed for him.

#### INFANT SCHOOLS.

92. Grants will be paid for Infant Schools when instituted as a separate school or as a class in a room separated from a Primary School attended by children of over nine years of age.

93. An Infant School must be under a teacher of not less than eighteen years of age, approved by the Board, and must be held in a school-room properly constructed and furnished for the instruction of infants.

94. The scale of grants to Infant Schools is fixed by Part II. of the Code.

## NEEDLE-WORK.

95. To any school in which it is desired to have plain needle-work taught, the Board will allow a grant, together with such result fees as may be earned, for the salary of a duly qualified sewing mistress, on the following conditions :

- (1) That at least fifteen girls are in average attendance in the needle-work department.
- (2) That not less than one hour each day during afternoon school be devoted to the instruction of the girls in plain needle-work.
- (3) That every sewing mistress, before being employed, produce a satisfactory certificate of good conduct and proficiency in needle-work, and satisfy the Inspector of her competency to teach the same.
- (4) That the sewing mistress be not permitted to teach more than two schools.
- (5) That a register of girls attending the needle-work department be regularly kept by the sewing mistress.

96. Parents shall be invited to send articles of wearing apparel to the school to be made, mended, patched or darned ; on condition, however, that every article so sent must be scrupulously clean and be labelled with the owner's name : but such work must not interfere with the systematic instruction in plain needle-work.

97. All girls must be taught to fix their own work ; and girls above the age of thirteen, or who have passed the fourth standard, shall be taught to cut out and make articles of underclothing.

98. The needle-work shall be examined at least once in every year by a lady whom the Inspector of Schools shall appoint with the approval of the manager. The examination in this subject need not be on the same day as the examination in other subjects, nor in the school-room of any particular school. The Inspector of Schools may, in his discretion, gather the whole of the girls of two or more schools in any district in some convenient centre, and conduct the examination in needle-work there in accordance with Schedule G.

99. Specimens of all the required stitches in all standards shall be worked in the presence of the Inspector, and the names of the girls and schools shall be attached to the specimens, so that they may be taken away for examination if necessary. The standards in needle-work need not be the same as for other subjects, but every girl must under ordinary circumstances be advanced a standard each year, or satisfactory reasons must be given if this is not the case.

100. Subject to the general authority of the head teacher, sewing mistresses shall be responsible for the discipline of their department during such time as instruction in needle-work is being given, and they are particularly advised to instruct the pupils according to the schedule of work prescribed for the respective standards.

101. The scale of payments to sewing mistresses is fixed by Part II. of the Code.

## RELIGIOUS INSTRUCTION.

102. Religious instruction may be given in a Primary School under such conditions as are laid down in the Education Ordinance, and at such hours as are fixed in the time-table of such school.

103. No religious instruction may be carried on in the school at the same time as secular instruction, unless there be a separate room available for that purpose.

104. No child shall be present at any religious instruction of which his parent or guardian disapproves.

105. Public notice of the time for the daily religious instruction shall be hung up in a conspicuous part of the school-room.

Year.	Reading.	Writing.	Arithmetic.	Grammar.	Object Lessons or Science.	Geography.	History.	Teaching.
Year.	To read with intelligence a short paragraph from a more advanced reading book than is used in Standard IV. of Primary Schools.	To write from dictation about ten lines of prose or poetry selected by the Inspector. Copy books to be shown.	Compound Rules including Weights and Measures. Easy bills of parcels not involving fractions with denominators other than 2 and 4.	To understand common and proper nouns; number, case, gender; the comparison of adjectives and adverbs; tense (present, past, and future); transitive and intransitive verbs. To analyse easy simple sentences.	A stage or division of any handbook of object lessons approved by the Board.	Principal divisions, physical, and political, of the World.	Outlines of English History, from B. C. 55 to A. D. 1154.	A stage division of a manual approved by the Board.
Year.	To read from a newspaper or book not seen before.	To write from dictation about twelve lines of prose or poetry selected by the Inspector. Copy books to be shown, improved writing.	Vulgar and Decimal Fractions.	To analyse simple and easy complex sentences. To correct common errors.	<i>Boys.</i> —First Principles of Agriculture; a set portion of Dr. Nicholls' Tropical Agriculture or any similar Text Book or Science Primer approved by the Board. <i>Girls.</i> —Tegetmeier's Household Management. pp. 1 to 56.	Outlines of the Geography of Europe and West Indies, physical and political.	Outlines of English History, from 1154 to 1603.	A stage division of a manual approved by the Board.
Year.	To read from a newspaper or book not seen before. To recite fifty consecutive lines of poetry from some standard author.	To write a letter or a composition on one of twelve subjects selected annually by the Inspector.	General Arithmetic or Bookkeeping.	Full parsing and analysis, with a general knowledge of grammar.	<i>Boys.</i> —First Principles of Agriculture; a set portion of Dr. Nicholls' Tropical Agriculture or any similar Text Book or Science Primer approved by the Board. <i>Girls.</i> —Tegetmeier's Household Management.	Outlines of the Geography of the World.	Outlines of English History, from 1603 to 1881.	A stage division of a manual approved by the Board.
Text books recommended.	T. Nelson and Sons' Royal Readers.	Writing—Jackson's Vertical Hygienic Writing or Upright Penmanship. Composition.	(1) Davidson and Alcock. (2) C. Pendlebury. (3) J. Brooksmith and E. J. Brooksmith. (4) Lock's "Arithmetic for Schools." Bookkeeping—Thornton's Primer of Bookkeeping.	(1) Davidson and Alcock.	(1) Rick's Object Lessons. (2) Paul Bert's "First Year of Scientific Knowledge." (3) Tanner's "First principles of Agriculture" series. (4) Dr. Nicholls' Tropical Agriculture. (5) Tegetmeier's Household Management.	(1) Lawson's Geographical Primers. (2) Hughes' Elementary Class Book.	(1) T. Nelson and Sons' St. George History Readers, Books 3, 4, 5. (2) Gardner's illustrated English History, Parts 1, 2, 3.	A stage division of a manual approved by the Board.

SCHEDULE F.

STANDARDS OF EXAMINATION.

(a) INFANT SCHOOLS AND PRELIMINARY STANDARDS OF I

Standard.	Reading.	Writing.	Arithmetic.
A.	Alphabet, and to read from Sheets words of two and three letters.	To copy on slates small letters and figures from blackboard.	To add and subtract from 1 to 50.
B.	To read words and short sentences from Primer.	To copy on slates short words from the Primer written on Blackboard.	To add and subtract Multiplication table

(b) PRIMARY SCHOOLS.

Standard.	Obligatory Subjects.			
	Reading.	Writing.	Arithmetic.	Grammar.
I.	To read a short paragraph from a book not confined to words of one syllable.	To copy in manuscript two lines of print.	Notation and numeration to 1,000. To add and subtract numbers of not more than four figures each. Multiplication table to six times twelve.	—
II.	To read a short paragraph from a more advanced reading book.	To write from dictation four lines from book used.	Notation and numeration to 100,000. The four simple rules to short division inclusive.	—
III.	To read a short paragraph from a more advanced reading book.	To write from dictation six lines from book used, read once, and then dictated slowly.	Notation and numeration to 1,000,000. Simple long division and compound addition and subtraction (money).	—
IV.	To read with intelligence a short paragraph from a more advanced reading book.	To write from dictation about eight lines from book used—slowly read once and then dictated.	Compound Rules (money) and reduction (common weights and measures).	To point out parts of speech, and to make sentences containing them.
V.	To read with intelligence a short paragraph from a more advanced reading book.	To write from dictation about ten lines of prose or poetry selected by the Inspector. Copy books to be shown.	Compound Rules including weights and measures. Easy bills of parcels not involving fractions with denominators other than 2 and 4.	To understand common and proper nouns; number, case, gender, the comparison of adjectives and adverbs; tense (present, past and future); transitive and intransitive verbs. To analyse easy simple sentences.
VI.	To read from a newspaper or book not seen before.	To write from dictation about twelve lines of prose or poetry selected by the Inspector. Copy books to be shown, improved writing.	Vulgar and decimal fractions.	To analyse simple and easy complex sentences. To correct common errors.
VII.	To read from a newspaper or book not seen before. To recite fifty consecutive lines of poetry from some standard author.	To write a letter or a composition on one of twelve subjects selected annually by the Inspector.	General Arithmetic or Book-keeping. Where both Arithmetic and Book-keeping are presented, the latter will count as an optional subject.	Full parsing and analysis, with a general knowledge of grammar.
Text Books recommended.	T. Nelson and Sons' Royal Readers.	Writing — Jackson's system of Vertical Hygienic Writing or Upright Penmanship.	(1) Davidson and Alcock. (2) Pendlebury's large and small works. Book-keeping—Thornton's primer of Book-keeping.	(1) Mason. (2) Davidson and Alcock.

PRIMARY SCHOOLS

Arithmetic.	Object Lessons.
Abstract to 10. To count	A stage or division of any handbook of object lessons of kindergarten system approved by the Board.
Abstract to 100.	Do. do. do
Abstract to 3 times 12.	

Optional Subjects.		
Object Lessons and Science.	Geography.	History.
A stage or division of any handbook of object lessons approved by the Board.	—	—
Ditto.	—	—
Ditto.	—	—
Ditto.	Definitions and points of compass.	—
Ditto.	Principal divisions, physical and political, of the World.	Outlines of English History from B.C. 55 to A.D. 1154.
Agriculture & Domestic Economy. Boys.—First principles of Agriculture.—A set portion of Dr. Nicholls' Tropical Agriculture or any similar Text Book or Science Primer approved by the Board. Girls.—Tegetmeier's Household Management—pp. 1 to 56.	Outlines of the geography of Europe and the West Indies, physical and political.	Outlines of English History from 1154 to 1603.
	Boys. Ditto. Girls. Tegetmeier's Household Management.	Outlines of the geography of the World.
(1) Riek's Object Lessons. (2) Paul Bert's First year of Scientific knowledge. (3) Nicholls' Tropical Agriculture. (4) Tegetmeier's Household Management. (5) Primer of Domestic Economy—Barnett & O'Neil.	Lawson's Geographical Primers.	T. Nelson and Sons' St George History Readers, Books 3, 4, 5; Gardner's Illustrated English History—Parts 1, 2, 3.

DUTIES OF THE INSPECTOR.

106. The Inspector shall carefully examine all monthly and other returns received by him, and shall call the attention of the Board, by communications addressed to the secretary, to any subject which may seem to him to require immediate notice or action.

107. The Inspector shall examine every school at least once a year, in accordance with the Code, and shall from time to time pay surprise visits.

108. At every visit the Inspector shall call for and examine the registers and records, and note in his annual report whether they appear to have been kept properly. He shall make an entry in the visitors' book of such particulars as require the attention of the manager or the teacher.

109. The Inspector will give managers due notice of the annual examination of their schools, in accordance with paragraph 84 of this part of the Code, and will as soon as possible inform the manager of the result of the examination.

110. (1) At the annual examination of Primary Schools, the Inspector shall examine the candidates in the standards in which they are presented. To secure a pass in the obligatory subjects the reading must be intelligible, the meanings of the words and expressions used must be known, the writing must be neat and legible, the spelling of common words written from dictation must be accurate, and in arithmetic the sums worked must be right in method and at least two of them free from error.

(3) Any manager who may consider himself to have cause of complaint touching the manner in which the annual examination of his school has been conducted shall have a right of appeal to the Governor in Council.

111. The Inspector shall present to the Board an annual report, showing the results of his examination for the year, and calling attention to such subjects and details as may seem worthy of notice, and which would tend to the advancement of education in the Colony generally.

112. He shall furnish the Board with a statement showing the expenditure for the current year, and the estimated expenditure for the ensuing year, so as to enable the Board to prepare their annual estimates.

113. He shall carefully note every infringement of these rules, and, if need be, report the same to the Board.

DUTIES OF THE SECRETARY.

114. The secretary shall attend all meetings of the Board, faithfully keep its minutes in a book provided for that purpose, and conduct the correspondence of the Board.

115. At all meetings of the Board, the minute and letter books shall be placed on the table for inspection or reference.

MISCELLANEOUS.

116. Copies of the Code shall be furnished to each manager, one of which shall be kept as a school record at each of the schools under his management.

117. Before any Regulation of the Code is rescinded or amended, notice of motion to rescind or amend the same shall be given at any meeting of the Board for consideration at the next meeting.

118. Subject to the following provisos, these Regulations shall come into force as soon as legalised by the Legislative Council:—

(1) Every school now on the list of Government and Grant-in-Aid Schools shall at the next annual examination be examined in the standards of attainment laid down in the Bye-laws of the Board of Education passed in the year 1888.

(2) All teachers, sewing mistresses and monitors appointed under the Bye-laws of 1888 shall continue to hold their appointments under the conditions attached to them up to the last day of the month in which the next annual examination of their schools is held.

[Schedules A, B, D (various forms) omitted. Schedule C (subjects of examination in school management for teachers) omitted.]

## SCHEDULE G.

## STANDARDS OF INSTRUCTION IN PLAIN NEEDLEWORK.

FIRST STANDARD.—Infants (ages 5 to 7): Position drill, hemming on stripes, beginning with black thread, rising to red, and going on to blue.

SECOND STANDARD.—(Ages 7 to 9): Hemming, seaming, felling, and fixing. Pleating, fixing. Any garment which can be completed with the above stitches—*e.g.*, a child's pinafore.

THIRD STANDARD.—(Ages 9 to 11): Stitching and sewing on strings will be required in addition to the subjects of the last standard. A pillow case, or pinafore with a second string at back.

FOURTH STANDARD.—(Ages 11 to 13): The work of previous stages with greater skill. The various stitches to be taught in this stage comprise all that is required in a plain day or night shirt, including the following: marking, gathering, stroking, setting in gathers, buttonholing, and darning, patching, herring-boning.

FIFTH STANDARD.—The work of previous stages, with greater skill: running tucks, whipping and sewing on frills. Any garment which can be finished by the above stitches, *e.g.*, a night dress, shirt, or frock. Herring-boning, darning, patching, and cutting out.

SIXTH STANDARD.—The work of previous stages on finer material and with greater skill. Knotting, feather-stitch, herring-boning, darning and patching.

This standard should be generally composed of girls who have had seven or eight years' systematic and graduated teaching, and who are therefore able to devote a large portion of their time to cutting-out (first from paper patterns, then from recipes in figures, and lastly to scale) any article of wearing apparel likely to be required in a family.

1. Garments must be worked in each stage, but not necessarily those specified, which are merely named as examples.
2. Girls should be taught to fix their own work.
3. The classes and standards for needlework need not be the same as for literary instruction. For instance, a girl of eight years old, although presented in needlework in the second standard, might be presented only in the first standard for literary examination.

## SCHEDULE H.

## ANNUAL EXAMINATION SCHEDULE FOR SEWING.

## PART II

## FINANCIAL REGULATIONS.

## MANAGERS.

119. The managers shall be responsible for the payment of the teachers' salaries and all other expenses of the schools.

120. Within six weeks after the annual examination of each school the Inspector will transmit to the manager a statement in [the prescribed] Form . . . . . showing the amount of the capitation grant,<sup>9</sup> the fixed emoluments due to the teachers under the provisions of the Code, and the amount earned by the school as a result grant.

121. The capitation grant shall be paid to the manager on his application to the Inspector on [the prescribed] Form . . . . . as a reimbursement in aid of expenditure for the supply of school furniture, materials and apparatus, duly certified by vouchers.



122. The total amount of the grant to each school, apart from the capitation grant, as shown in the Inspector's statement, shall be the amount of the Government grant to the school for the school year commencing with the month in which the annual examination is held, and shall be payable by equal monthly instalments conditionally on the maintenance of the school.

123. The distribution of the result grant among the teachers of the school will be determined by the manager, who will inform the Inspector on [the prescribed] Form . . . . of the distribution to be made. On the receipt of [the prescribed] Form . . . . showing the distribution to be made, the Inspector shall prepare pay sheets for the first month of the school year following the annual examination, duly certified by him, to be forwarded to the treasurer for payment to the teachers of the amounts due.

124. The pay-sheets for the remaining months of the school year following the annual examination shall be for the same amounts as for the first month, subject, however, to any alterations that may be found necessary owing to such circumstances as change of class of certificate, new appointments in the teaching staff, or any other change certified by the manager on the monthly return.

125. All payments on account of these claims shall be payable to the teachers at the Treasury and the District Revenue Offices on the certificate of the manager on the pay-sheet . . . . on the fifteenth day of the month following that in respect of which they are due.

TEACHERS.

126. Holders of certificates shall, while employed as head teachers in Government or Grant-in-Aid Schools, receive fixed salaries at the following rates :—

Holders of first class certificates	-	-	-	£40 per annum.
Holders of second class certificates	-	-	-	30 " "
Holders of third class certificates	-	-	-	20 " "

ASSISTANT TEACHERS.

127. Certificated assistant teachers shall receive, while so employed, fixed salaries at the rate of £25 a year if holding second class certificates, and at the rate of £20 a year if holding third class certificates.

PROVISIONAL CERTIFICATES.

128. Teachers holding provisional certificates shall be paid at the same rate as teachers holding third class certificates.

PUPIL TEACHERS.

129. Pupil teachers shall receive payment at the following rates :—  
 During first year of service 12/- a month.  
 " second year of service 16/- "  
 " third year of service 20/- "

SEWING MISTRESSES.

130. Sewing mistresses not being mistresses of infant schools shall receive payment at the rate of £12 a year, together with a grant of two shillings for each girl who passes the annual examination in needlework.

131. A pupil teacher of the third year may be appointed sewing mistress, and shall receive as payment the amount of her stipend as pupil teacher, together with a pass of two shillings for each girl who passes the annual examination in needlework.

INFANT SCHOOLS.

132. Uncertificated mistresses of infant schools shall receive salaries at the rate of £15 a year, together with a grant of six shillings for each child who has made 200 attendances and is present at the annual examination,

and a further grant of two shillings for each girl who passes an examination in needlework.

133. Mistresses of infant schools may be employed to teach sewing in any school not being an infant school, and shall receive a grant of two shillings for each girl who passes the annual examination in needlework at any such school.

134. Certificated mistresses of infant schools shall receive a salary according to the class of their certificate in lieu of the above fixed salary of £15.

#### RESULT GRANTS.

135. The scale of result grants to be paid to the managers of schools for each child passing a satisfactory examination in the standards set forth in Schedule F. to Part I. of this Code, is set forth in Form No. 5, below.

#### MONTHLY RETURNS.

136. The manager of every school shall forward at the end of each month to the Inspector a return in accordance with [the prescribed] Form . . . . and also a return in accordance with [the prescribed] Form . . . . signed by him.

137. All returns must reach the Inspector not later than the fourth day of every month, and no claims will be forwarded to the treasurer for payment until such returns have been received.

138. In order to secure uniformity in making out the monthly returns, the returns must be made out correct to one place of decimals.

#### SCHOOL FEES.

139. Every child in attendance at an Elementary School shall pay a school fee of not less than one penny, and not more than threepence, a week.

140. Fees shall be paid in advance; and, if the fees for any child or children in one family shall remain unpaid for a period of one month, such child or children shall be refused admission to the school until the arrears are paid up: Provided that, if the manager considers that in any particular case the fee should be remitted or reduced on account of the circumstances of the parent, he may admit the child accordingly. A note of every such case shall be made in the admission register.

141. It shall be the duty of every teacher, in the case of a pupil leaving his school, to ascertain whether the pupil has migrated to another school; and every teacher shall, in the case of a pupil migrating to another school, communicate with the teacher of such school according to [the prescribed] Form . . . . On the receipt of this communication the teacher to whom it is addressed shall reply immediately in accordance with one of the alternative prescribed Forms . . . .

142. All school fees shall be at the disposal of the manager for distribution among the teachers as he may see fit.

#### SUPPLEMENTAL.

143. Subject to the following provisos, these Regulations shall come into force as soon as legalised by the Legislative Council:—

- (1) All teachers, sewing mistresses, and monitors appointed under the Bye-laws of 1888 shall continue to hold their appointments under the conditions attached to them up to the last day of the month in which the next annual examination of their school is held.
- (2) For the school year immediately succeeding the next annual examination of the schools the amount of the result grant to be distributed in monthly instalments will be the amount earned as a result grant at the annual examination.

[Forms 1-4, and 6-9 omitted.]

FORM No. 5.

Scale of result grants to be paid to the Managers of Schools for each child passing a satisfactory examination in the Standards set forth in Schedule F. to Part I. of this Code.

Classification of School.	Standard.	OBLIGATORY SUBJECTS.				OPTIONAL SUBJECTS.			Possible total grant per head in each Standard.
		Reading.	Writing.	Arithmetic.	Grammar.	Object Lessons or Science.*	Geography.	History.	
Infant School.	A and B.	A grant of six shillings (6/-) for each pupil who, having made 200 attendances during the school year, is present at the Annual Examination.							6/-
Primary School.	Preliminary.	do.		do.	do.	do.	do.	do.	6/-
	I.	2/-	2/-	2/-	—	2/-	—	—	8/-
	II.	2/-	2/-	2/-	—	2/-	—	—	8/-
	III.	3/-	3/-	3/-	—	3/-	—	—	12/-
	IV.	3/-	3/-	3/-	3/-	3/-	3/-	3/-	21/-
	V.	3/-	3/-	3/-	3/-	3/-	3/-	3/-	21/-
	VI.	3/-	3/-	3/-	3/-	3/-	3/-	3/-	21/-
	VII.	3/-	3/-	Arith. 3/- Bk. Keep- ing 3/-	3/-	3/-	3/-	3/-	24/-

NOTE.—For Sewing, a grant at the rate of Two shillings (2/-) for each pass is allowed. See also Schedule G.

\*Grants need not be computed according to the proficiency shown by each child examined (viva voce). (Rule made by the Board of Education, 1902.)

THE  
SYSTEM OF EDUCATION  
IN  
SAINT LUCIA.

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## THE SYSTEM OF EDUCATION IN SAINT LUCIA.\*

### I. HISTORICAL SKETCH.

St. Lucia, after having repeatedly changed hands during the wars between England and France in the seventeenth and eighteenth centuries, finally became a British Colony in 1803, and was definitely ceded to Great Britain by the Treaty of Paris, 1814. St. Lucia ceded to Great Britain 1814.

In 1810 the population was 17,485, of whom only 1,210 were whites. At that time the people were almost exclusively Roman Catholics, and the Roman Catholics still constitute over 82 per cent. of the population, which at the present time (1902) is close on 50,000. The official language was French, and a French *patois* continues even down to the present time to be the common language of the people.

It does not appear that under the French Government any public schools were maintained, and up to the year 1828 the only schools available seem to have been private venture schools, in which French alone was taught. In July, 1828, the first public English school was opened from funds placed at the disposal of Bishop Coleridge, of the Barbados and Windward Islands' Diocese. The "Bishop's School," as it was called, was discontinued in 1829 for want of funds. In 1834 there were, according to the "Tabular Statistics for the Diocese of Barbados and the Windward Islands," three schools in operation in St. Lucia. According to the St. Lucia Gazette of the 11th February, 1835, it was intimated that the "Colonial School" in the town of Castries would have to be given up for want of support. In 1836 there were four schools, one of which was an estate school. The number of children did not exceed 100, of whom forty attended school in Castries. Condition of Education up to 1838.

In 1838 interest in the subject of Education appears to have been aroused. A meeting of the principal (Roman Catholic) inhabitants was held in the Court House, under the presidency of Dr. Smith, Roman Catholic Bishop of Agna, Vicar-Apostolic for the West Indies. Among the resolutions was one which stated that it was desirable that one free school should be established in each parish, to be conducted on the plan of the National System of Education, Ireland. This admirable resolution was, however, not carried into effect until many years after. Meeting of Roman Catholic inhabitants to consider question of Education, 1838.

In the same year the Mico Charity undertook to provide for the educational requirements of the Colony, and their schools continued to exist down to the end of June, 1891. The Mico Charity was founded by Lady Mico, wife of Sir Samuel Mico, in 1670, for the redemption of Christian slaves in Barbary. On the necessity ceasing for such a Charity, the High Court of Chancery ordered its appropriation for the establishment of Infant and The Mico Charity.

\* Annual Report on the Primary Schools, St. Lucia, 1901, can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

- Juvenile Schools in British Colonies, and to forward the moral, intellectual, and religious education of the black population.
- Mico Schools established.** The first Mico School was established in St. Lucia, 11th June, 1838. It was open to infants from two and a-half to eight years of age, who were taught in the mornings, and to juveniles from nine to thirteen years of age, who were taught in the afternoons. The school fees were 3d. per week, but any child was admitted free, if his inability to pay was certified by some respectable person. In 1839 nine Mico Schools were in existence, taught by teachers from the Glasgow Normal Seminary, and two Infant Schools. The total attendance of children was 500.
- First Government Grant 1845.** Up to the year 1847 the Mico and Infant Schools were practically the only public schools, the number of children in attendance averaging about 500. In 1845 a grant was made by the Government of £450 towards the support of these Schools, which was raised to £500 in the following year.
- Inspection suggested 1847.** In 1847 despatches from the Secretary of State and the Governor were published for the purpose of allaying all suspicion that attempts at proselytism would be countenanced by the Government, and approving of the establishment of an effective inspection, under the executive, of all schools accepting aid from the Government. At this time there appears to have been no Roman Catholic School whatever, and the establishment of an inspectorate was not effected for more than forty years after.
- Ordinance of 1848.** In 1848 the first legislative enactment concerning education was made by the passing of an Ordinance "for the promotion of Education and Agricultural Science." By this Ordinance a Board of Education and Agriculture was constituted, consisting of the Lieutenant-Governor, the Chief Justice, three members of the Legislative Council, and four members nominated by the Lieutenant-Governor. The Board was empowered to render pecuniary assistance to schools already established, and to establish other schools and appoint masters. It was not lawful to assist schools in which English was not taught, or in which instruction was not conveyed chiefly in that language. For the purposes of this Ordinance it was enacted that a tax of four shillings should be levied on houses with less than three acres of land attached in towns and villages, plus one shilling for each additional acre not exceeding nine, a tax of one shilling per acre on lands not attached to houses in towns and villages, an export duty on charcoal, logwood, fuel-wood, hides, coffee, and cocoa, and hawkers' and boat licences.
- Amendments to Ordinance, 1849 and 1850.** Various amendments to this Ordinance were passed in 1849 and 1850. During these years, in addition to the Mico and Infant Schools already existing, a free public school and a boarding school in connection with the Convent in Castries, and many private schools were opened. In 1850 the Mico and Infant Schools had 531 children on the rolls, and the other schools returned their numbers at 258. In this year the Society of Friends in England made a grant of £100 to the two Infant Schools taught on the Stowe Training System, but it does not appear that the grant was
- Number of Schools in 1850.**

Juvenile Schools in British Colonies, and to forward the moral, intellectual, and religious education of the black population.

Mico Schools  
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Inspection  
begged  
7.

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Number of  
Schools in  
1850.



In 1851 the former Ordinance was repealed and another Ordinance passed "to raise funds for promoting the Education of the Inhabitants of the Colony, and for providing their means of intercourse by the construction of Roads and Bridges." This Ordinance provided for the levying from each house in the Colony of the sum of six shillings and sixpence, of which four shillings were to go to form an "Education Fund," and two shillings and sixpence to form a "Roads and Bridges Fund." Rates and duties were levied on sugar, rum, and molasses for the Roads and Bridges Fund, and on charcoal, logwood, firewood, hides, coffee, and cocoa for the Education Fund, which was also augmented by fees for hawkers' licences and boat licences. By an Ordinance passed at the same time a Board of Education, with powers similar to those conferred by the Ordinance of 1848, was constituted. Under this Ordinance the Government opened their first schools in 1852. In 1855 there were four schools wholly supported by the Government, eight Mico Schools aided to the extent of £550, two Infant Schools receiving £146, and the Convent Free School receiving £75 from the Government. The number of children on the books was 943.

1851.

First Govern-  
ment Schools  
opened, 1852.  
Number of  
Schools in  
1855.

Towards the end of 1857 there was established a Government Normal School for the purpose of educating a sufficient number of teachers to supply a school in each parish in the Island. A headmaster, recommended by the Commissioners of the Board of National Education, Ireland, was obtained at a salary of £300 a year, with allowances. Difficulties soon arose in the working of the Institution, and the school was closed in 1859. From that time there has been no Normal School in St. Lucia, and the supply of teachers has been maintained chiefly from the Mico Institution, Antigua.

Government  
Normal  
School estab-  
lished.

Closing of  
School, 1859.

The 1851 Ordinance was repealed in 1859, and replaced by an Ordinance of that year which remained in force up to 1889. By this Ordinance the Board of Education consisted of the Governor and eight other commissioners appointed by the Governor, four of whom should be Protestants, and constitute with the Governor the "Protestant Committee," and four Roman Catholics, constituting with the Governor the "Catholic Committee." Except for the apportionment of the Education Funds these Committees sat apart. The appropriation of the funds allotted for the education of the Protestant inhabitants of the Colony devolved exclusively on the Protestant Committee of the Board, and in like manner the appropriation of the funds allotted for the education of the Roman Catholic inhabitants of the Colony devolved exclusively on the Roman Catholic Committee of the Board. It was not lawful to afford assistance to any school in which the English language was not effectually taught, and in which the general instruction was not conveyed in the English language, nor to any school the Managers of which did not charge school fees at the rate of not less than one penny per week nor exceeding three-

Ordinance of  
1859.

"Protestant"  
and "Cath-  
olic" Com-  
mittees.

penance per week. It may be noted, *en passant*, that the last condition was not stringently enforced.

Mico Schools established  
Government Schools taken over by Mico Institution.

The Government Schools were now either closed or handed over to the Mico Institution, which also took charge of the Infant Schools, and to the Trustees of this Charity the Protestant Committee handed over every year the whole of the funds allotted to it. The Roman Catholics began also to increase the number of their schools. The following table will indicate the growth of the schools under the Ordinance of 1859:—

Year.	MICO SCHOOLS.			R. C. SCHOOLS.			TOTAL.			Govt. Grant.
	Number.	Number on Rolls.	Average Attendance.	Number.	Number on Rolls.	Average Attendance.	Number.	Number on Rolls.	Average Attendance.	
1859	10	930	—	2	206	—	12	1,136	—	£ 825
1869	11	1,323	718	7	935	549	18	2,258	1,267	1,038
1879	7	890	350	8	1,341	820	15	1,716	1,370	1,150
1889	11	1,480	748	13	1,779	1,047	27*	3,416	1,865	1,428
		Non-Catholic Schools.								
1899†	8	950	537	34	4,785	2,651	42	5,735	2,923	3,079
1900†	7	922	526	35	5,443	2,907	42	6,365	3,433	2,138

Grants for Education.

Up to the year 1875 the Education Funds were made up of a grant of from £500 to £580 from the General Revenue, in addition to the amounts received from export duty and licences, the total averaging about £1,200 a year. After 1875 the whole of the Education Grant became a charge on the General Revenue. The usual procedure of the Board of Education was to divide the amount equally between the two Committees.

Result of System under Ordinance of 1859.

The general result of the system under the Ordinance of 1859 is summed up in the words of the Report of the Royal Commission, 1883. "Education is under the control of a board consisting of eight members nominated by the Governor. The Board determines how the grant shall be divided amongst the various schools; but beyond this there cannot be said to be much system or much effort to secure efficiency in the education of this Island."

At to 18 First Examination of Schools receiving Government Aid, 1887.

The first general examination of all the schools receiving Government aid was held in June, 1887, by the Assistant-Inspector of

\* Including three Indian Mission Schools.

† Exhibited for comparison.

Schools, Barbados. In the following year the schools were examined by the Inspector of Schools, St. Vincent, and in 1889 by the Inspector of Schools, Grenada. Following the reports of these gentlemen, a feeling arose that a change in the system was necessary. His Excellency the Governor-in-Chief, Sir Walter Sendall, in his speech in the Legislative Council, February, 1889, said: "The subject of Education is one which the Council must be fully aware is in urgent need of attention. Expenditure under this head has for some time past been far below, even by a most moderate estimate, the requirements of the Colony. But before that expenditure can be brought up to a level more nearly corresponding with our needs, considerable modification in the existing system will have to be introduced. My present opinion is that the best and simplest course will be to commence the establishment of Government schools proper and to continue the support of Government to existing denominational schools on some system of payment by results."

In September, 1889, the 1859 Ordinance was repealed and replaced by the "Education Ordinance, 1889." Under this Ordinance considerable progress has taken place as is indicated by the statistical tables. (See Appendix D.)

In 1889 there was also passed the "Elementary Instruction Ordinance," which provides for compulsory education. Therein it is laid down that it is the duty of the parent of every child to cause such child to receive elementary instruction, and it provides orders and penalties for such as fail to perform this duty. It has, however, been found impossible to carry out the provisions of this Ordinance in its present form, though an attempt was made to do so in 1898.

Under the 1889 Ordinance and up to the year 1900 the system in force was one, partly of payments (ranging from £30 to £50 each) to head teachers on account of the certificates of competency held by them, partly of grants to pupil-teachers and assistants, and partly of payments as capitation and result grants.

During the year 1900 a committee, composed of three Managers of Schools and three officials, was appointed by the Government to consider a new Code of Rules submitted to it. This new Code, as amended by the committee and approved by the Governor in Council, has made a considerable change in the system. The general provisions of the new Code came into operation on the 1st October, 1901, and the financial provisions will have effect from the 1st April, 1902. (See Appendix C.)

## II. PRESENT STATE OF EDUCATION.

### A. PRIMARY EDUCATION.

The Schools of Primary Instruction are governed under the provisions of the Education Ordinance, 1889, and the New Code of Regulations, 1901, which superseded the Regulations for the Government of Primary Schools, 1890. (See Appendices A and C.) Schools may be of two kinds:—Government Schools and Assisted Schools. In 1891, on the withdrawal of the Mico Charity from

St. Lucia; where they were maintaining seven excellent schools, the charge of five of these devolved upon the Government. Subsequently the Government handed over two to the Roman Catholics, and three remained Government Schools. Another Government school was opened in that year, making in all four schools for which the Government was wholly responsible. In 1895 there were six Government Schools. One of these was closed in 1896, and two others in 1897, as being unnecessary. In November, 1898, the three remaining schools were handed over to the Roman Catholics. At the present time, therefore, all the schools are Assisted Schools, and it is unlikely that any more Government Schools will be opened in the near future.

Present  
Schools all  
of Assisted  
St Schools.

Central  
Authority.

By the Ordinance of 1889, the Board of Education with its two Committees was abolished, and the Governor-in-Council became the Central Authority. Under the Executive the Inspector of Schools administers the system. "The control of all assisted schools rests with the Governor-in-Council, subject to whom the Inspector of Schools has the general supervision of all such schools."

Local  
Managers.

The Managers of the schools, with the exception of the Indian Mission School, are the clergy. Most of the Roman Catholic clergy are French, reading and writing just sufficient English to satisfy the requirements that "no person may be the manager of a school who cannot read and write English." The Manager of the Roman Catholic Schools in town, however, who acts as Diocesan Inspector of Schools, acts also as a Manager-General, and is usually the mouthpiece of the body of Roman Catholic Managers with the Government and Inspector. Managers are responsible for the maintenance and repair of the schools, and for the provision of all needful furniture and apparatus. They are required to visit the schools and examine the registers at least twice a month on an average, and at one of these visits to call the registers themselves. For these purposes, however, they may appoint deputies. Generally Managers in St. Lucia occupy the same position with regard to their schools as the Managers of Voluntary Schools under the English Day School Code.\*

Classification  
of Schools.

The Schools in operation during 1901 may be classified as follows:—

	MIXED.	SEPARATE.		TOTAL.
		Boys.	Girls.	
Combined - - - -	18	6	4	28
Juveniles - - - -	2	2	4	8
Infants - - - -	2	2	4	8
Total - - - -	22	10	12	44

\* This report was written before the duties of Managers were modified by the provisions of the Act of 1902.

"Mixed" Schools are those attended by both boys and girls and "Separate" Schools those attended by children of the same sex. "Combined" Schools are those which provide for both Juveniles (children in Standards II. and upwards), and Infants (including children in Standard I.).

The 22 Separate Schools are all Roman Catholic. Of the Mixed Schools, 14 Combined Schools are Roman Catholic, 2 Anglican, and 2 East Indian Mission\*; and one each of the Juvenile and Infant Schools belong to the Anglicans and Wesleyans. Altogether there are 36 Catholic Schools, 4 Anglican, 2 Wesleyan, and 1 East Indian Mission.

School buildings are erected at the cost of the denominations <sup>School Build-</sup> which have charge of them. In no case must there be less than <sup>ings.</sup> 80 cubic feet of internal space or 8 square feet of internal floor area for each unit of average attendance. Open galleries which can be used as class rooms may be counted in estimating the accommodation. There is, or will shortly be, accommodation for fully 5,000 children.

During the year 1901 the number of children on the rolls was 6,833 in 44 schools then receiving Government Aid, and the average attendance was 3,557. In 1900 returns were obtained from two unassisted schools, showing 157 children on the rolls with an average attendance of 63. On the last day of June in that year there were 6,755 children on the rolls, of whom 3,433 were boys and 3,272 girls. About 67 per cent. of the children were in the Infant Classes, 22 per cent. in Standards I., II., and III., and 10 per cent. in the higher classes. Nearly 73 per cent. were children of the legal school age, 7 per cent. over fourteen years of age, and nearly 20 per cent. under six years of age. The percentage of children attending school to the whole population was 12.8. Further analysis of the tables of statistics will be found in Appendices D and E below.†

The subjects of instruction include (a) Religious and Moral <sup>Subjects of</sup> Instruction, under the direction of the Managers, and (b) Secular <sup>Instruction.</sup> Instruction. The following subjects are included under Secular Instruction:—

**Obligatory Subjects:—**

Reading, with Recitation, Writing, and Arithmetic, following very closely the Standards of the English Code.

\* One of the East Indian Mission Schools was closed during the year, leaving 43 schools in operation at the end of the year, though there were 44 in operation during the year.

† The number of assisted primary schools in 1900 was 42 . . . the number of names on the rolls of these schools was 6,665 . . . and the average attendance was 3,714 . . . The decrease of 168 in the number of names on the rolls is probably due to the more rigid observance of Article 36 of the Code, as formerly names of children were kept on the rolls long after they had ceased to attend the school. Article 36 provides that the names of children shall be removed from the rolls after they have ceased to attend for a certain period." [Colonial Reports—Annual. No. 411. St. Lucia—Report for 1902. Cd. 1768-16.]

Obligatory Subjects (*continued*):—

English.

Needlework for girls, and Drawing for boys in classes for older scholars.

Object Lessons for infants, and for Standards I., II., and III.

Elementary Science, having special reference to Agriculture, to be taught by means of object lessons, practical illustrations, and simple experiments; or Domestic Economy (for girls).

## Optional Subjects:—

(a) To be taken by classes throughout the school: Needlework or Drawing for Infants.

(b) To be taken by individual children generally in the upper classes of schools, including Practical Agriculture, Cookery, Laundry or Dairy Work, English Grammar, Geography, History, and Book-keeping, or any other subject sanctioned by the Governor in Council.

Practical  
Agriculture.

Special encouragement has been given to the teaching of Practical Agriculture. A relatively large number of marks will be awarded on account of each child of not less than eleven years old who receives instruction in this subject.

School  
Gardens.

The following account of an experiment at Forestière East Indian Mission School is taken from the Annual Report on the Primary Schools. St. Lucia, 1901:—

“A school garden was commenced at Forestière East Indian Mission School, which promises to be a very good one. From a report drawn up by the teacher, Mr. Neehal, a few extracts are given to show, how with a little good will, it is easily possible to start the practical study of agriculture in schools:—‘Through the Manager’s . . . kind aid in paying for all such work as the children could not do, the site selected for the garden was soon cleared. Men were put to brush and cut down trees, and a proper shed was erected in a corner for the purpose of raising nurseries and preparing soil, etc. While the garden was still in preparation, I began giving indoor lessons on seeds and seedlings, which were raised in small boxes. Lessons were also given on germination, preparation of seed boxes, etc. The necessity of moisture, warmth and air in germination was demonstrated.

“Finding it difficult to get the children to understand theoretical lessons, I resorted to practical work as soon as the garden plot was ready. I had one hundred feet square of land enclosed by a proper fence and a row of peas and plantain-plants planted round near the fence. The latter were chiefly got by begging them from the gardeners about.

“The whole of the garden is divided into beds, with a main path (four feet wide) in the middle, on which we are now putting stones, gathered by the girls and broken by the boys.

“We have already growing a bed of roses for the purpose of teaching grafting and budding later on, a bed of cocoas, with red beans in between a bed of cabbages, another of sugar canes, a few banks of potatoes, and a bed of pineapples, not yet three months planted, and a few already bearing.

“We had a box of cocoa nursery put in some time ago and lately I had the children to transplant them. At the same time I gave a lesson on it. A bed is reserved for experiments in manure, which is divided into three parts. I have already had cabbage and large tomato seedlings given away to the bigger boys who were very glad to get them.

"With one or two exceptions the boys take great interest in the lessons, though the current language greatly militates against a proper understanding of the lessons given in English."

"From what I have seen on my visits to this school, one of which was paid together with the Travelling Superintendent of the Department of Agriculture and the Agricultural Instructor, I can fully endorse the above report, and I hope by the end of the present year (1902) there will be at least a dozen school gardens in the island which will resemble the one so well started at Forestière."

The subject "English" is intended to systematise the teaching of colloquial English in the school, and to counteract the *patois* so universally spoken in the homes of the common people. Under the old Regulations teachers were instructed to make it their duty to endeavour to eliminate the use of *patois*, and not to employ the *patois* themselves except when it was absolutely necessary. But outside of the elementary subjects and a very little Grammar and Geography, there was no direct effort made to teach "English" as such, and it was not a subject for which payment could be made. In the Report on Primary Schools for 1898 the following passage occurs: "It is possible for a child to learn to write fairly, and, by an effort of memory, to read mechanically, to spell correctly, and to work rule-of-thumb examples in arithmetic, in a language of which he has very little knowledge. Although such wooden methods are discouraged as much as possible, . . . the work in many schools is directed to little more than this, and the annual examination (as far as teachers and children are concerned) becomes mere routine work." In February of the year 1898 the Administrator, Sir (then Mr.) Charles A. King-Harman, offered prizes as an encouragement to children and teachers for the cultivation of the use of the English language among the children. The results were very gratifying. Under the new Code, "English," i.e., colloquial English, is a compulsory subject, and must follow the lines definitely laid down in the Syllabus.\*

The Inspector of Schools is appointed by the Government. His salary is £250 a year, with an allowance of £50 for travelling expenses. Surprise visits are made by him to the schools, which must be open at all times to his inspection. He must hold an examination once a year of every school receiving Government aid. All scholars whose names have been on the registers for at least four months must be examined. In the second and higher Standards there is an individual examination. In the Infant Classes and Standard I. the examination may be by sample, not less than one-third being individually examined. The Inspector has also to conduct all the examinations for teachers and pupil teachers, and generally to see that all the regulations laid down in the Code are carried out.

\* "'English' under the new syllabus has been fairly well taken up, and now systematic efforts are made to teach the children from their earliest appearance at school to make use of English words and English expressions instead of the French creole *patois* they hear in their homes, and by this means English is being more universally spoken in the island than was the case in past years." [Colonial Reports—Annual. No. 411, St. Lucia, Report for 1902. Cd. 1768-16.]

## Teachers.

There is no training school in the Island. Certificates of Competency are granted to teachers who, having passed through their apprenticeship as pupil teachers, and having served one year as uncertificated teachers, pass the required (Certificate) examination. The class of certificate is determined by the percentage of marks gained. No teacher, however, is recognised unless he is licensed and his name and qualifications are entered in the "Register of Teachers" kept by the Inspector of Schools. The conditions regulating the issue of licences will be found in the Code. (See Appendix C.)

## Grants to Schools.

The total grant to all the schools is estimated at the rate of £1 per unit of average attendance throughout the Colony, subject to the approval of the Legislative Council in each year. In addition a grant of 1s. 6d. per unit is made in lieu of school fees, but in this case the Manager must provide books, slates and other stationery materials for the free use of the children. This last grant has the effect of making education practically free.

The grants to individual schools depend on the average attendance and the degree of efficiency, except for the payments (ranging from £15 to £25 in each case) which are made on account of the class of licence held by the head teacher in Juvenile or Combined Schools.

Infant Schools receive, per unit of average attendance, grants of:—

- a. 9s., if the scholars are taught as a separate department; or 7s., if they are taught otherwise;
- b. 6s., 4s., or 2s., according to the efficiency of the instruction given;
- c. 1s., for Needlework and Drawing.
- d. 1s., for Singing.

Juvenile Schools, in addition to the payments on account of the class of licence held by the head teacher, and of a grant of 1s. 6d. or 1s. per unit of average attendance for organisation and discipline, receive a grant calculated as follows:—the balance of the total grant, after deducting the grants already enumerated to Infant and Juvenile Schools, is divided among the Juvenile Schools in proportion to the number of marks obtainable by each school.

## MARK SCHEME FOR JUVENILE SCHOOLS.

SUBJECTS.	MARKS OBTAINABLE (MAXIMUM).
Elementary Subjects - - -	12 per unit of average attendance.
English - - - - -	6 do. do. do.
Object Lessons, &c. - - -	4 do. do. do.
Needlework or Drawing - - -	4 do. do. do.
Singing - - - - -	2 do. do. do.
Practical Agriculture - - -	24 per individual scholar.
English Grammar, Geography, History or Book-keeping - - -	6 do. do. do.

These are the maximum marks, but they may be reduced for failure to come up to the highest standard in each subject. There



may not, however, be awarded less than half the maximum marks unless the subject is not presented throughout the school, or the Inspector has warned the Manager that, having awarded only one-half of the maximum, he will in the following year award no marks whatever for that subject should there be no improvement.

The grant may be reduced for failure to provide the minimum staff allowed, and for failure to provide the necessary accommodation.

Managers must spend the whole of the Grant-in-Aid in the payment of teachers and otherwise for the benefit of the school, but they are not allowed to spend it on rent, building or repairs for which they are responsible, as also for the provision of certain scheduled school furniture.

The total amount spent in Grants-in-Aid to assisted schools in 1901 was £3,167 8s. 5d., being at the rate of 17s. 10d. per unit of average attendance.\* For 1899 and 1900 the expenditure was respectively £3,079 2s. 1d. and £3,138 4s. 10d., or at the rate of 19s. 6d. and 18s. 3d. per unit. During 1900 the average salary of a principal teacher was £58 17s. 6d., the highest being £83 11s., and the lowest £34 18s. During 1901 the average salary was £59 4s. 6d., the highest £91 10s. 6d., and the lowest £34 18s. The school fees obtained during the year 1900 amounted to only £51 3s. The actual expenditure on the schools, outside that provided for by the Government, amounted to £224 8s. 4d., according to the Managers' returns, but this does not include the cost of a new school, £200. The estimated rent of school houses and teachers' residences belonging to the Managers or the Parishes is set down at £575 8s.

The total expenditure by the Government under the head of Education is as follows:—

	1900.			1901.		
	£	s.	d.	£	s.	d.
Inspector of Schools - - - - -	250	0	0	250	0	0
Travelling Allowance to Inspector of Schools.	50	0	0	50	0	0
Grants-in-Aid: Primary Schools - - - - -	3,138	4	10	3,167	8	5
Scholarships at Castries Grammar School - - - - -	60	0	0	57	0	0
Grant-in-Aid: Castries Grammar School - - - - -	200	0	0	200	0	0
"    "    Convent School, Castries - - - - -	50	0	0	50	0	0
"    "    St. Lucia Library - - - - -	150	0	0	150	0	0
"    "    Soufrière Library - - - - -	20	0	0	15	0	0
"    "    Choiseul Library - - - - -	-	-	-	5	0	0
Books for Schools - - - - -	23	8	9	-	-	-
Miscellaneous - - - - -	7	0	6	10	0	6
<b>Total</b> - - - - -	<b>£3,949</b>	<b>14</b>	<b>1</b>	<b>£3,954</b>	<b>8</b>	<b>11</b>

\* The Grant-in-Aid to assisted schools in 1902 was £3,362 17s. 5d. [From Colonial Reports—Annual. No. 411. St. Lucia. Report for 1902.]

## B. SECONDARY EDUCATION.

Secondary education is provided for boys at the St. Mary's College, Castries, and for girls at St. Joseph's Convent, Castries.

t. Mary's  
College, or  
the Castries  
Grammar  
School.

St. Mary's College, or the Castries Grammar School, as it is also called, was opened on the 31st March, 1890, by Sir (then Mr.) Robert B. Llewellyn, the present Governor-in-Chief of the Windward Islands. It is under the management of the Parish Priest of Castries, Vicar-General of the Island. It has a staff of three English Masters, one French Master, an Instructor in Christian Doctrine, and a lady teacher for the preparatory class. The average attendance for the year 1900 was sixty-six, and the number on the roll seventy-six. It receives a grant of £200 from the Government, which also provides yearly ten Scholarships of £6 each to boys from the Primary Schools.

The school year consists of three terms of a total of forty-two weeks.

The course of instruction is laid on the lines of the Cambridge Local Examinations. The first two candidates for the Junior Examination were sent up to Barbados in 1895. In 1896 a Local Centre was established. Altogether from 1895 to 1900 inclusively fifty-one candidates have been presented, of whom twenty-three were presented in the Preliminary, twenty-one in the Junior, and seven in the Senior Examinations. All have passed, six with honours in the Preliminary, twelve in the Junior, and three in the Senior.

The fees are from £3 to £6 6s. per annum. The total amount of school fees received in 1900 amounted to £273 18s. 8d., and in that year the expenditure was £439 19s. 1d.

St. Joseph's  
Convent for  
Girls.

The St. Joseph's Convent for Girls is under the management and control of the Sisters of St. Joseph of Cluny, and consists of two Departments, the Higher School and the Day School. The Government gives a Grant-in-Aid of £50 a year.

In the Higher School the pupils are prepared for the London College of Preceptors' Examinations, which are held annually, and the Local Centre for which was established in 1900.

The teaching staff consists of three English Mistresses, one Music Mistress and one Mistress for French and Fancy Needlework.

The fees are :—

	£	s.	d.	
For Boarders - - -	2	8	0	per month.
„ Half-Boarders - - -	1	4	0	„ „
„ Younger Half-Boarders	0	12	0	„ „

The number of scholars on the roll during 1900 was 120, and the average attendance 108.

In the Day School the curriculum embraces Reading, Writing, Arithmetic, Grammar, Geography, plain and fancy Needlework.

The school fee is 4s. monthly. The number on the roll in 1900 was twenty-five, and the average attendance twenty-three.

The total school fees received from both schools amount roughly to £600 a year, and the expenditure to £1,000.

#### C. AGRICULTURAL SCHOOL.

During the year 1900 the Government of St. Lucia purchased an abandoned sugar estate at Union, four miles from Castries, for the establishment of an Agricultural School. Of the total cost, the Government of St. Lucia paid £1,500, and the Imperial Government £700.

The school was built to accommodate twenty-five scholars, but only ten boys were admitted on the 28th October, 1901, the date of the informal opening of the school by the Administrator. During the year 1902 the number will be increased to fifteen.

Candidates for admission must be not less than thirteen years of age, of good character, physically sound, and they must have passed the Fourth Standard. They are lodged, fed, clothed, and educated entirely at the expense of the Imperial Department of Agriculture, and their parents must enter into contract to leave them at the school for a term of years. But while their general education is amply provided for, the chief aim of the school is to fit them to become practical agriculturists in the full sense of the words, not only by teaching them to handle hoe and cutlass, and by putting them to such manual labour as their strength allows, but also by giving them all the necessary instruction in the sciences allied with Agriculture.

The staff, who are members of the Imperial Department of Agriculture, consist of an Officer in Charge, who is also Curator of the Botanic Station, a Schoolmaster, and a Foreman.

There is no other technical or industrial school, and there is no provision for deaf, dumb or blind children.

FRED. E. BUNDY,  
Inspector of Schools.

April 1902.

## APPENDIX A.

## THE EDUCATION ORDINANCE, 1889.

## AN ORDINANCE TO PROVIDE FOR A MORE EFFICIENT SYSTEM OF PRIMARY EDUCATION IN THIS COLONY.

Saint Lucia.

No. 22 of 1889 (13th September, 1889).

Whereas it has become expedient to make better provision for the primary education of the people of this Colony :

Be it enacted by the Governor, with the advice and consent of the Legislative Council of St. Lucia, as follows :—

- Short title. 1. This Ordinance may be cited as the Education Ordinance, 1889.
- Definition of term. 2. In this Ordinance;—  
The term "Parent" includes guardian and every person who is liable to maintain or has the actual custody of any child.
- Repeal. 3. The Education Ordinance, 1859 (No. 13), is hereby repealed.
- Abolition of Board of Education, &c. Proviso. 4. (1) From and after the coming into force of this Ordinance the present Board of Education and the Committees of such Board appointed under the said repealed Ordinance shall cease to exist : Provided that nothing in this Ordinance contained shall be held to affect or disturb any obligations of the said Board and of its Committees in respect of any contracts or agreements entered into with the Trustees or Managers of any school, while the period for which such contracts or agreements were entered into remains unexpired.  
(2) The duties and obligations of the said Board and of its Committees, in respect of such contracts or agreements, shall be vested in and devolve upon the Governor-in-Council, until the termination of such contracts or agreements.
- Inspector of Schools— appointment. 5. (1) Her Majesty or the Governor shall appoint an Officer to be called "The Inspector of Schools," who shall be charged with the duties and obligations imposed upon him by this Ordinance or by any regulations framed hereunder, and who shall hold office during Her Majesty's pleasure.
- Salary. (2) There shall be paid to the Inspector of Schools a salary and allowance in respect of his expenses at such rate as the Governor, with the consent of the Legislative Council, shall from time to time determine.
- Rules. 6. (1) The Governor-in-Council shall have power from time to time to make regulations in respect of the following matters, namely,—  
(a) The duties and obligations and authority of the Inspector of Schools;  
(b) The qualifications of the local manager or managers of all assisted schools;  
(c) The examination of persons employed as Teachers in schools receiving Government aid, or to be hereafter employed as Teachers under this Ordinance;  
(d) The classification of the certificates to be granted to such Teachers.

- (e) The amounts and rate of salaries to be allowed to such Teachers, according to the class of certificate held by them ;
  - (f) The regulation of the application for and the allowance of grants in aid of schools under local management ; and
  - (g) The government of all primary schools.
- (2) All such rules, when published in the "Gazette," shall have the same force and effect as if they were embodied in this Ordinance.

7. Schools of Primary Education shall be divided into two classes ; Classes of Schools, namely,—

- (1) Schools to be hereafter established by the Government and to be maintained entirely from the public funds of the Colony.
- (2) Assisted Schools established or to be established by local managers to which aid shall be contributed from the public funds of the Colony.

8. The Magistrate of each district and such person or persons as the Visitors of Governor-in-Council may from time to time appoint, shall be visitors of Government Schools within such district.

9. Direct religious teaching shall not form part of the instruction to be given at any Government Schools to be hereafter established ; but every Minister of Religion or person appointed by him shall have free access to all such Government Schools, for the purpose of giving religious instruction to the children of the religious denomination to which such Minister may belong, at such hours as may be agreed upon between such Minister and the Inspector of Schools, or, where they disagree, by the Governor-in-Council.

10. Schools of Primary Education established by any person (on being recognised by the Governor-in-Council) shall be entitled to receive aid from the public funds of the Colony on the following conditions :—

- (1) That provision to the satisfaction of the Governor-in-Council be made for the regular visitation, management, and control of the school by a local manager who shall have the power to appoint and dismiss the teacher of any school under his management ;
- (2) That the teacher to be so appointed be duly licensed by the Governor-in-Council ;
- (3) That the average daily attendance of the school, computed on a period of a year fixed as in this Ordinance, be not less than twenty-five ;
- (4) That the school be open to all children without distinction of religion or race ;
- (5) That no child receive any religious instruction objected to by the parent or guardian of such child ;
- (6) That the school be at all times open to inspection ;
- (7) That the fees, if any, payable by the scholars do not exceed in amount a scale to be fixed by the Governor-in-Council ; and
- (8) That the rules, and books of secular instruction, be subject to the approval of the Governor-in-Council.

11. The aid to which assisted schools shall be entitled by the public funds of the Colony shall consist of—

- (1) Grants of money towards the providing of school-houses and the furniture and apparatus of such school-houses (in such proportion to the amount contributed by the local manager or managers as the Governor-in-Council may from time to time determine) ; and
- (2) Contributions towards the remuneration of the teachers of such schools.

- Annual examination for aid. 12. For the purpose of determining the aid to which a school of primary education established by any person, and recognised by the Governor-in-Council, is entitled under this Ordinance, the Governor-in-Council shall, in every year, appoint times for the annual examination of such schools.
- Period or computing average daily attendance. 13. The Governor-in-Council shall also fix the period of a year upon which the average daily attendance for the purposes of this Ordinance is to be computed, and to which the results taken by the annual examinations are to apply.
- Remuneration of Teachers. 14. The remuneration of the teachers of schools of primary instruction, whether established by Government or assisted, shall consist of—  
 (1) A fixed salary according to the class of the certificate from the Governor-in-Council held by such teacher;   
 (2) A grant in proportion to the educational results; and   
 (3) A grant in proportion to the average daily attendance of pupils at the schools.
- Responsibility of local manager for proportion of expenses. 15. The local managers for the time being of assisted schools shall be responsible for one-fifth of the remuneration of the teachers and other expenses of the schools under their management, or for such proportion of such remuneration and other expenses, less than one-fifth, as the Governor-in-Council may in any particular case, regard being had to the circumstances of such case, allow and determine.
- Nomination of substitute of local manager. 16. (1) It shall be lawful for any local manager of any assisted school, by writing under his hand, to nominate such other person as he may see fit as local manager in his place.  
 (2) Such nomination and the acceptance thereof in writing by the person so nominated shall be delivered to the Inspector of Schools for the information and approval of the Governor-in-Council.
- Withdrawal of aid if no local manager. 17. In any case where there shall cease to be a local manager of any assisted school all aid to such school from the public funds of the Colony shall be withdrawn.
- Establishment of Government schools where no assisted schools. 18. The Governor-in-Council may establish Government schools in any district in which there is no assisted school or where the assisted schools are insufficient for the instruction of the children in the district.
- Withdrawal of aid on failure to comply with rules. 19. The Governor-in-Council may order the withholding or withdrawal from any school which fails to comply with the requirements of this Ordinance or of any rules or regulations made thereunder of any aid to which such school might otherwise be entitled.

Passed the Legislative Council this 14th day of August, 1899.

#### APPENDIX B.

#### THE ELEMENTARY INSTRUCTION ORDINANCE, 1889.

#### AN ORDINANCE TO PROVIDE FOR PUBLIC ELEMENTARY INSTRUCTION IN THIS COLONY.

Saint Lucia. No. 21 of 1889. (13th September, 1889.)

Whereas it is expedient to make better provision for the instruction of the children of this Island and for securing the fulfilment of parental responsibility in relation thereto:

Be it enacted by the Governor, with the advice and consent of the Legislative Council of Saint Lucia, as follows:—

- hort title. 1. This Ordinance may be cited as the Elementary Instruction Ordinance, 1889.

2. In this Ordinance—

- " Child " means any child between the ages of six and fourteen years ;
- " Parent " means father or mother, and, in the case of a child who is orphan or deserted, it means grandfather or grandmother or other person for the time being having the care or custody of such child ;
- " Authorised person " means any person entrusted with the execution of the provisions of this Ordinance ;
- " Public Elementary School " means a school of primary instruction either assisted or supported by public funds.

Definition of terms.

3. (1) It shall be the duty of the parent of every child to cause such child to receive elementary instruction in reading, writing, and arithmetic.

Parent's duty to educate child.

(2) If such parent fail to perform such duty he shall be liable to such orders and penalties as are provided in this Ordinance.

4. (1) If the parent of any child habitually and without reasonable excuse neglects to provide efficient elementary instruction for such child, it shall be competent for any authorised person having knowledge of such neglect, after due warning to the parent of such child, to complain to the District Court.

Complaint against Parent for habitual neglect to educate child

(2) Such Court may, if satisfied of the truth of such complaint, order that the child do attend some public elementary school named in the order (hereinafter called the Attendance Order) not being distant more than one and a half miles from the residence of such child.

(3) For the purposes of this section any of the following reasons shall be a reasonable excuse :—

- (a) That there is not, within one and a half measured miles by the nearest road or path from the residence of such child, any public elementary school which the child can attend ; or
- (b) That the absence of the child from school has been caused by sickness or other unavoidable cause ; or
- (c) That the child has attained such a standard of education as would entitle it to receive a certificate of proficiency as hereinafter provided.

5. Where an attendance order is not complied with, the District Court on complaint made by an authorised person, may, if the parent does not appear, or appears and fails to satisfy the Court that he has used all reasonable efforts to obey the order, impose a penalty not exceeding, with the costs, five shillings.

Penalty for non compliance with attendance Order.

6. In any case in which an attendance order is made the Court, if satisfied of the inability of the parent to pay the school fees (if any), may give directions for the free admission of the child into the public elementary school named in the Order.

Free admission of child

7. (1) The parent of any child who has been educated otherwise than at a public elementary school shall be entitled, upon making application to the Inspector of Schools, to have his child examined at such time and place as the Inspector may appoint.

Examination of child educated at other than Public School.

(2) Such child, upon passing the prescribed or any higher Standard, shall be entitled to receive a certificate of proficiency according to age.

(3) If such child fail to pass the requisite Standard, it shall be the duty of the Inspector of Schools, either by himself or by some other authorised person, to make a complaint under the fourth section of this Ordinance with the view of procuring a school attendance order in respect of such child. Failure to pass examination shall be prima facie evidence of neglect

on the part of the parent to provide efficient instruction within the meaning of Sections three and four of this Ordinance.

Action when child is alleged to have attained required Standard.

8. (1) Where, in answer to a complaint under Section four, it is alleged that the child has attained a Standard entitling it to a certificate of proficiency according to age, the Court may either examine the child with the view of ascertaining whether the required Standard has been reached, or may adjourn the further hearing of the case in order that the child may be examined in the manner hereinafter provided; and it shall then be the duty of the Magistrate to transmit to the Inspector of Schools the notice hereinafter referred to.

(2) Upon receiving a notice, in the form prescribed in the Schedule to this Ordinance, that a child, in respect of whom a complaint has been made under the fourth section, is alleged to have reached a standard of education entitling it to a certificate of proficiency according to age, the Inspector of Schools shall appoint a time and place for the examination of such child, and shall give or withhold a certificate of proficiency in accordance with the result of the examination, reporting such result at the same time to the Magistrate.

(3) The Court shall thereupon proceed to determine the complaint.

Certificate of proficiency according to age.

9. Every child who attends any public elementary school and passes at the annual examination of such school by the Inspector of Schools, shall be entitled to receive a certificate of proficiency according to age according to such form as may be prescribed by the Regulation of the Governor-in-Council:—

At six years' old, in the preliminary or any higher standard.

Above six and not exceeding eight years old, in the first or any higher standard.

Above eight and not exceeding ten, in the second or any higher standard.

Above ten and not exceeding twelve, in the third or any higher standard.

Above twelve and not exceeding fourteen, in the fourth or any higher standard.

Refusal of Manager to receive child when Order thereto made.

10. (1) If the manager of any assisted school named in a school attendance order, shall object to receive into his school the child in respect of whom the order is made, he must at once state his objection and the grounds of it in writing to the Magistrate by whom the order is signed.

(2) The Magistrate shall forthwith transmit the same to the Inspector of Schools, to be laid before the Governor-in-Council.

(3) It shall rest with the Governor-in-Council, after such inquiry as shall seem proper, to confirm or to disallow the objection.

(4) If the Governor-in-Council confirm the objection, the Court, upon being so informed, shall cancel the attendance order, and either make a fresh order in which some other school shall be named, or, if there be no school available, shall dismiss the complaint.

(5) If the Governor-in-Council disallow the objection, and the manager still refuses to receive the child into his school, the Court may proceed in the same manner as if the objection had been allowed. And such refusal on the part of the manager shall be deemed to be a ground for withdrawing public aid from the school, within the meaning of Section ten of the Education Ordinance, 1889.

Compensation to Manager for child admitted free on order.

11. The Manager of any assisted school in which fees are ordinarily charged, upon whom an Order of free admission is made in respect of any child, shall be entitled to receive, during the attendance of such child at the school, an amount not exceeding three pence per week, to be paid out of the money annually voted for Elementary Education.



12. Every Justice of the Peace, Minister of Religion, Police Officer or Constable, and the Inspector of Schools, shall be a person entrusted with the execution of the provisions of this Ordinance.

13. It shall be lawful for the Governor-in-Council to make and from time to time to add to, rescind, or alter rules and to frame forms for the better carrying out of any of the provisions of this Ordinance.

*Passed the Legislative Council this 14th day of August, 1889.*

SCHEDULE,

*(Form of Notice under Section 8.)*

To A. B.,

*Inspector of Schools.*

TAKE notice that C. D., a child of \_\_\_\_\_ years old, in respect of whom complaint has been made under Section 4 of the Elementary Instruction Ordinance, 1889, is alleged to have reached a standard of Education entitling \_\_\_\_\_ to a certificate of proficiency.

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 188 .

*Stipendiary Magistrate.*

APPENDIX C.

SAINT LUCIA—CODE OF RULES FOR THE GOVERNMENT OF PRIMARY SCHOOLS, FRAMED UNDER THE PROVISIONS OF THE EDUCATION ORDINANCE, 1889.\*

*Approved by the Governor-in-Council, 30th May, 1901.*

GENERAL.

1. It shall not be required as a condition of any child being admitted into, or continuing in a school, that he shall attend, or abstain from attending, any Sunday school, or any place of religious worship, or any religious observance, or instruction in any religious subjects in the school or elsewhere.

2. No child may be refused as a scholar on other than reasonable grounds.

3. No child shall be admitted into a school while suffering from any infectious disease, or who comes from any house where any infectious or contagious disease is known to exist.

4. The time or times set apart by the Manager of a school for religious observance or instruction shall be at the beginning or end, or at the beginning and end of any meeting of the school, and shall be inserted in the time-table.

5. A time-table must be prepared, and approved by the Inspector of Schools, and must be permanently and conspicuously affixed in every schoolroom.

6. The school must be open at all times to the inspection of the Inspector of Schools, whether with or without notice, so, however, that it shall not

\* This can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

be part of the Inspector's duties to inquire into any instruction in any religious subjects, or examine any scholar in such subjects.

7. Every school shall be of a size adequate to the number of children attending such school, and in no case shall there be less than 80 cubic feet of internal space, or 8 square feet of internal (floor) area for each unit in average attendance. Open galleries, which can be used as class-rooms, may be counted in estimating the accommodation.

8. Benches properly graduated, sufficient to accommodate scholars not less in number than the average attendance, and desks sufficient to accommodate not less than all the scholars above Standard I., and half the scholars in Standard I. and under, must be provided in each school.

(a) An allowance of 18 in. per scholar at each desk will suffice:

(b) The desks should be very slightly inclined. An angle of 15° is sufficient.

9. The class-books and school materials shall be subject to the approval of the Governor-in-Council, who may disallow books which are evidently unsuitable.

10. No part of any school communicating with the schoolroom by door or in any other way shall be used as a residence either by the teacher or any other person whatever except with the special permission of the Governor-in-Council.

11. The schoolroom shall be well ventilated and kept in a cleanly condition and in good repair, and shall be provided with proper furniture and apparatus.

#### MANAGERS.

12. Every school shall be under the control of at least one Manager.

13. Every Manager may appoint, subject to the approval of the Governor-in-Council, some trustworthy person, residing in the neighbourhood of the school, to act as his Deputy.

14. No person may be the Manager or Deputy Manager of a school who cannot read and write English.

15. Every school shall be visited at least twice a month on an average by the Manager or his Deputy. These visits shall not be paid at specified times but shall be more in the nature of surprise visits. In case of inconvenience the Manager or Deputy may occasionally delegate any proper person to make a surprise visit according to this and the succeeding article.

16. The Manager (or his Deputy) shall examine the School Registers and Records at each visit, and shall satisfy himself that the entries have been made correctly and at the proper times, and shall record in the Log Book the date and hour of his visit together with the results of his inspection and the attendance as counted by himself.

17. The Manager (or his Deputy) shall, at least, once in each month, on the occasion of a surprise visit, call the Register of Attendance and initial the same, and shall record the result of such calling of the Roll in the Log Book.

18. Every Manager is empowered to instantly dismiss or otherwise punish any teacher who shall make false entries in the School Registers or Records, and he shall in all cases report the circumstance to the Inspector of Schools, who shall submit the matter to the Governor-in-Council for approval.

19. Managers shall be responsible for the conduct of their schools, for

their maintenance in efficiency and for the provision of all needful furniture, books, and apparatus, and in particular of—

- (a) Suitable Registers ;
- (b) A Log Book ;
- (c) A Cash Book ;
- (d) A Copy of this Code ;
- (e) Copies of the Annual Reports ;
- (f) A Visitors' Book.

ATTENDANCE.

20. A school must have met at least 400 times during the year.

21. The Manager has the power of regulating the times for the holidays provided always that notice shall be given to the Inspector of Schools at least one week previous to the closing of the school for any purpose, but all public holidays, except the Wednesday half-holiday, shall be observed in all the schools.

22. No Teacher shall close the school at any period, or on any day, without special permission of the Manager, previously obtained, and recorded, if possible, in the Log Book.

23. The following persons may enter any school during the meeting of such school, and may record in the visitors' book the results of the inspection of the Attendance Registers and the number of children present—

- Honourable Members of the Executive Council.
- Honourable Members of the Legislative Council.
- Heads of Departments.
- Magistrates.
- Clergymen.
- Government Medical Officers.
- Officers of the Imperial Department of Agriculture.

24. An attendance means attendance at secular instruction—

- (a) During one hour and a-half in the case of a scholar in a school or class for infants ;
- (b) During two hours in the case of a scholar in a school or class for older children.

In mixed schools girls shall, however, be dismissed five minutes before the boys.

25. In making up the minimum time constituting an attendance there may be reckoned time occupied in instruction in any of the following subjects, whether or not given in the school premises or by the ordinary teachers of the school, provided appropriate provision is made for such instruction and the times for giving it are entered in the approved Time Table :—

- Agricultural Instruction.
- Industrial Instruction.
- Domestic Economy.
- Practical Cookery.
- Laundry (or Dairy) Work.
- Needlework.

26. No attendance is, as a rule, recognised for any scholar under four years of age, nor for any scholar over sixteen years of age.

27. The average attendance for any period (subject to Article 33) is found by dividing the total number of attendances made during that period by the number of times the school has met during that period.

## Registers and Records.

28-39

## SUBJECTS OF INSTRUCTION.

40. The subjects of instruction are as follows :—

A. Religious and Moral Instruction under the direction of the Manager of the school subject to Articles 1 and 4.

B. Secular Instruction.

(a) Obligatory Subjects :—

Reading with Recitation } hereinafter called the Elementary  
Writing. } Subjects. (See Schedule I.)  
Arithmetic. }

English. (See Schedule II.)

Needlework for girls, and from April 1st, 1902, Drawing for boys in Schools or classes for older scholars. (See Schedules III. and IV.)

Object Lessons for Infants and for Standards I., II., III.

For children in the higher classes :—

Elementary Science, having special reference to Agriculture (to be taught by means of Object Lessons, practical illustrations, and simple experiments), or Domestic Economy (for girls) from April 1st, 1902.

(b) Optional Subjects :—

i. Taken by classes throughout the school :

Singing.

Needlework or Drawing in Infant Schools or Classes.

ii. Taken by individual children generally in the upper classes of Schools :

Practical Agriculture.

Cooking.

Laundry Work.

Dairy Work.

English Grammar.

Geography.

History.

Book-keeping.

iii. Any Subject, other than those mentioned in subsection ii., may, if sanctioned by the Governor-in-Council, be taken, provided that a graduated scheme be submitted to, and approved by, the Inspector of Schools.

41. Schemes of Object Lessons for Infants and Standard I. and for Standards I., II., and III. must be submitted to, and approved by the Inspector of Schools. They should include some lessons on the phenomena of nature and common life, food substances, familiar animals, and especially common plants.

42. Schemes for the teaching of Elementary Science, or Domestic Economy (for girls), to children in the higher standards must be submitted to, and approved by the Inspector of Schools.

43. All the children in the higher standards may be taken together for the teaching of Elementary Science, or Domestic Economy.

## INSPECTION.

44. No school shall be placed on the assisted list until an application has been addressed to the Governor-in-Council, and the school has been opened

at least six months before the beginning of the year for which a grant is asked, and has been inspected and reported on by the Inspector of Schools.

45. The Inspector of Schools shall hold an examination of every school receiving Government aid once in each year.

46. Notice of the date of the annual examination shall be given at least a fortnight beforehand in writing to the Manager.

47. All scholars whose names have been on the Registers for at least four months before the examination must be presented unless there is a reasonable excuse for their absence.

48. No scholar, whose name has not been on the Registers for four months, may be presented, except with the permission in each case of the Inspector of Schools.

49. No child may be presented a second time in any class or standard in which he has already been presented unless with the permission of the Inspector previously obtained.

50. Scholars over seven years of age must, as a rule, be presented in Standard I.

51. No scholar over ten years of age may be presented in an Infant School.

52. The scholars in the Infant Schools or Classes may, at the discretion of the Inspector, be examined by sample, not less than one-third being individually examined.

53. The Inspector's report on the school must be copied verbatim into the Log Book, and signed by the Manager as soon as it is received.

#### TEACHERS.

54. The teachers recognised are :—

- (1) Probationers.
- (2) Pupil Teachers.
- (3) Uncertificated Assistants.
- (4) Certificated Assistants } holding licences from the Governor-
- (5) Certificated Teachers } in-Council.
- (6) Female Teachers approved by the Governor-in-Council as Sewing Mistresses, Teachers of Domestic Economy, or Instructors in Cookery or Laundry Work, or as Teachers in Infant Schools or Classes.
- (7) Male Teachers approved by the Governor-in-Council as Agricultural or Industrial Instructors.

#### Probationers.

55. Candidates for the office of Pupil Teacher may be recognised by the Governor-in-Council on the following conditions :—

- (a) They must be presented to the Inspector of Schools for approval, and must have passed the Sixth or higher Standard in all subjects.
- (b) They must not be less than thirteen years of age and will not be recognised after they have attained the age of sixteen.
- (c) They must pass the examination annually in the Sixth or higher Standard in all subjects so long as the Managers desire their recognition as Probationers.
- (d) They must not be employed in teaching during more than half the time the school is open.

*Pupil Teachers.*

56. A Pupil Teacher is a boy or girl engaged and paid by the Manager of a primary school on condition of teaching during school hours under the superintendence of the principal teacher, and receiving suitable instruction.

57. Managers are bound to see that the Pupil Teacher is properly instructed during the engagement by the principal teacher or other duly qualified person free of cost. The Governor-in-Council, if satisfied that this duty is neglected, may decline to recognise the Pupil Teacher as part of the staff.

58. Pupil Teachers shall receive, outside of school hours, from the principal teacher or other duly qualified person, not less than five hours instruction every week. The hours of instruction of Pupil Teachers must be entered upon a time-table to be approved by the Inspector of Schools.

59. Candidates, in order to be recognised as Pupil Teachers, must pass, as a rule, the examination specified in Schedules V. and VI., and must be approved by the Inspector. The certificates specified in Articles 61 and 62 must be furnished by the Manager.

60. Candidates may be admitted for an engagement of one year or two years, provided :—

- (a) They have passed one of the University Examinations for Junior Students, or other examination approved by the Governor-in-Council; and
- (b) The end of their engagement falls beyond the completion of the candidate's eighteenth year.

61. No candidate will be permitted to present himself for the examination specified in Schedules V. and VI., who does not produce a certificate of age showing that he is over fourteen years and under eighteen years of age.

62. Pupil Teachers will be required to pass annually an examination in the subjects prescribed by Schedules V. and VI., and to produce certificates of good conduct from their Managers.

63. After two consecutive failures to pass the annual examination, except from illness or other sufficient cause, stated in writing to the Inspector before the day of the examination, a Pupil Teacher will no longer be recognised.

64. Pupil Teachers must be of the same sex as the Principal Teacher of the school in which they are engaged.

65. No Pupil Teacher will be recognised who is over twenty-one years of age.

66. The number of Pupil Teachers recognised by the Governor-in-Council will, as a rule, not exceed two for each First or Second Class Certificated Teacher recognised on the staff of a school.

67. No Third Class Certificated Teacher will, unless specially recommended by the Inspector of Schools, be allowed to superintend Pupil Teachers.

*Uncertificated Assistants.*

68. Teachers shall be recognised as Uncertificated Assistants who have passed the examination at the termination of the third year as Pupil Teacher as prescribed in Schedule V., or who have passed one of the University Local Examinations for Senior Students or other equivalent examination recognised by the Governor-in-Council and are over the age of eighteen years.

69. Uncertificated Assistants may not, except by permission previously obtained from the Governor-in-Council, take charge of any school.

70. Article 69 does not apply when the Uncertificated Assistant takes charge, temporarily, of the school in which he is teaching, owing to the absence, from illness or other cause, of the Principal Teacher. But in no case may he take charge for a period exceeding two months in any one year.

*Licensing and Registration of Teachers.*

71. The Principal Teacher of every school must be duly licensed.

72. Only licences issued by the Governor-in-Council of St. Lucia shall be recognised.

73. The Inspector of Schools shall keep a register, called the "Register of Teachers," in which he shall register the name and qualifications of every Teacher who shall obtain from the Governor-in-Council a licence to act as Teacher in this Colony.

74. Licences shall be of three classes.

75. Licences of the Third Class may be granted to holders of Second or Third Class Certificates of Competency of St. Lucia.

76. Licences of the Second Class may be granted :—(i.) To holders of First Class Certificates of Competency of St. Lucia ; and (ii.) to holders of Second Class Certificates of Competency of St. Lucia who, having held a licence of the Third Class, have served for two years in a school in this Colony and have received a favourable report from the Inspector of Schools as to their ability to teach and manage a school.

77. Licences of the First Class may be granted to Teachers who, having held a licence of the Second Class, have had charge of a school in this Colony for five years and have received a favourable report from the Inspector of Schools as to their ability to teach and manage a school.

N.B.—With a Certificate of Competency of St. Lucia, of the First Class, other conditions having been fulfilled, a licence of the First Class may be obtained in three years.

78. The Governor-in-Council may withdraw or reduce the class of any licence issued to any Teacher, for any cause which, in the opinion of the Governor-in-Council, may justify it. Such withdrawal or reduction of the class of a licence shall immediately be entered in the Register of Teachers kept by the Inspector of Schools, with the causes therefor.

79. The Register of Teachers shall be opened at all reasonable times to the inspection of Managers of Schools.

80. When a Teacher leaves the Colony, his name shall be struck off the Register of Teachers, at the expiration of twelve months, and if after that period he returns, he must obtain a new licence before being recognised as a Teacher in any school.

81. Certificates issued by a Board of Education, Education Department, Training Institution or other Educational College or Institution may entitle the holder to a licence to act as a Teacher in St. Lucia of the class as in each case may be determined by the Governor-in-Council.

82. No licence will be issued unless satisfactory certificates as to character, health and ability to teach are produced.

83. Teachers holding Certificates recognised by the Governor-in-Council before the passing of this Code shall be considered as holding licences of the same class under this Code.

84. Candidates for Certificates of Competency will be examined by the Inspector of Schools and other examiners appointed by the Governor-in-Council, at such times as shall be fixed by the Inspector of Schools, due notice thereof being given in the Official Gazette.

85. The subjects of examination are given in Schedules V. and VI.

## ANNUAL GRANTS.

*General Conditions.*

86\*. Subject to the approval of the Legislative Council in each year, the Grants in Aid of Primary Schools shall be at the rate of £1 per unit according to the (estimated) average attendance at all the Primary Schools in the Colony, during the year preceding that for which the amount is provided. (This amount shall not, however, include the Fee Grant granted under Article 117.)

87. The amounts granted in aid of the different schools for any one year shall not be regarded as constituting a precedent for any succeeding year, but shall entirely depend upon the amount voted for educational purposes for each year.

88. One-twelfth part of the annual grant to each school will be paid monthly to the Manager.

89. The conditions required to be fulfilled by a school in order to obtain an annual grant are those set forth in this Code. The decision of the Governor-in-Council whether these conditions are fulfilled in any case is final and conclusive.

90. In cases where any conditions set forth in this Code are not fulfilled the Governor-in-Council has power to withdraw the whole grant, or to pay the grant or part of the grant, and give a warning to the Manager that the grant may be withheld the next year, or to withdraw or reduce the grant at the end of any period fixed by the Governor-in-Council for the fulfilling of any such conditions.

91. The remuneration of Teachers, Assistants, Pupil Teachers, Probationers, and all members of the staff of the school shall be a subject of agreement between them and the Manager, and the Government is in no way responsible for such remuneration.

92. Managers shall produce yearly and on demand to the Inspector of Schools, Auditor, or other person authorised by the Governor, vouchers proving that he has expended, or is expending, the whole of the Grant-in-Aid, in the payment of salaries to Teachers, recognised by the Government as on the staff of the school, or otherwise for the benefit of the school; but no part of this Grant may be expended on building, repairs or rent of the school, nor on such furniture or appliances as are specified in Schedule VII.

93. No Grant shall be paid to any school which is not kept in proper repair, and which is not provided with proper furniture and school appliances in accordance with Schedule VII.

94. No Grant shall be paid on account of any subject, the proper appliances for teaching which are not provided.

*Grants to Infant Schools or Classes.*

95. Grants are made to Infant Schools or Classes under this and the four following articles; and every School or Class to which a grant is made under these articles is an Infant School or Class.

(a) The sum mentioned in these Articles, except where it is specially provided otherwise, is the amount of a year's grant for each unit of average attendance. A fraction of a unit, if it reaches  $\frac{5}{8}$ , may be counted as an additional unit.

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\* By Article 33, the average attendance is calculated, not on the 400 meetings mentioned in Art. 20 above, but on the 350 best meetings of the school.



96. A Fixed Grant of—

- (i.) 9s. if the scholars are taught as a separate department under a certificated teacher of their own, or as a class under a teacher not less than eighteen years of age, approved by the Inspector. In order that this grant may be made the scholars must be taught in a room properly constructed and furnished for the instruction of infants.
- (ii.) 7s. where the above special conditions are not satisfied.

97. A variable grant of 6s., 4s., or 2s.

In deciding which, if any, of these grants shall be paid, regard will be had to the discipline of the School and to the provision made for (a) suitable instruction and practice in the use of English speech, (b) suitable instruction in the elementary subjects, (c) simple lessons on objects and phenomena of nature and common life.

The grant of 2s. is a fixed grant, and may not be withdrawn unless the whole grant to the Infant School or Class is withdrawn.

98. A Grant for Needlework of 1s. if the scholars are satisfactorily taught Needlework according to Schedule III.

N.B.—This grant is calculated on the average attendance of girls only, unless the boys are satisfactorily taught Needlework. If the boys instead of Needlework are satisfactorily taught Drawing, a grant of 1s. for this subject may be made on their average attendance.

99. A Grant for Singing of (i.) 1s. if the scholars are satisfactorily taught to sing by note, i.e., by the standard, or any other recognised notation; or (ii.) 6d. if they are satisfactorily taught to sing by ear.

Grants to Juvenile Schools.

100. A grant of £25, £20, or £15 will be made according as the licence held by the Principal Teacher is of the First, Second, or Third Class in schools in which the average attendance of children in Standard II. and upwards shall be sixteen or over.

The highest grant which will be paid throughout the year under this head will be determined by the Class of Licence held by the Principal Teacher at the beginning of the year, and subject to this proviso the grant payable monthly under this head will vary in case of change of Teachers, according to the Class of Licence held by the Teacher for the time being.

101. A grant of 1s. 6d. or 1s. for Discipline and Organisation :—

- (a) To meet the requirements respecting Discipline, the Inspector must be satisfied that all reasonable care is taken to bring up the children in habits of punctuality, of good manners and language, of cleanliness and neatness, of cheerful obedience to duty, of consideration and respect to others, and of honour and truthfulness in word and act. Respecting Organisation special attention must be paid to the neatness and order of the School premises, furniture and apparatus, and to the proper classification of the scholars both for teaching and examination.
- (b) The grant of 1s. 6d. will only be paid if the school is marked "excellent" or "very good" in respect of these points.
- (c) The Governor-in-Council may reduce or withdraw this grant in cases of marked want of Discipline or Organisation.
- (d) This grant will be calculated on the average attendance of older scholars only.

102. The other grants to Juvenile Schools will be determined in the following manner:—

The balance of the Total Grant, after the grants under Articles 96, 97, 98, 99, 100 and 101 have been deducted, will be divided by all the marks awarded to all the Juvenile Schools on the List of Assisted Schools, and each Juvenile School will receive that multiple of the result so obtained which is represented by the number of marks gained by the school.

103. The number of marks mentioned under Articles 104, 105, 106, 107, 108, is the number of marks which may be awarded under the several heads on each unit of average attendance of older scholars during the preceding year. (A fraction of a unit if it reaches  $\frac{5}{10}$  may be counted as an additional unit.)

104. Marks to the number of twelve may be awarded for Elementary Subjects.

(a) In deciding what marks will be awarded regard will be had for the accuracy of knowledge and general intelligence of the scholars.

105. Marks to the number of six may be awarded if the children are taught English according to Schedule II. :—

Teachers shall make it their special duty to endeavour to eliminate the use of *patois*, and to teach the English language in an intelligent and effectual manner. They shall not employ the *patois* themselves except when it is absolutely necessary.

106. Marks to the number of four may be awarded if the children are taught, in Standards I., II., and III., by means of Object Lessons, and in the higher standards the Class Subjects mentioned in Article 40.

107. Marks to the number of four may be awarded if the girls are taught Needlework, and the boys Drawing according to Schedules III., IV.

108. Marks to the number of two may be awarded if the scholars are satisfactorily taught to sing *by note*, *i.e.*, by the standard or any other recognised notation; or one mark if they are satisfactorily taught to sing by ear.

#### *Grants to Individual Scholars.*

109. Where the Inspector, advised by an officer of the Imperial Department of Agriculture, reports that special and appropriate provision in the shape of a school garden, pot-culture, or other mode of demonstration is made for the practical teaching of Agriculture by a teacher recognised by the Governor-in-Council as qualified to teach the subject, twenty-four marks will be awarded on account of every child of not less than eleven years of age, who, while receiving instruction in the elementary subjects, has attended not less than forty lessons with demonstrations, each of at least one hour's duration, during the year at a special class for Agriculture:—

(a) The special class for Agriculture may not number more than twenty scholars, but any school may have more than one special class.

110. Where the Inspector reports that special and appropriate provision is made for the practical teaching of any other Industrial occupation by a teacher qualified to teach the subject either to boys or girls and a suitable scheme is submitted to and approved by the Governor-in-Council, marks will be awarded to the number and under the conditions laid down by the Governor-in-Council in each case.

111. Marks, not exceeding six, may be awarded for each scholar who successfully passes in any of the following subjects :—

English Grammar.  
Geography.  
History.  
Book-keeping.

- (a) Not more than two subjects may be taken in the same year by the same scholar.
- (b) No examination will be held in any of these subjects unless it is taught with the approval of the Inspector of Schools, and the Obligatory Subjects are satisfactorily taught.
- (c) No marks will be awarded on account of any scholar taking up any of these subjects who does not pass in all the elementary subjects.

112. The marks awarded under Articles 103 to 108 in any one year shall not be less than one-half the maximum, unless the subject is not presented throughout the school, or the Inspector has warned the Manager that having awarded only one-half of the maximum number of marks he will in the following year award no marks whatever for that subject should there be no improvement.

113. If in Schools or Classes for Juvenile Schools, the total number of marks awarded (including marks for subjects under Articles 109, 110 and 111) is less than twenty per unit of Average Attendance, such school or class will be considered as having gained twenty marks per unit of Average Attendance. But this shall be considered as a warning to the Manager of the School that the grant may be withheld the next year, unless there is a distinct improvement in the efficiency of the School.

#### *Reduction of Grant.*

114. The annual grant may be reduced at the rate of 12s. per annum for every unit of annual average attendance above the number for which the school staff is sufficient. The reduction will, as a rule, be one-twelfth of 12s. for every month during which the staff is insufficient, provided that such reduction shall not take place if sufficient staff is provided within three months after the closing of the year during which the excess has arisen.

115. The annual grant may be reduced at a rate, to be fixed by the Governor-in-Council in each case, for every unit of annual average attendance above the number for which the school provides accommodation, provided that notice shall be given, at least six months beforehand by command of the Governor-in-Council, to the Manager that extra accommodation is required.

116. If the School has met less than 400 times during the year, a reduction of 6d. per unit in average attendance for every ten (or portion of ten) meetings which may be wanting to make up the 400 meetings required by Article 24, will be made in the grant for the succeeding year, unless the school has been closed for reasons which are satisfactory to the Governor-in-Council.

116a. If the Managers of any Primary School fail to observe the conditions on which grants are given to them under this Code to aid them in maintaining the School, and on being applied to by the Inspector of Schools are unable to undertake to act in accordance with those conditions in the future, notice may be given to them by the Governor-in-Council through the Inspector of Schools that after the lapse of a stated period, not less than six, nor more than nine months, if the management is not placed on a basis satisfactory to the Governor-in-Council, all grants to the School will cease, and such grants shall cease accordingly.

*Fee Grant.*

117. On the application by the Manager of any school a grant at the rate of 1s. 6d. per unit, according to the average attendance during the year preceding that for which the grant is provided, shall be made in lieu of school fees, provided the Manager undertakes that such grant shall be expended exclusively for the purchase of books, slates and other stationery materials for the free use of the children or pupil-teachers.

118. Managers shall produce yearly, and on demand, to the Inspector of Schools, Auditor or other person authorised by the Governor to examine them, vouchers proving that he has expended or is expending the whole of this Fee Grant for the purposes named in the preceding Article.

119. No school fees shall be asked, or taken, from the children attending schools which have accepted the Fee Grant, except in the case of children of over sixteen.

120. In schools which do not accept the Fee Grant there shall be payable by every child a fee not exceeding twopence weekly, unless the Managers see fit to waive such fee, in any case, on the ground of the poverty of such child.

121. The Fee Grant will be payable at any time during the first three months of the year, provided that the Manager signs a declaration that it is intended to carry on the school as a primary school for the whole of the current year.

*SCHOOL STAFF.*

122. In estimating what is the minimum school staff required, the principal and each other certificated teacher, if trained, will be considered as sufficient for an average attendance of sixty, and, if untrained, sufficient for an average attendance of fifty, each uncertificated assistant sufficient for an average attendance of forty, each pupil teacher for an average attendance of twenty-five, and each probationer for an average attendance of fifteen.

123. Notice in writing must at once be given by the Manager to the Inspector of Schools of any change in the School Staff. Teachers appointed during the year are, as a rule, only recognised from the date at which their appointment is notified.

*INSPECTOR'S DUTIES.*

124. The Inspector of Schools shall yearly:—

(a) Hold examinations of all schools in accordance with Article 45, and lay before the Governor-in-Council a Report upon such examinations.

(b) Prepare and submit an estimate of the probable expenditure for the Educational Department for the ensuing year.

125. He shall, quarterly, prepare and submit to the Governor-in-Council an abstract of the Managers' Quarterly Return, together with a report thereon.

126. He shall from time to time pay surprise visits to the schools, and satisfy himself that the provisions of this Code are being properly carried out.

127. He shall carefully note every infringement of these Rules, and, if need be, report the same to the Governor-in-Council.

*FINAL.*

128. All former Rules are hereby cancelled. e

129. These Rules shall come into force on the First day of October, 1901, except Rules 95 to 116 (inclusive), which shall come into force on the First day of April, 1902. Until the end of March, 1902, grants will be made as under the provisions made in March, 1890.

## SCHEDULE I.

### STANDARDS OF EXAMINATION IN THE ELEMENTARY SUBJECTS.

	INFANTS.	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.	STANDARD V.	STANDARD VI.	STANDARD VII.
READING	To read an Infant Reader.	To read a short passage from a book & to recite words of one syllable.  Recitation. *	To read a short passage from an elementary reading book.  Recitation. *	To read a passage from a reading book.  Recitation. *	To read a passage from a reading book not necessarily one used in the school.  Recitation. *	To read a passage from a reading book or from some standard author.  Recitation. *	To read any printed matter.  Recitation. *	
WRITING	To write capital and small letters, their names, and easy words from the Reader, in large left hand on ruled slates.	To write a line of print in manuscript characters, commencing with a capital letter. Copy books (large and half-text hand) to be shown.	A passage of not more than six lines, from the same book, slowly read once and then dictated word by word. Copy-books as in Standard I.	Six lines from one of the reading books of the Standard, slowly read once and then dictated. Copy-books, capitals & figures (large and small hand) to be shown.	Eight lines of poetry or prose slowly read once and then dictated, or writing from memory the substance of a short story read out twice: spelling, handwriting and correct expression to be considered. Copy books and Exercise books to be shown.	A short theme or letter on some easy subject: spelling, handwriting and composition to be considered. Note books and exercise books to be shown.		
ARITHMETIC	Notation and numeration to 100. Simple Addition and Subtraction to 50. Easy mental problems.	Notation and numeration to 1000. Simple Addition and Subtraction. The Multiplication Table to 5 times 12.	Notation and numeration to 100,000. Addition, Subtraction and Multiplication.  The multiplication table and pence table to 12s.	The former rules with Short and Long Division. Addition and Subtraction of money.	Compound rules (money) and reduction of Common Weights and Measures. Tables: Weight, Length, Capacity and Time.	Practise, Bills of Parcels and Single Rule of Three by the method of unity. Addition and Subtraction of proper fractions with denominators not exceeding 12. Table of area.	Fractions, Vulgar and Decimal, Proportion and calculation of Simple Interest on a silver principal. (Questions involving recurring decimals will not be put.)	

Short exercises in Mental Arithmetic will be given in all the standards, and Problems to be worked in Standards III-VI.

Reading with intelligence will be required in all the Standards, and increased fluency and expression in successive years.

Two sets of reading books will be required for all the Standards after April, 1902.

Writing and Arithmetic must be on paper in Standard IV. (In 1902 Standard III.), and upwards.

\* The passages for recitation for the ensuing year should be submitted to the Inspector on the day of the inspection. The meanings and allusions in the piece recited must be properly understood.

The System of Education in St. Lucia.

A scheme of subjects for approval by the Inspector of schools, in each case.

## SCHEDULE II.

## ENGLISH.

*Stage I.—Infants and Standard I.*

To give in English the names of objects in the schoolroom, of parts of the body, of articles of clothing, and of other common objects, shown to them.

To point out the objects whose names are given in English.

To describe in English the simple actions which are done before them, or to do the actions which they are told in English to do.

*Stage II.—Standards II. and III.*

To express in English the details of any fact of their everyday life in school or at home.

To give the English for ordinary Creole expressions relating to their everyday life.

To be able to tell the time, and to know the names of the different coins.

To repeat correctly any simple sentence describing any habitual action as above, but with a change of subject (*e.g.*, with "I, you, he, she, it, they," or the name of any person or thing with which they are familiar), and to repeat any of the sentences so formed with some simple adverb prefixed (*e.g.*, Last week, yesterday, now, usually, soon, to-morrow, etc.).

To state which is the *telling word* in the expression used.

To give in English the names of the natural features of the portion of the Colony with which they are acquainted, and to simply describe the phenomena of nature with which they are familiar.

*Stage III.—Standards IV., V., and VI.*

(See Schedule I. Writing, Standards IV., V., VI.)

To recount in English personal facts which have occurred to them.

To repeat in English a story they have just read or heard.

To give intelligent answers to questions on the subject matter of what they read.

To give in English the idiomatic expressions of any ordinary scene of life:—Children's Life (School, Home, Games), Animal Life (Domestic), Plant Life, Trades and Occupations.

To explain in English the reason of the forms of conjugation used in a simple extract from a reading-book. (Only the simplest grammatical terms to be used.)

To give simple explanations of Geographical terms, illustrated by reference to a plan of the school and neighbourhood and to a map of St. Lucia. (Mere repetition of misunderstood definitions will not be accepted.)

## SCHEDULE III.

## NEEDLEWORK.

*Girls' and Infants' Departments.*

## Below Standard I.

1. Needle Drill—Position Drill.
2. Simple hemming with cotton in two colours so as to show a join.

Standard I.

1. The work of the previous classes.
2. Hemming (in two colours so as to show a join) and seaming (top sewing).

Standard II.

1. The work of the previous Standard with greater skill. Felling.
2. A simple untrimmed garment or useful article showing these stitches.

Standard III.

1. The work of the previous Standards, stitching, pleating and sewing on strings.
2. A simple untrimmed garment, e.g., a pinafore, an apron, a petticoat.

Standard IV.

1. The work of the previous Standards and gathering and setting in.
2. Patching on coarse flannel (herring-bone stitch).
3. An untrimmed garment, e.g., a chemise, child's overall, etc.

Standard V.

1. The work of the previous Standards. Button-holing and sewing on buttons. Putting on tape loops and strengthening tapes.
2. Plain darning and patching.
3. Cutting out in paper a garment suitable for making up in Standard III.
4. A simple garment to be cut out by the maker.

Standard VI.

1. The work of the previous Standards. Tuck running.
2. Darning on coarse linen (diagonal cut) and on woollen material (hodge tear).
3. Cutting out in paper the pattern of a garment selected for the year's work.
4. Garment cut out by the maker.

- Notes—(1) Garments must be worked in each stage, but not necessarily those specified. They must be presented in the same condition as when completed by the scholars.
- (2) Every child in Standard I. and upwards must turn down and fix her own work.
  - (3) At least half as many garments as there are children in Standards II. and III. should be shown; and in Standard VI. and upwards each girl should, as a rule, present a small garment made by herself.

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SCHEDULE IV.

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DRAWING.

Infants.

To draw with and without rulers straight lines, vertical, horizontal, oblique; angles, right, acute, obtuse. To draw any familiar simple object formed by straight lines.

Standards I. and II.—The above.

To mark off on straight lines one, two and three inches.

To divide straight lines by points into two, four, and eight equal parts.

To divide right angles into two and three equal parts.

*Standards III. and IV.—The above.*

To draw with and without rulers equilateral and isosceles triangles.  
To draw parallel lines with one and two inches space between them.  
To draw any familiar simple object formed by straight lines and parts of a circle.

*Standards V. and VI.—The above.*

To draw with and without ruler regular octagons and hexagons.  
Freehand drawing from the flat of simple curved figures.  
Drawing from rectangular and circular models, or easy common objects.

*Note.*—Drawing in Standards IV., V., and VI. must be on paper; in the other Classes it may be on paper or on slates, at the discretion of the Manager.

- Managers are not restricted to the use of the above scheme. Any scheme of similar scope and aim may be adopted in lieu thereof, if approved by the Inspector of Schools.
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SCHEDULE V.

	Candidates for engagement as Pupil Teachers.	End of First year.	End of Second year.	End of Third year.	Certificate Examination.
RECITATION . . .	40 lines of poetry.	60 lines of poetry.	80 lines of poetry.	100 lines of poetry.	150 lines of poetry.
ENGLISH GRAMMAR* . . .	Very easy parsing and analysis.	Parsing and analysis of simple sentences.	Parsing and analysis of a short sentence.	Parsing and analysis of sentences. Prefixes and affixes.	English Grammar generally.
COMPOSITION* . . .	Writing from memory the substance of a short story read twice with ordinary quickness.		Ordinary terminations of English words. A short theme or letter.	Paraphrasing.	Paraphrasing. Essay on an easy subject.
ARITHMETIC AND MATHEMATICS* . . .	Simple sums in vulgar and decimal fractions, practice, and single rule of three by the method of unity.	Vulgar and decimal fractions with their applications	Proportion, Interest, Averages, Percentages.	Arithmetic generally, including extraction of the Square Root. Euclid, Book I. to Prop. 26.	Arithmetic generally. Euclid, Book I. with simple deductions. Algebra to simple equations (inclusive).
GEOGRAPHY . . .	Definitions and map of St. Lucia.	In 1901, British Isles, Canada, United States and West Indies, with maps. In 1902, Europe and Asia, with special references to British India. Maps; France, Italy and British India. In 1903, Africa, America, Australia, Polynesia, with maps.			General Geography of the World, including Elementary Physical Geography.
HISTORY OF ENGLAND . . .		In 1901, from 1688 to the present time. In 1902, from the death of Edward I. to 1688. In 1903, to the death of Edward I.			General History of England.
TEACHING* . . .		To conduct a class in Writing and to answer simple questions on the mode of teaching that subject.	To conduct a class in one of the elementary subjects, and to answer simple questions on the mode of teaching those subjects.	To prepare notes of lessons, and to give a lesson on some object, or in a class subject taught in the school. To answer questions as before.	The work of the previous years. To answer questions on Organisation, Discipline, Principles of Elementary Teaching, the St. Lucia Code, Registration, &c.
READING* . . .	In all stages the Candidates will be required to read with fluency, ease and just expression from some standard author.				
NEEDLEWORK* . . .	(For girls) See Schedule VI.				
AGRICULTURE* . . .	(For boys) See Schedule VI.				
	Dietary and Penmanship will form part of the examination in all the stages.				

NOTES.—1. Every Candidate for a Certificate of Competency must gain at least one-third of the marks in the subjects marked \*.  
 2. A Candidate's marks for any of the other subjects will not be taken into account unless they exceed one-third of the full mark assigned to them.  
 3. Without Euclid and Algebra only a Third Class Certificate can be obtained by Male Candidates. These subjects may be omitted by Female Candidates.

### SCHEDULE VI.

#### NEEDLEWORK.

Candidates and Pupil Teachers at end of First Year :—

The work of Standards I., II. and III., with greater skill.

Pupil Teachers at end of Second Year :—

1. The work of Standards IV., V. and VI., with greater skill.
2. A patch in calico, one in flannel, one in print.
3. A chemise, infant's nightgown or child's frock.
4. Patterns of a boy's shirt and a woman's nightgown drawn to scale ( $\frac{1}{4}$  size) on paper.

Pupil Teachers at end of Third Year :—

1. A tucked petticoat.
2. A three-cornered (or hedge tear) darn and a cross cut (or diagonal) darn, on coarse linen.
3. Paper patterns (cut out and tacked together) of a child's pair of drawers and frock bodice.

Candidates for Certificate Examination :—

1. Sampler in calico, showing all the stitches required in the making and mending of calico garments.
2. Sampler in flannel, showing the stitches used in the making and mending of flannel garments.
3. Paper patterns, cut out by proportion or by measurements of a chemise, a pair of drawers and a petticoat (girl's); the patterns to be made up by tacking.

#### AGRICULTURE.

Candidates and Pupil Teachers at end of First Year :—

To answer questions on the subject matter of Blackie's Tropical Reader, No. 1.

Pupil Teachers at end of Second and Third Year :—

To answer questions on the subject matter of Blackie's Tropical Readers, Nos. 1 and 2.

Candidates for Certificate Examination :—

To answer questions on the subject matter of Dr. Nichol's "Tropical Agriculture."

### SCHEDULE VII.

The following is the minimum which must be provided for each School :—

1. Benches and Desks, according to Article 8.
2. Teacher's Desk and Chair.
3. Presses for the keeping of Registers and other School property.
4. A Clock.
5. A Bell.

6. Blackboards and Easels, one at least for two classes.
7. Alphabet Cards, Reading Sheets.
8. Set of Reading Books for Teacher.
9. Ball Frame.
10. Museum of objects for Object Lessons.
11. Maps of the World, West Indies, St. Lucia.
12. Text Books on all subjects taught in the school.
13. Ink, Chalk, Brooms, Brushes, etc.

The above may not be paid for out of the Annual Grant.

14. Reading Books, Copy Books, Exercise Books, sufficient for all standards.
15. Pens, Slates, Pencils, Rulers, Drawing Books or Paper.  
[14, 15 and 16 may not be paid for out of the Annual Grant.  
but may be paid for out of the Fee Grant.]
16. Text Books for Pupil Teachers.

The following should also be provided, but they may not be paid for out of the Annual Grant.

- (a) Multiplication Tables.
  - (b) Maps of British Isles, Europe, North and South America, etc.
  - (c) Buckets, Mugs for drinking purposes, Mats, Scrapers, etc
  - (d) Terrestrial Globe.
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APPENDIX D.  
PROGRESS OF EDUCATION, 1889-1901.

	1889.	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.
Population	48,134	48,685	42,900	43,310	44,200	45,195	45,900	46,671	47,332	47,976	48,650	49,568	50,337
Number of Schools	27	28	28	32	30	35	37	37	34	30	42	42	44
Number on Rols	3,416	3,660	3,715	4,042	4,332	4,310	3,977	4,132	4,447	5,230	5,735	5,365	6,333
Average Attendance	1,868	1,810	1,963	2,500	2,404	2,602	2,212	2,256	2,517	2,737	3,138	3,433	3,537
Number examined	1,370	1,364	1,354	1,544	1,373	2,101	1,800	1,067	2,326	2,512	2,923	3,115	4,065
Number passed in two subjects	1,011	970	1,113	1,330	1,314	2,054	1,497	1,458	2,039	2,124	2,722	2,771	—
Percentage of children attending school to the whole population.	7.0	8.3	8.3	9.3	10.6	9.4	8.7	8.9	9.4	11.3	11.7	12.6	13.6
Percentage of number on Rols in average attendance	54.0	49.3	52.3	57.1	53.3	61.7	55.6	53.9	56.6	52.8	55.6	53.9	53.1
Percentage of average attendance examined.	73.5	60.8	68.8	71.2	75.1	80.7	81.3	84.5	92.4	90.1	91.7	90.7	114.2
Percentage of examined passed	73.8	76.9	82.7	80.9	96.8	90.3	83.2	76.5	87.7	84.6	93.1	89	—
Percentage of average attendance passed.	54.2	74.1	66.7	67.6	72.7	78.2	67.7	64.6	81.0	76.2	85.4	80.7	—
School Fees	167 6 4	—	—	144 8 5	147 0 7	133 3 0½	104 3 8½	36 10 3½	69 3 11	75 1 11½	68 11 2½	51 3 0	40 19 11
Government Grant	1,427 18 4	1,457 0 0	1,316 0 0	1,935 16 5	2,152 1 0	2,572 6 5	2,067 18 7	2,694 18 0	2,630 13 9	2,904 19 1	3,079 2 1	3,138 4 10	3,167 8 5
Cost per unit average attendance	15.4	16.1	13.4	16.9	17.3	19.9	34.1	23.10	29.10	30.10	19.6	18.3	17.10

## APPENDIX E.

## (1.) NUMBER OF CHILDREN ON THE ROLL IN ELEMENTARY SCHOOLS ON THE LAST DAY OF JUNE, 1900.

## A.—According to Ages.

	Under 4.	4-5.	5-6.	6-7.	7-8.	8-9.	9-10.	10-11.	11-12.	12-13.	13-14.	14-15.	15-16.	Over 16.	Un-classed.	Totals.
Boys	19	189	317	430	457	401	373	310	254	222	188	102	91	80	20	3,483
Girls	66	314	314	308	339	346	329	277	220	230	195	127	69	50	17	3,272
	85	503	631	738	796	747	702	587	474	452	383	229	160	130	37	6,755

Total Number of children of legal school age = 4,920.

## B.—According to Classes.

	Infants.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Unclassed.	Totals.
Boys	2,342	273	250	308	157	131	100	17	3,483
Girls	2,320	302	296	197	143	94	52	8	3,272
	4,662	575	546	505	300	225	152	25	6,755

APPENDIX E.—*continued.*(2) GENERAL STATISTICS OF PRIMARY SCHOOLS FOR  
THE YEAR 1901.

Schools.	No.	No. on roll.	Average Attendance.	Number Examined.	Government Grant.
Anglican - - -	4	963	384	415	£361 3 1
Wesleyan - - -	2	243	136	130	183 14 9
East Indian Mission - -	2	125	48	28	32 0 6
Roman Catholic - - -	36	5802	3009	3492	2,590 10 1
<b>Totals - - -</b>	<b>44</b>	<b>6,833</b>	<b>3,557</b>	<b>4,065</b>	<b>£3,167 8 5</b>

THE  
SYSTEM OF EDUCATION  
IN  
ST. VINCENT.

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## THE SYSTEM OF EDUCATION IN ST. VINCENT.\*

### I. EARLY HISTORY.

The island of St. Vincent is situated about twenty-one miles to the south-west of St. Lucia and 100 miles west of Barbados. It is said to have been discovered by Columbus, but was never colonised by the Spaniards. Both Charles I. and his son made a grant of it to various English noblemen, but no steps, it would seem, were ever taken to found a settlement. It is said that the French and English agreed to abandon the islands of Dominica and St. Vincent to the Caribs on condition of their renouncing their claims to the other islands. Gradually a few white people settled on the island—in 1740 they numbered about 800. By the Treaty of Aix-la-Chapelle the island was declared neutral; but during the Seven Years' War it was captured by General Monckton and ceded to Great Britain by the Treaty of Paris (1763). During the American War it was held for a short time by the French, but was restored on the conclusion of peace. In 1795 the Caribs, assisted by the French, broke out into rebellion, devastated the country, and mercilessly murdered the English landowners. After an obstinate struggle order was restored by Sir Ralph Abercrombie.

The apprenticeship system was introduced in 1834, and was followed by the full emancipation of slaves in 1838. The same scarcity of labour was experienced as in Grenada, and similar attempts were made to overcome the difficulty.

The island suffered severely in 1902 from an eruption of Mount Soufrière, which broke out on May 7th and continued intermittently throughout the year.

The circumstances of secondary education in St. Vincent being somewhat peculiar, it is found convenient in this Report to deal with primary and secondary education separately.

### II. PRIMARY EDUCATION.

The administration of education is vested in a Board, appointed under the provisions of "The Education Ordinance, 1893," which consists of the Governor, who is President, "and such other persons being not less than four in number as he shall nominate Administration.

\* This Report was written before the volcanic eruptions on the Island.



in writing." In the absence of the Governor, a member of the Board designated by him in writing acts as President; the President and two other members form a quorum.

The whole system of primary education is at present regulated by the Ordinance, and Rules\* passed thereunder by the Board on 14th August, 1893—the two together being generally referred to as "the Code."

Schools are under the immediate control of managers, who are either:—Clergymen representing various religious bodies, or gentlemen resident in the immediate neighbourhood who have voluntarily undertaken the duties of management, or the Inspector of Schools, who is responsible for the supervision and management of all *bonâ fide* Government schools.

Every school must be visited by its manager, or some one or more of them, once at least in every month.

## Finance.

The total cost of education from 1896—1902-3 has been:—

Year.	Total Expenditure.	Expenditure on Primary Education.†
1896 - - - - -	£2,294	£1,837
1897 - - - - -	£2,383	£2,019
1898 - - - - -	£2,298	£1,957
1899 - - - - -	£2,051	£1,612
1900 - - - - -	£2,086	£1,667
1901 - - - - -	£1,813	£1,519‡
1902-3 - - - - -	£1,561	£1,344§

Practically the whole cost of primary education is borne by the Government. In one or two instances houses are provided for teachers by the managers, but beyond this, and the fact that some of the buildings used for school purposes are the property of the managers or the religious bodies they represent, everything is provided so far as is possible from the grant voted annually by the Legislature.

## School Fees.

No fees are paid. The absence of any provision in the Rules dealing with the point leaving it open to doubt whether the teachers can demand them, parents have elected to construe the omission as intentional and decline to pay them. The law, however, gives the Board power to regulate the charging of fees.

## Statistics.

The following table gives the number of schools, the number of

\* See Appendices A and B.

† Not including salary, &c., of Inspector of Schools.

‡ Expenditure during financial year 1901-02. (From Colonial Reports, Annual. No. 385. St. Vincent. Report for 1901. Cd. 1388-9.)

§ From Colonial Reports, Annual. No. 4'3. St. Vincent. Report for 1902-3, Cd. 1768-8.

children on the rolls, and the average attendance during the past seven years:—

Year.	Number of Schools.	Number on Rolls.	Average Attendance.
1896	45	6,502	3,667
1897	44	6,595	3,757
1898	36	7,509	3,158
1899	33*	6,027	2,712
1900	31	6,000	2,706
1901†	31	5,804	2,516
1902-3	32	6,693	3,242

The population of the Colony at the Census of 1891 was 41,054, and at 31st December, 1901, was estimated at 45,540.

Attendance is optional, but teachers are encouraged, by two School grants based on capitation, and by the fact that a child can only Attendance be presented at the annual examination who has made a certain number of attendances during the three months immediately preceding the examination or during the twelve preceding months, to follow up the matter in their own interest. Schools are open Holidays throughout the year from 10 a.m. to 4 p.m.—with an interval for lunch—except on Saturdays and Sundays, three weeks at Christmas, ten days at Easter, three weeks in August, and on public holidays.

Many private schools exist in the Colony; in some cases these Private Schools are carried on by certified teachers who are out of employment; in some cases by persons who are unable to obtain the necessary certificate required under the rules.

To what extent religious instruction may be included in the subjects taught at these schools it is difficult to form an idea, but in no instance can a school be considered as being under any recognised religious denomination, since all such bodies make a point of bringing all their schools under the Board Rules.

The inspection of schools is provided for by the appointment Inspection by the Governor of an Inspector of Schools, and such other education officers as may be found necessary.

The duties of the Inspector comprise the holding of the annual examinations and examinations for teachers' and pupil teachers' certificates, paying surprise visits to schools, performing the duties of secretary to the Board of Education, keeping the Depart-

\* Decrease the result of hurricane of 1896.

† From Colonial Reports, Annual, No. 385. St. Vincent. Report for 1901. Cd. 1388-9, and No. 403. St. Vincent. Report for 1902-3. Cd. 1768-8.

mental records, regulating the monthly pay of teachers, and exercising a general control over the Department.

With a view to increasing the supervision exercised, it has been deemed advisable to appoint two education officers besides the Inspector of Schools, and the Wardens of the Windward and Leeward Districts of the Colony have been so appointed and instructed to make frequent surprise visits to schools within their districts.

Appoint-  
ment, Train-  
ing, Pay-  
ment, etc., of  
Teachers.

The appointment of teachers rests with the managers, and in the case of Government schools with the Inspector, subject to the approval of the Board. No teacher can be appointed to a school who has not a certificate.

Three certificates are issued by the Board, first, second and third class. A teacher may obtain a third or second class certificate by passing an examination, and may obtain a first class, if already holding a third class, by teaching with credit and success for five years, and if holding a second class, by teaching with credit and success for three years.

Honorary certificates of the third and second class may be granted by the Board to persons possessing foreign qualifications equivalent in their opinion to the requirements of the local Code, and of the first class to persons having received a superior education abroad.

Payment to a teacher is supposed to be a grant earned by a school and made by the Board to the managers; but, as a matter of fact, teachers are now paid direct from the Treasury on pay-sheets certified by the manager and countersigned by the Inspector of Schools.

Payments are based on :—

- (a.) A grant according to the class of certificate held by the teacher.
- (b.) Annual grants depending on the result of the last examination.
- (c.) Capitation grants.

Beyond the pupil-teacher system, no provision for training of teachers exists, and teachers have to rely on their own efforts to qualify sufficiently to enable them to pass the necessary examination. The percentage of male and female teachers is in the proportion of 87 to 13.

Pensions.

No provision exists in regard to pensions. Teachers are employed by managers of schools, and are in no way regarded as public servants. The Government has, however, on the recommendation of the Board, awarded compassionate allowances in two instances to teachers who have taught continuously for many years.

Assistant  
Teachers.

Assistant teachers are not provided for under the Code, but the Board, recognising that a want existed in this respect, allowed their employment at certain schools at a fixed salary approved of by the Board. They must, of course, be certified.

A regular system of training for pupil-teachers is provided. There are three certificates, third, second and first class, and payment varies with the class of certificate. No certificate can be granted to anyone under fifteen or over twenty-one years of age.

Pupil-teachers pass from one class to another on passing the prescribed examination test, and to enable them to do this are entitled to receive from the head teacher of the school at which they are employed one hour's private instruction on every school day.

No religious instruction is provided for under the Code, and the only rule on the point is that "no religious instruction shall be given at any school on any school day until after the pupils have been dismissed for the day." Very little use is made of this dubious permission, the clergy of the various denominations preferring, under the circumstances, to confine their instruction in this subject to their Sunday School classes.

Except for singing to a limited extent, nothing is taught beyond reading, writing, arithmetic, grammar, geography, history and needlework.

The Code is, however, under revision, and agriculture will, it is hoped, in future form no unimportant part of the curriculum.

[A new Ordinance, the Education Ordinance, 1903 (see Appendix C), received the assent of the Governor on June 2nd, 1903. Pending the introduction of new rules under this Ordinance, the rules made under the Repealed Ordinance of 1893 remain in force.\* The Ordinance of 1903 confines itself entirely to schools of Primary Education. These it divides into three classes:—

"(1) Schools already or hereafter established in buildings belonging to or rented by the Government of the Colony or by the Board, and the expense of the maintenance of which schools is defrayed entirely from the annual grant, hereinafter called 'Government schools'

"(2) Schools already or hereafter, with the approval of the Board, established by local managers in buildings controlled by such managers, and the expense of the maintenance of which schools, exclusive of school during the year, is defrayed entirely from the annual grant referred to as 'Denominational Schools.'

"(3) Schools established and maintained by local managers towards the expense of the maintenance of which the Board may deem it desirable to contribute a portion of the annual grant referred to as 'Aided Schools.'"

It may be noted that under the new Ordinance given to the Board to expend the annual grant on intelligent teaching of the principles of agriculture otherwise no modification has as yet been made under which grants are made to the schools.

Revenue.		Expenditure.	
Govt.	Local Grants.	Total.	
£	£	£	£
128	120	248	247
41	107	148	195
158	128	286	263
44	191	141	332
—	129	140	269
		269	281

\* "(Owing to the work entailed by the eruptions, the introduction of the new Code of Regulations, which is to be postponed." (Colonial Reports Annual. No. 1903-3.)

With regard to religious instruction, it is stated that "Religious teaching shall not form part of the instruction to be given at any Government School but every minister of religion, or person appointed by him, shall have free access to all Government Schools for the purpose of giving religious instruction to the children of the religious denomination to which the minister belongs at such hours as may be agreed on between the minister and the Board."

The Board of Education is appointed for one year, and the President and three other members of the Board form a quorum. The Inspector of Schools is no longer, necessarily, the Secretary to the Board. In the absence of the Inspector of Schools from the Colony, the Secretary to the Board acts as his substitute.]

### III. SECONDARY EDUCATION.

Kingstown  
Grammar  
School.

Secondary education in the Colony is practically represented by the Kingstown Grammar School. Formerly the Grammar School was a Government institution, the master of which was paid a salary at the rate of £250 per annum from Colonial funds, and fees amounting to about £50 per annum; but in 1885 his appointment was abolished by special enactment, and the Grammar School ceased to exist.

After the lapse of a short time the want of a school above the grade of primary began to be keenly felt, only a few people being able to incur the expense of sending their children away to be educated, and to remedy this state of things a committee was formed among the influential members of the community for the purpose of resuscitating the Grammar School.

A Board was appointed, styled the Grammar School Board, of which the school reopened under their management in 1886 in a building lent for the purpose by the Government. It was conducted for some time as a private institution.

(b) In May, 1887, the Inspector of Schools was, by arrangement, appointed master of the school—receiving pay, fees and quarters,

(c.) £200 per annum from the Colonial Government for performing his duties as Inspector of Schools in conjunction with those of the school. He had received as Inspector of Schools £150 per annum for his travelling allowance. A grant at the rate of £50 was also made from Government funds in aid of the school from that date. The percentage of the total income of the school was 13 per cent. of 87 to 13.

Pensions.

No provision was made for the pensions of the teachers employed by the school, and the growing importance of the school as an educational institution in the Colony.

The appointment of the Grammar School master and Inspector of Schools was found to be incompatible, and in January, 1891, two instances to that effect were presented to the Board, and the Inspector of Schools was appointed Inspector of Schools—the grant was £200 per annum, and the use of the building being continued.

Assistant  
Teachers.

Assistant teachers were added, and on further representation to the Board, recognising the importance of the school, the Government made a capitation grant from May, 1891, of £100 per annum, payable monthly. Their employment at that time was £100 per annum, payable monthly. The number of assistant teachers was increasing, and an assistant master

was added to the staff, and a further grant was made towards his salary at the rate of £15 from January 1st, 1900. This was increased to £20 from April 1st, 1901.

The Board are therefore in receipt of the following assistance from the Government :—

A grant of £100 in aid of boys' department.

A grant at the rate of £2 per head per annum towards salary of mistress.

A grant of £20 towards salary of assistant master.

To these should be added the annual rental of the school building, valued at £30.

Beyond the right to nominate to the school two pupils, who are selected by the Governor, and receive tuition free, no conditions are attached to the giving of these grants, and no Government supervision is exercised. Care is, however, taken that the numbers in attendance and the general efficiency warrant the expenditure incurred in this direction.

The Education Ordinance, 1893, provides that "Nothing . . . shall be construed as intended to debar the Legislative Council from making separate grants in aid of the Grammar School at Kingstown—Provided that no such separate grant shall be made where the Managers of the said Grammar School shall have elected that that school shall participate in the benefits derivable under this Ordinance and the Board Rules." Up to the present the School Board have not so elected.

The fees charged are :—

£1 10s., and in the case of children under 10 years, £1 per term.

The staff consists of a master, an assistant master and a mistress.

The curriculum of the school embraces the subjects required for the Cambridge Local Examinations.

The school is undenominational.

The following table gives the number on the roll, average attendance, and revenue and expenditure of the school during the five years 1897-1901 :—

Year.	Number on Roll.				Revenue.			Expenditure.
	Boys.	Girls.	Total.	Average Attendance.	School.		Total.	
					Fees.	Govt. Grant.		
					£	£	£	£
1897	11	15	26	24	128	120	248	247
1898	16	7	23	21	41	107	148	195
1899	25	15	40	36	158	138	296	263
1900	30	19	49	44	191	141	332	297
1901	—	—	—	—	129	140	269	281

## IV. AGRICULTURAL EDUCATION.

Beyond the above there is but little information that can be given in connection with the Department I represent which would be of interest. But as a general education report this would hardly be complete without some reference to the good and valuable work now being done by the Imperial Government in endeavouring to revive the agricultural and industrial energies of the people.

Agricultural School established by the Imperial Department of Agriculture for the West Indies. With this object in view, there has been established at St. Vincent, under the auspices of the Imperial Department of Agriculture for the West Indies, which has its headquarters at Barbados, an Agricultural School for the education and training in agriculture of a certain number of students.

This School, for which a building was specially provided, was opened in October, 1900, and on December 31st, 1901, there were twenty-four pupils on the roll—one less than the maximum number for which accommodation has been provided.

Students are selected by the curator of the Botanic Station, and admitted on the approval of the Governor, after passing a medical examination. An agreement has to be entered into between the curator and the parent or guardian, under which the child is bound to remain at the school for a fixed period, determined according to his age, but not exceeding three years.

Students are housed, fed, clothed, taught and provided with medical attendance entirely at the expense of the Imperial Government, by whom the whole expenditure of the institution is provided.

There is a resident master, who is the officer-in-charge, with an assistant master; and an overseer for instructing the boys in field work is shortly to be appointed.

The expenditure during the year 1901 amounted to £622 15s. 4d.

Teaching is roughly divided into:—

(a.) Indoor Work—in which is included, besides the ordinary elementary subjects, commercial and physical geography and elementary science, consisting of botany, agriculture and chemistry.

(b.) Outdoor Work—such as planting, transplanting, pruning, manuring and practical agriculture generally.

It hardly comes within my province to comment on the work of this institution, but there can be but little doubt as to the benefits which the Colony should derive in the near future as the result of the establishment of such a highly useful institution.

FRANK W. GRIFFITH,

Inspector of Schools.

St. Vincent, W.I.,  
April 1902.

APPENDIX A.

THE EDUCATION ORDINANCE, 1893.

No. 4 of 1893.

SAINT VINCENT.

AN ORDINANCE TO MAKE FURTHER AND BETTER PROVISION  
FOR THE PROMOTION OF EDUCATION.

6th July 1893.

Be it enacted by the Governor with the advice and consent of the Legislative Council of Saint Vincent as follows :

1. This ordinance may be cited as "The Education Ordinance 1893" and shall come into operation on the day of publication of the Governor's assent thereto in the Government Gazette. Short title  
and com-  
mencement.
2. Ordinance No. 9 of 1878 all regulations thereunder made and Ordinance No. 10 of 1885 are hereby repealed. Repeal.

Provided that

- (i.) Such repeal shall not affect any right already accrued or liability already incurred at the commencement of this ordinance and
  - (ii.) The said ordinances of 1878 and 1885 respectively and the said regulations may be deemed to be in force so far as equity or expediency shall require during the year 1893 and for the purposes of payments to pupil teachers during the year 1894.
3. In this ordinance except where and in so far as the subject-matter or the context requires some different connotation or denotation Interpre-  
tation.
- "Her Majesty" means Her Majesty Her Heirs and Successors :
  - "The Treasurer" means the Treasurer for this Colony :
  - "The Board" means the Board of Education established by this ordinance :
  - "Board Rules" means rules in force under this ordinance :
  - "The Inspector of Schools" or "the Inspector" means the Inspector of Schools appointed under this ordinance and includes his lawful substitute :
  - "Education Officer" means officer appointed under this ordinance and includes the lawful substitute of every such officer :



"Managers" includes patrons trustees and governing body and their respective representatives under the Board Rules :

"School" means school in this Colony :

"Assisted school" means school assisted under this ordinance and the Board Rules :

"Infant school" means school or department of a school at or in which the standard of education for the highest class is not so high as is requisite for the lowest standard of examination fixed for primary schools by the Board Rules :

"Primary school" means school or department of a school at or in which the standard of education for the highest class is higher than is requisite for the highest standard of examination fixed for infant schools by the Board Rules and not higher than is requisite for the highest standard of examination fixed for primary schools by the Board Rules :

"Secondary school" means school or department of a school at or in which the standard of education for the highest class is higher than is requisite for the highest standard of examination fixed for primary schools by the Board Rules :

"Industrial school" means school at which either all the pupils or a proportion of them fixed by the Board Rules devote not less than ten hours a week to manual labour (that is to say to some handicraft manufacturing process or agricultural work or in the case of females to domestic economy) on a plan approved by the Board :

"Attendance" means attendance at school of a pupil in the case of infant schools during not less than an hour and a half in either a morning or an afternoon and in all other cases during not less than two hours in either a morning or an afternoon exclusive in every case of time devoted to religious instruction and :

"Average attendance" means the quotient resulting from a division of the number of attendances at a school during any period by the number of openings of the school admitting of attendances during the same period.

Appointment of permanent education officers.

4.—(1) It shall be lawful for the Governor to appoint an Inspector of Schools for the Colony and also such other education officers as may be requisite for the purposes of this ordinance and the Board Rules or for any of them respectively and likewise to remove any such officer and to fill by either promotion or fresh appointment any vacancy that may occur in the office of any such officer through death incapacity removal absence or other cause.

(2) The present Inspector of Schools shall be deemed to have been appointed under this ordinance.

Their emolumenta.

5. There shall be paid to education officers from the general revenue such salaries and allowances as the Legislative Council may determine subject to disallowance by Her Majesty.

Employment of temporary education officers.

6. The Governor may employ persons to perform temporarily or occasionally the duties of education officers.

Their pay.

7. There may be paid from the general revenue to persons so employed by the Governor such sums by way of remuneration and otherwise as the Legislative Council may determine subject to disallowance by Her Majesty.

Constitution of Board of Education.

8. There shall be a Board of Education for the Colony which Board shall consist of the Governor and such other persons being not less than four in number as he shall nominate in writing to be members thereof

Provided that

(1.) No nomination made under this section shall be valid for any longer period than three years.

(II.) Every nominated member of the Board shall be eligible for renomination and

(III.) Every nomination or renomination to membership of the Board shall be revocable by the Governor at will.

9. The Governor shall be president of the Board and in his absence such member of the Board shall act as president thereof in his stead as he shall have designated in that behalf in writing. President of Board.

10. The Board shall meet as often as the president (actual or acting) shall convene it. Meetings of Board.

11. The Inspector of Schools shall act as secretary to the Board. Secretary to Board.

12. Subject to the provisions of this ordinance and the Board Rules it shall be lawful for the Board with such moneys as may be placed at its disposal by the Legislative Council first to establish or contribute to the establishment of schools secondly to assist established schools and thirdly to institute scholarships. Education grants.

13.—(1) The Board may subject to the provisions of this ordinance at any time and from time to time make alter and revoke rules. Power to make rules relating thereto.

- (a) To regulate its own procedure
- (b) With regard to the duties of education officers
- (c) With regard to its establishing and contributing to the establishment of schools
- (d) Restrictive of the conditions of imparting religious instruction at schools to be assisted by it
- (e) With regard to the charging of fees at such schools
- (f) With regard to the management of such schools in general
- (g) With regard to the examination of such schools
- (h) With regard to the examination of persons employed or to be employed as teachers or as pupil teachers at such schools
- (i) With regard to the granting of certificates of competency to such persons and the forfeiture of such certificates
- (j) With regard to the awarding the tenure and the determination of scholarships to be instituted by it
- (k) For regulating applications for and the allowance of grants to be made by it
- (l) Fixing the rates of such grants
- (m) For reducing or increasing its grants where the same shall exceed or shall not exhaust the funds at its disposal in any year
- (n) With regard to the payment and the application of its grants
- (o) With regard to the records to be kept at assisted schools and the reports returns statistics and information generally to be furnished to it by the managers and teachers of such schools and
- (p) Generally not only as is in this ordinance expressly or by implication provided but as it may deem necessary for giving effect to the provisions of this ordinance.

(2) Such rules shall be submitted to the Legislative Council who shall approve or disapprove of the same as a whole.

(3) Such rules on being approved by the Legislative Council and on publication thereof in the Government Gazette shall have the same effect as if they were contained in this ordinance.

14. The Board may

- (I.) Make grants in aid of schools in respect of
  - (a) The average attendance thereof and
  - (b) The organization and discipline thereof
- (II.) Make grants in aid of schools at different rates in respect of
  - (a) Different subjects of study
  - (b) Different grades in such subjects

Base of grants in aid of schools.

- (c) Different degrees of proficiency in such grades and
- (d) Different degrees of general excellence
- (iii.) Assist infant schools primary schools secondary schools and industrial schools respectively upon different bases
- (iv.) Make special grants
  - (a) In aid of newly established schools
  - (b) In aid of schools situate in sparsely populated districts
  - (c) For towards or in respect of the acquisition of sites for schools
  - (d) For towards or in respect of the erection purchase hire extension and maintenance of school buildings and accommodation
  - (e) For towards or in respect of the purchase hire and repair of school furniture books and apparatus and
  - (f) For school prizes and other rewards and
- (v.) Grant to or in respect of teachers and pupil teachers certificated under the Board Rules and reported by the Inspector to be doing good scholastic work in the Colony premiums which may vary according to the respective classes of certificates held by them.

Conditions of such grants.

- 15.—(1) No assistance shall be given to any school under this ordinance or the Board Rules in respect of any attainment or attendance at school of any child under the age of four years.
- (2) No grant shall be made under this ordinance or the Board Rules in aid of any school except under the following conditions
- (a) That the property and management of the school be vested in managers having power to appoint and dismiss the teachers and responsible for payment of the expenses of the school.
  - (b) That the requirements of the Board Rules with regard to teachers and pupil teachers being certificated be satisfied in the case of the school.
  - (c) That by the rules of the school no child receive any religious instruction to which the parent or guardian of such child objects or be present when such religious instruction is given at the school
  - (d) That at the last preceding examination of schools held under the Board Rules the school have attained the percentage of proficiency required by those Rules and
  - (e) That the school by its rules be at all times open for inspection by the Inspector or any member of the Board

And in the cases of infant schools and primary schools except under the following further conditions

- (f) That the school be open to children without distinction of race or religion and
- (g) That reading writing and arithmetic be taught as class subjects at the school

Provided that

- (i.) The Board may upon such grounds as it shall deem to be sufficient waive in any particular instance the fulfilment of the first of the foregoing conditions (a) and
- (ii.) In the case of newly established schools a grant may be made irrespectively of any examination of schools.

- (3) No assistance shall be given to any school under or by virtue of this ordinance except under and in accordance with the Board Rules.

Discretion to withhold assistance from schools. 16.—(1) The Board may refuse to make a grant or may make a less grant than but for this section the Board Rules would require or may withhold either altogether or for a time the whole or any part of any grant already made in aid of any school

- (i) Where the Board considers the establishment of the school to have been superfluous by reason of the existence of another school in the vicinity or
  - (ii) Where the school yields a profit to its proprietor or is able to support itself or
  - (iii) Where any of the expenses of the school have not been duly paid or
  - (iv) Where the Board has reason to apprehend that money granted in aid of the school will be misapplied or not properly applied or
  - (v) Where any of the requirements of the Board Rules is not fulfilled in the case of the school.
- (2) Any person aggrieved by anything done by the Board under this section may appeal against the action of the Board to the Governor in Council whose decision in the matter shall be final.
- (3) The Governor in Council may make alter and revoke rules to regulate such appeals.

17. The managers and teachers of every assisted school shall be liable to refund to the Board all moneys received by them in respect of any grant made under this ordinance or the Board Rules in aid of the school

Liability of managers of assisted schools to refund grant-moneys.

- (i) Where by reason of any of the conditions expressed in Section Fifteen (2) of this ordinance not having been fulfilled in the case of the school such grant ought not to have been made or
- (ii) Where any manager or teacher of the school shall have wilfully and knowingly made any false representation written or oral for the purpose of inducing the making of a grant in aid of the school or
- (iii) Where such moneys or any part thereof shall have been misapplied or not properly applied or
- (iv) Where any of the requirements of the Board Rules with regard to assisted schools shall not have been satisfied in the case of the school

Provided that no manager of an assisted school shall be liable to refund to the Board any moneys received by him in respect of any such grant as aforesaid which he shall have already applied in accordance with the Board Rules unless he shall have himself been guilty of some malfeasance misfeasance or non-feasance in relation to the grant

Provided also that no proceedings shall be taken to enforce any liability created by this section except in pursuance of a resolution in such behalf passed by not less than two-thirds of the members present at a meeting of the Board.

18.—(1) Where the Board shall have made a grant under this ordinance or the Board Rules for towards or in respect of the acquisition of any site for a school or the erection purchase extension or maintenance of any school building the Board shall as against the donees of the grant and all persons claiming from under or in trust for them or any of them have a charge upon such site or building for the amount of such grant as a security for such grant onring exclusively and exhaustively to educational uses and for the enforcement of such charge if the Board after demand for repayment of such grant or any part thereof made and not satisfied shall at any time subsequent to the expiration of three months from the making of such grant or under exceptional circumstances sooner by resolution declare that such site or building is not being used for the purposes contemplated by the Board when making the grant the Governor may make an order under his hand and the great seal of the Colony for vesting such site and all buildings thereon (if any) or such building and the site thereof as the case may be in the Treasurer and thereupon such site and any buildings thereon or such building and site as the case may be shall be vested in the Treasurer accordingly subject only to any incumbrances or equities affecting the same of which the Board shall have had notice at the time of making the grant.

Charge of Board upon school sites and buildings.

- (2) It shall be the duty of the Treasurer with all convenient despatch to sell (giving seven days' notice of sale in the Government Gazette) all hereditaments vested in him under this section.
- (3) In every case of a sale under this section the Treasurer shall first with and out of the proceeds of such sale defray the expenses attendant upon the sale and then with and out of the residue of such proceeds if or so far as the same shall be sufficient for the purpose repay to the Board the amount of the grant or such part thereof as the Board shall determine.
- (4) The Treasurer shall pay the surplus (if any) of such residue to the managers or late managers of the subject of sale or he may dispose of the same in such other manner as the Board after considering the circumstances of the case brought to its notice may specially direct.

**Scholarships.** 19. The Board may if it shall think fit grant scholarships to children who shall have attended primary schools in the Colony to enable such children to attend secondary schools whether in the Colony or elsewhere to natives of the Colony and others who shall have attended either primary or secondary schools in the Colony to enable such persons to receive whether in the Colony or elsewhere a course of technical instruction with a view to the development of the natural resources of the Colony and moreover to such persons and for such purposes as it shall by a vote of not less than three-fourths of its members and with the approval to be signified by resolution of the Legislative Council from time to time determine.

**Procedure.** 20. The Board may sue and be sued in the name of the Attorney General or of any person whom the Governor shall have nominated in that behalf in writing.

**Board reports.** 21. The Board shall as early as feasible in every year present to the Legislative Council a report of all grants made by it during the previous year.

**Saving as to Kingstown Grammar School.** 22. Nothing in this ordinance contained shall be construed as intended to debar the Legislative Council from making separate grants in aid of the Grammar School at Kingstown.

Provided that no such separate grant shall be made where the managers of the said Grammar School shall have elected that that school shall participate in the benefits derivable under this ordinance and the Board Rules.

Passed the Legislative Council the 9th day of June 1893, and published in the Government Gazette this 8th day of July 1893.

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APPENDIX B.

SAINT VINCENT.

THE EDUCATION RULES, 1893.

ANALYSIS.

I.—*Preliminary.*

1. Short title.
2. Interpretation.  
Schedule A.  
Schedule B.
3. Incorporation of Schedules.

II.—*Meetings of the Board of Education.*

4. Quorum of Board of Education.
5. Casting vote of President of Board.

III.—*Management of schools to be assisted by the Board.*

6. Eligibility of school managers.
7. Teachers and pupil teachers.
8. School premises.
9. School days.
10. School hours.
11. Religious instruction at schools.
12. School time-tables.
13. Sanitary precautions to be adopted at schools.
14. School books.
15. School records.
16. Managers' visits to schools.
17. School returns.
18. Instruction of pupil teachers at schools.

IV.—*Examinations of such schools.*

19. Examinations of schools.
20. Subjects of examination thereat.
21. Notices thereof.
22. Presentee lists.
23. Examination hours.
24. Books used in examinations.
25. Marks and passes at examinations of schools.
26. Reports of Inspector upon examinations of schools.

V.—*Teachers' and pupil teachers' certificates.*

27. Examinations for teachers' and pupil teachers' certificates
28. Standards for such examinations,  
Schedules G and H.

29. Notices of examination and candidature for teachers' and pupil teachers' certificates.
30. Marks and passes at examinations for teachers' and pupil teachers' certificates.
31. Reports of Inspector upon such examinations.
32. Ordinary teachers' certificates.
33. Honorary teachers' certificates.
34. Forms of teachers' certificates.
35. Classes of pupil teachers' certificates.
36. Forms of pupil teachers' certificates.
37. Forfeiture of teachers' and pupil teachers' certificates.

VI.—*Allowance by the Board of grants in aid of schools.*

38. Conditions of grants in aid of schools.

VII.—*Rates of such grants.*

39. Periodicity of such grants.
40. Rates of such grants.
41. Grants for average attendance.
42. Grants for organisation and discipline.
43. Grants for passes in the Standards.
44. Grants for passes in the Stages.
45. Grants for passes in elementary freehand drawing.
46. Grants for general excellence.
47. Grants in respect of teachers' and pupil teachers' certificates.
48. Substitutional grants in the case of infant schools.
49. Additional grants in the case of industrial schools.
50. Increased grants to schools in remote places.
51. Special grants to premier schools.
52. Extraordinary grants to newly established schools.
53. Extraordinary grants in respect of school buildings and gear.
54. Extraordinary grants in respect of pupil teachers' books.
55. Prizes for special proficiency in particular subjects.

VIII.—*Payment of such grants.*

56. Grant-moneys to whom to be paid.
57. When and how to be paid.

IX.—*Application of such grants.*

58. Grants how to be applied.

X.—*Assisted schools.*

59. Management of assisted schools.

XI.—*Scholarships.*

60. Scholarships to enable children to attend secondary schools.
61. Competition for such scholarships.
62. Determination of such scholarships.

XII.—*Duties of Education Officers.*

63. Duties of Inspector.
64. Duties of other Education Officers.

XIII.—*Miscellaneous.*

65. Representation of managers.
66. Exhibition of Board Rules in schools.

SAINT VINCENT.

THE EDUCATION RULES, 1893.

I.—*Preliminary.*

1. These Rules may be cited as "The Education Rules 1893."
- 2.—(1.) In these Rules, except where and in so far as the subject matter or the context requires some different connotation or denotation.
  - "The Governor" means the officer administering the government of the Colony;
  - "The Ordinance" means the Education Ordinance 1893;
  - "The Board," "Board Rules," "the Inspector of Schools," "the Inspector," "Education Officer," "managers," "school," "assisted school," "infant school," "primary school," "secondary school," "attendance," and "average attendance" have the same respective connotations and denotations as in the Ordinance;
  - "Industrial school" means school at which not less than twenty-five per cent. of the pupils devote at the least ten hours a week to manual labour as defined in Section 3 of the Ordinance;
  - "Schedule" means schedule annexed to these Rules;
  - "Standard" means standard comprised in Schedule A;
  - "Stage" means stage comprised in Schedule B;
  - "Quarter" means quarter of a year beginning with the first day of January, the first day of April, the first day of July, or the first day of October;
  - "Proficient" when used of a pupil implies that such pupil has passed a satisfactory examination in reading and either writing or arithmetic in one of the Standards;
- Words importing the masculine gender apply to females as well as males;
- Words importing the singular number apply to several persons as well as one person, and to several matters as well as one matter; and
- Words importing the plural number apply to one person or matter as well as to more than one.
- (2.) These Rules are to be read as strictly subject to the provisions of the Ordinance.
- (3.) In particular nothing contained in these Rules shall be deemed to authorise the making of any grant in respect of any attainment or attendance at school of any child under the age of four years.
3. The Schedules, and the notes appended to them, shall be deemed to form part of these Rules.

II.—*Meetings of the Board of Education.*

4. The President (actual or acting) and two other members of the Board shall form a quorum.
5. Whenever the opinions of the members of the Board present at a meeting shall be equally divided, the President (actual or acting), in addition to his vote as a member, shall have a casting vote.



III.—*Management of schools to be assisted by the Board.*

6. Every manager of any school of whose appointment or continuance as such the Board shall by resolution have expressed its disapproval may be deemed not to be a manager, provided that nothing herein contained shall affect any liability incurred under Section 17 of the Ordinance.

7.—(1.) No person under the age of twenty years shall be employed as a teacher, nor shall any person under the age of fifteen or above the age of twenty-one years be employed as a pupil teacher at any school.

(2.) No person of whose employment as teacher or pupil teacher the Board shall by resolution have expressed its disapproval shall be employed at any school in either of those capacities.

8.—(1.) All school premises shall be kept in good sanitary condition and in a fair state of repair, to the satisfaction of the Board.

(2.) The floor of every school-room shall be well scrubbed, at the least, once in every month.

(3.) No part of any school shall be used as a residence except with the special permission of the Board.

9. Every school shall—

(1.) Either be open in both the morning and the afternoon on every day throughout the year, except on Saturdays and Sundays, during three weeks beginning with the Monday next before Christmas Day, during ten days beginning with Maundy Thursday, on the Queen's Birthday, during three weeks beginning with the first Monday in August, and on any other days and any half-days of which the Board may have previously approved as holidays or half-holidays respectively;

(2.) Or adopt and adhere to some other definite scheme of school days and holidays which shall have received the previous sanction of the Board.

10. Every school shall observe definite school-hours, and except where the Board shall have expressly allowed other times, school-hours shall be from 10 a.m. to 1 p.m., and from 2 p.m. to 4 p.m.

11. No religious instruction shall be given at any school on any school-day until after the pupils shall have been dismissed for the day.

12. There shall be exhibited in the principal school-room of every school, in some conspicuous place, a time-table showing the course of instruction for the whole school, and in every class-room there shall be exhibited, in a conspicuous place, a time-table showing the course of instruction for every class and every set receiving instruction in such class-room.

13.—(1.) No child suffering from, or not thoroughly convalescent after, any contagious or infectious disease, or coming from any house where any contagious or infectious disease exists, shall be allowed to attend school.

(2.) All school premises shall be disinfected when and as the Board may direct.

14. Where the Board shall have prescribed the use of any particular school-book no other book shall be used in lieu thereof.

15.—(1.) At every school the following books shall be kept to the satisfaction of the Inspector, viz., a register of admissions, progress and withdrawals, a register of attendances, and a visitors' book.

(2.) The registers shall be kept in the respective forms [prescribed] . . ., with such variations as the Board may direct or sanction.

(3.) There shall be kept at every school copies of all lists furnished by the managers of the school to the Inspector of Schools, under Number 22 of these Rules, showing the passes obtained by pupils of the school, and what pupils of the school became proficient at the latest examination of schools held under Number 19 of these Rules.

- (4.) Every school record shall at all times be open for inspection by the Inspector or any member of the Board.
- 16.—(1.) Every school shall be visited by its managers or some one or more of them once at the least in every month.
  - (2.) These visits shall not be paid at regular or specified times, but shall be in the nature of surprises.
  - (3.) Every manager of a school shall, on every occasion of his visiting the school, record the date and hour of his visit in the visitors' book, check the registers of the school to the best of his ability, and certify in writing to the entries in the same being correct and made at the proper times, or otherwise.
17. The managers of every school shall—
  - (1.) If required, furnish to the Board a declaration as to conditions (a) (b) (c) and (e), and in the cases of infant schools and primary schools conditions (f) and (g) of Section 15 (2) of the Ordinance being full filled in the case of the school; and
  - (2.) Furnish to the Inspector—
    - (a) Immediate notice of all appointments, absences, dismissals and resignations of teachers and pupil teachers of the school.
    - (b) Within ten days after the termination of every quarter a report upon the school for such quarter, containing the particulars comprised in the [prescribed] form . . . , and such other particulars as he may properly require, and, moreover,
    - (c) Such reports, returns, statistics and information generally as he may reasonably demand.
18. Every pupil teacher employed at any school shall receive from the head teacher of the school at the least one hour's private instruction upon every school-day.

*IV.—Examinations of such schools.*

19. The Inspector of Schools shall annually hold an examination of schools with a view to schools being assisted under the Ordinance and Board Rules.

20. At every such examination every pupil of any school under instruction in any Standard who shall be presented for examination in such Standard shall be examined in such Standard. The standard of examination for infant schools shall be Standard I. The standards of examination for primary schools, exclusively of any infant schools forming part of them, shall be Standards II. to VI. inclusively. Every pupil of a secondary school under instruction in any Stage who shall be presented for examination in such Stage shall be examined in such Stage, pupils of industrial schools under instruction in industrial subjects who shall be presented for examination in such subjects may be subjected to such tests in such subjects as the Inspector shall think fit; and pupils of any school who shall be presented for examination in elementary freehand drawing may be examined therein.

Provided that—

- (1.) No child shall be presented for examination as a pupil of any school who shall not (i.) either have attended such school on thirty days, at the least, during the twelve weeks immediately preceding the examination of the school (ii.) or have attended such school one hundred days at the least during the twelve months immediately preceding such examination; and (a) have been prevented from attending such school on thirty days at the least during such twelve weeks, as aforesaid, by illness or, if of the age of nine years or upwards, through being engaged in domestic service or agricultural labour, or (b) reside more than two miles, measured by the nearest road or footpath, from such school;

- (2.) No pupil of any school shall be presented for examination in any Standard or Stage in which such pupil shall already have passed, or in any lower Standard or Stage, and
- (3.) No pupil of any secondary school who shall be under instruction in any lower Standard than the fifth shall be presented for examination in any of the Stages.

21. The Inspector shall give to the managers of every school to be examined under the Board Rules not less than fourteen days' notice of the time fixed by him for the commencement of the examination of such school.

22. The managers of every school to be examined at any examination of schools to be held under the Board Rules, shall furnish to the Inspector at the least seven days previously to the examination—

- (a) A list of all the pupils of the school whom they may purpose presenting to be examined at such examination, which list shall be in the [prescribed] form . . . so far as that form may be applicable, and shall contain with reference to each such pupil the particulars II. to VIII. inclusively comprised in that form so far as the case may admit ;
- (b) In the case of every pupil to be examined in any Stage or Stages, written notice of their intention to present such pupil for examination in such Stage or Stages, together with particulars of any previous pass or passes in the Stages obtained by such pupil ; and
- (c) In the case of every pupil to be examined in any industrial subject or subjects, written notice of their intention to present such pupil for examination in such subject or subjects.

23. The Inspector may, with the sanction of the Board, fix other hours for examining any school under the Board Rules than the usual school-hours of such school.

24. The Inspector shall not be restricted in examining any school under the Board Rules to the use of books ordinarily used in the school, but may use any other books of approximately equal difficulty.

25. The Inspector may in the case of infant schools, and shall in all other cases, apply a scale of marks to the work of every candidate examined at any examination of schools held under the Board Rules in each subject in which such candidate shall have been examined thereat, and one-half of the number of marks obtainable for such subject shall be sufficient, and less than one half of such number shall be insufficient, for a pass in such subject ;

Provided that—

- (1.) No pupil of a school examined at any such examination in any Standard shall be deemed for any purpose whatsoever to have obtained a pass at such examination either in such Standard or in any of the subjects of reading, writing, arithmetic, grammar, geography, history and plain needlework unless at such examination such pupil shall have become proficient—that is to say, shall have obtained at the least half marks in two of the three subjects of reading, writing and arithmetic, of which reading shall be one ;
- (2.) No marks shall be given or pass awarded to any pupil of any school not being a secondary school, for any work done by such pupil at any such examination in any of the Stages ; and
- (3.) The Inspector may leave out of account any examination work done at any such examination at any opening of any school by any candidate who shall have arrived late at such opening.

26.—(1) After every such annual examination, as aforesaid, the Inspector shall furnish to the Board a report, containing the particulars comprised in the [prescribed] forms. . . . with such modifications, if any, as the Board may direct or allow.

Provided

- (2) The Inspector shall afford to teachers every facility to enable them to comply with Number 15 (3) of these Rules.

V.—*Teachers' and pupil teachers' certificates.*

27. The Inspector of Schools shall in every year hold at the least one examination of candidates for teachers' certificates, and one examination of candidates for pupil teachers' certificates.

28. At such examinations the standards of examination shall be the standards exhibited in Schedules G and H respectively.

29. The Inspector shall give, by advertisement in the Government Gazette, or in such other manner as the Board shall direct, at the least fourteen days' notice of his intention to hold any such examination, and candidates for teachers' or pupil teachers' certificates shall give to the Inspector not less than seven days' notice of their candidature.

30.—(1) The Inspector shall apply a scale of marks to the work of every candidate examined at any examination for teachers' or pupil teachers' certificates in every subject in which such candidate shall have been examined thereat.

- (2.) No such candidate who shall not either have earned in every subject included in the standard in which he shall have been examined at such examination at the least one half of the number of marks obtainable for such subject, or have obtained at the least two-thirds of the aggregate marks obtainable in such standard, shall be deemed to have passed a successful examination within the meaning of Number 32 or Number 35 of these Rules.

- (3.) No candidate for a teacher's certificate who shall not have earned at the least three-fourths of the aggregate marks obtainable in the standard exhibited in Schedule G shall be deemed to have passed with distinction within the meaning of Number 32 of these Rules.

31. After every examination for teachers' or pupil teachers' certificates the Inspector shall furnish to the Board a statement of the number of marks which had been obtainable at such examination in each subject included in the standard exhibited in Schedule G or the standard exhibited in Schedule H respectively, and also a list of the names of the successful candidates at such examination, according to classes, in order of merit, with the number of marks obtained by each of them respectively in each such subject set against the candidate's name.

32.—(1) Every person reported to the Board by the Inspector as having passed a successful examination in the standard exhibited in Schedule G shall be entitled to receive from the Board a third-class teacher's certificate.

- (2.) Every person reported to the Board by the Inspector as having passed with distinction in that standard shall be entitled to receive from the Board a second-class teacher's certificate.

(3.) Every person who shall—

(a) Either hold a third-class teacher's certificate, granted to such person by the Board, and be reported to the Board by the Inspector as having taught in the Colony with credit and success for five years at the least ;

(b) Or hold a second-class teacher's certificate, granted to such person by the Board, and be reported to the Board by the Inspector as having taught in the Colony with credit and success for three years at the least—shall be entitled to receive from the Board a first-class teacher's certificate :

Provided that no second or third-class certificate shall be granted under this Rule to any person under the age of twenty or above the age of forty years ;

Provided also that the Board may refuse to award a teacher's certificate in any case in which it shall not be satisfied that the applicant is a person of good character.

33.—(1) The Board may grant honorary

- (a) Third-class teachers' certificates to holders of teachers' certificates granted to such holders under any law or regulation of this Colony before the commencement of these Rules ;
- (b) Second and third-class teachers' certificates respectively to persons possessing foreign qualifications equivalent, in the opinion of the Board, to those required for such respective certificates by the last preceding Rule ; and
- (c) First-class teachers' certificates to persons having received a superior education abroad ;

Provided that no honorary teacher's certificate shall be granted to any person who shall not have satisfied the Inspector of his ability to pass the standard of examination in school management which is comprised in Schedule G ;

Provided also that the Board may refuse to award a certificate under this Rule in any case in which it shall not be satisfied that the applicant is a person of good character.

- (2.) Every certificate granted under this Rule shall be as effectual to all intents and purposes as a certificate of the same class granted under the last preceding Rule.

34. Teachers' certificates shall be in the respective forms [prescribed] . . . and shall be signed by the Governor.

35. Every person reported to the Board by the Inspector as having passed a successful examination in the first of the standards comprised in Schedule H shall be entitled to receive from the Board a third-class pupil teacher's certificate ; every person reported to the Board by the Inspector as having passed a successful examination in the second of those standards shall be entitled to receive from the Board a second-class pupil teacher's certificate ; and every person reported to the Board by the Inspector as having passed a successful examination in the third of those standards shall be entitled to receive from the Board a first-class pupil teacher's certificate ;

Provided that no pupil teacher's certificate shall be granted to any person under the age of fifteen or above the age of twenty-one years ;

Provided also that the Board may refuse to award a pupil teacher's certificate in any case where it shall not be satisfied that the applicant is a person of good character.

36. Pupil teachers' certificates shall be in the [prescribed] form . . . , and shall be signed by the Inspector.

37.—(1.) If any person to whom a teacher's or pupil teacher's certificate shall have been granted by the Board shall be convicted of crime, or be found guilty by the Board of having knowingly and wilfully falsified any school record or return, or of dishonest, immoral or disreputable behaviour of any kind, or of any act or course of conduct showing such person to be unfit for the office of teacher or pupil teacher, as the case may be, the Board may by resolution declare such person to have forfeited such certificate, and thereupon such certificate shall be null and void to all intents and purposes ; and

- (2.) If any person to whom the Board shall have granted a teacher's or pupil teacher's certificate shall be proved to the Board to have been guilty of any minor impropriety of conduct or breach or neglect of duty, the Board may suspend such certificate or, in the case of a first or second-class certificate, reduce the same to a lower grade ;

Provided that no certificate shall be forfeited, suspended or reduced in grade until the holder thereof shall have been apprised of the charge or charges made against him and have had an opportunity of refuting the same.

*VI.—Allowance by the Board of grants in aid of schools.*

38. Before any grant shall be made under the Ordinance and Board Rules in aid of any school, it shall (subject, in the case of newly-established schools, to the second proviso contained in Section 15 of the Ordinance) be necessary

- (1.) That the Board be satisfied that the conditions required in the case of the school by Section 15 (2) of the Ordinance are fulfilled in the case of the school ;
- (2.) That at the time of the latest examination of schools held under the Board Rules the head teacher of the school [shall] have held a teacher's certificate granted to such head teacher by the Board ; and
- (3.) That at the latest examination of schools held under the Board Rules not less than seventy per cent. of the pupils of the school under instruction in any of the Standards or Stages who were qualified by attendance for examination thereat have been presented for examination in such respective Standards and Stages, and not more than forty per cent. of such presentees have failed to satisfy the examiner in the subjects of reading and either writing or arithmetic ;

Provided that where the Board shall expressly so resolve a teacher may be deemed to be sufficiently certificated for the purposes of this Rule if—

- (a) His having been uncertificated at the time of the latest examination of schools held under the Board Rules was not due to want of diligence on his part, and
- (b) He shall have obtained from the Board a teachers' certificate not later than four weeks after the conclusion of such examination.

*VII.—Rates of such grants.*

Subject to the provisions of the Ordinance and Board Rules—

39. The Board shall make grants in aid of schools, and such grants shall be made by it annually, except in so far as the Board Rules may expressly or impliedly provide otherwise.

40. The rates of such grants shall be those specified in Numbers 41 to 55 inclusively of these Rules ;

Provided that it shall not be obligatory upon the Board to make any grant under any but Numbers 42, 43 and 46 of these Rules.

41.—(1.) The Board may, after the termination of any quarter, make in aid of schools a grant not exceeding one shilling a head upon the average attendance thereof for the quarter.

- (2.) If the Inspector shall report to the Board with regard to any quarter that during such quarter the schools have suffered severely through rain or epidemic sickness, the Board may increase the rate of the average attendance grant for such quarter to any extent so that the aggregate average attendance grant for such quarter do not exceed the aggregate average attendance grant for the previous quarter.

42. The Board shall, after the termination of every quarter, make in aid of every school of which the Inspector in his report upon the latest examination of schools held under the Board Rules shall have reported the organisation and discipline as good, a grant of threepence a head upon the average attendance of the school for such quarter.

43. The Board shall for every pass in any of the subjects of reading writing, arithmetic, grammar, geography, history and plain needlework, obtained at an examination of schools held under the Board Rules in one of the Standards by a proficient in such Standard, grant the sum of two shillings in aid of the school of such proficient.

44. The Board may, for every pass in any of the Stages obtained by a pupil of a secondary school at any such examination as aforesaid, grant in aid of the school of the successful candidate any sum not exceeding—

- (a) Six shillings where the pass shall have been marked by the Inspector as fair ;
- (b) Eight shillings where the pass shall have been marked by the Inspector as good ; or
- (c) Ten shillings where the pass shall have been marked by the Inspector as excellent ;

Provided that no grant shall be made in respect of—

- (i.) Any work done in any of the Stages by any pupil who shall not have become proficient in a higher Standard than the fourth ;
- (ii.) Any pass in trigonometry obtained by any pupil who shall not already have passed in the fourth Stage of geometry ;
- (iii.) More than four passes in the Stages obtained at one and the same examination by any pupil who shall not have become proficient in the sixth Standard ; or
- (iv.) More than eight passes in the Stages obtained by any pupil at one and the same examination.

45. The Board may, for every pass at any such examination as aforesaid in elementary freehand drawing, grant the sum of one shilling in aid of the school of the successful candidate.

46. Where the organisation and discipline of any school shall have been reported by the Inspector in his report upon the latest examination of schools held under the Board Rules as good, the Board shall make in aid of the school—

- (1.) If at such examination seventy or upwards and less than eighty per cent. of the pupils of the school presented for examination in the Standards shall have passed—that is to say, have become proficient in their respective Standards—a grant at the rate of one shilling for each such pass ;
- (2.) If eighty or upwards and less than ninety per cent. shall have passed, a grant at the rate of one shilling and sixpence for each such pass ; or
- (3.) If ninety or more per cent. shall have passed, a grant at the rate of two shillings for each such pass.

47. The Board may grant in aid of schools premiums at the following rates in respect of teachers and pupil teachers employed thereat, and reported by the Inspector to be doing good scholastic work—

- (a) Ten guineas in respect of each teacher holding a first-class teacher's certificate granted to such teacher by the Board ;
- (b) Eight guineas in respect of each teacher holding a second-class such certificate ;

- (c) Six guineas in respect of each teacher holding a third-class such certificate ;
- (d) Six pounds in respect of each pupil teacher holding a first-class pupil teacher's certificate granted to such pupil teacher by the Board ;
- (e) Five pounds in respect of each pupil teacher holding a second-class such certificate ; and
- (f) Four pounds in respect of each pupil teacher holding a third-class such certificate ;

Provided that—

- (i.) No grant shall be made in respect of any pupil teacher in aid of any school at which there shall be an average attendance of less than sixty pupils ; and
- (ii.) In the case of every school at which there shall be an average attendance of upwards of sixty pupils, no grant shall be made in respect of more pupil teachers than one to every twenty-five or odd fraction of twenty-five pupils attending on an average beyond sixty.

48. In the case of infant schools the Board may, in lieu of making any grant under the preceding Rules, or any of them, grant four shillings a head upon the average attendance in aid of every school reported as fair by the Inspector, five shillings a head upon the average attendance in aid of every school reported as good by the Inspector, and six shillings a head upon the average attendance in aid of every school reported as excellent by the Inspector ;

Provided that this Rule, when applied, shall be applied to all infant schools.

49. The Board may make, in aid of any industrial school, in addition to other grants, a grant of any sum not exceeding twenty-five shillings in respect of each pupil receiving industrial instruction (that is to say, devoting at the least ten hours a week to manual labour, as defined in Section 3 of the Ordinance) at the school.

50. In the case of schools situate in sparsely-populated districts the Board may, upon the recommendation of the Inspector, made after a visit paid to any school, increase all or any grants or grant made under the preceding Rules, or any of them, in aid of such school by any sum not exceeding twenty-five per cent. of the amount of such grants or grant.

51. The Board may make special grants of sums not exceeding fifteen pounds, ten pounds and five pounds respectively in aid of the three schools at which it shall consider that the most thorough and practical work is done.

52. In the case of newly-established schools the Board may grant in aid of any school—

- (a) Any sum not exceeding forty pounds, and not exceeding one-half of the cost of the buildings, furniture, books and apparatus of the school upon the amount of such cost being proved by the managers by means of vouchers or otherwise to the satisfaction of the Board ; and
- (b) Upon the recommendation of the Inspector, made after a visit paid to the school an allowance at any rate not exceeding one pound a month as from any date not antecedent to the first opening of the school until the conclusion of the next examination of schools to be held under the Board Rules after such opening.

53. The Board may grant in aid of any school a sum not exceeding twenty pounds, and not exceeding one-half of the amount shown by the managers of such school by means of vouchers or otherwise to the satisfaction of the Board to have been expended during the preceding year upon the increase



improvement and maintenance of the buildings, furniture, books and apparatus of the school.

54. The Board may grant in aid of any school any sum not exceeding one pound in respect of books supplied to any pupil teacher certified by the Inspector as being properly employed at such school.

55. The Board may award under such conditions as it shall determine by resolution prizes not exceeding in the whole ten pounds in amount or value to individual pupils for special proficiency in particular subjects ;

Provided that not less than one-half in amount and value of the total awards made in any year under this Rule shall be attributed to proficiency in needlework.

#### VIII.—*Payment of such grants.*

56. Payments in respect of grants made by the Board in aid of schools shall be made to the managers of the schools in aid of which such grants shall have been made.

57. Subject to any directions to the contrary that may be given by the Board, grant moneys voted by the Board shall be paid early in the beginning of each month in monthly instalments proportionate to the periods in respect of which such grant-moneys were voted.

Provided that payment of such grant-moneys, or of any part thereof, may be withheld where a school shall have ceased to exist or a teacher or pupil teacher shall have been dismissed from or have resigned his office.

#### IX.—*Application of such grants.*

58.—(1) Subject as hereinafter mentioned, all moneys paid to the managers of any school on account of any grant made under Number 47 of these Rules shall by them be paid to the teacher or pupil teacher in respect of whom such grant was made.

(2) All moneys paid to managers on account of any grant made under Number 52 (a), Number 53 or Number 54 of these Rules shall be applied in reimbursement of the expenditure in respect of which such grant was made.

(3) All moneys paid to managers in respect of awards made under Number 55 of these Rules shall be paid by them to the pupils in respect of whose proficiency in particular subjects such awards were made.

(4) Subject as hereinafter mentioned, all moneys paid to the managers of any school on account of any grant made under any of the foregoing Rules other than Numbers 47, 52 (a), 53, 54, and 55 shall be applied in such manner as the Board may direct and subject to any direction of the Board, or, in the absence of any such direction, such moneys shall be applied to increasing the remuneration of the teachers of such school.

(5) Where there shall have been a change of teachers or pupil teachers, the Board may make such disposition or dispositions with regard to apportionment of moneys coming within Paragraph 1 or Paragraph 4 of this Rule, or otherwise as shall seem to it to be just under the circumstances, and every such disposition hereunder made shall be binding upon managers.

#### X.—*Assisted schools.*

59. Numbers 15 and 17 of these Rules shall apply to assisted schools.

XI.—*Scholarships.*

60. The Board of Education may grant to any child of good character who shall have attended a primary school in the Colony for two years at the least, and who shall have passed a creditable examination in Standard VI., a scholarship of ten pounds a year to enable such child to attend a secondary school or secondary schools, whether in the Colony or elsewhere;

Provided that no such scholarship shall be granted for any longer period than four years, and that the amount to be payable in respect of such scholarships shall not in any one year exceed fifty pounds;

Provided also that the Board shall not award scholarships to children of well-to-do persons.

61. Whenever the number of eligible candidates for such scholarships shall exceed the number of scholarships to be granted, the claims of such candidates shall be decided by examination.

62. Every such scholarship shall be tenable only so long as the holder thereof shall attend a secondary school, and remain of good behaviour, and the Board may at any time withdraw or suspend any such scholarship without assigning any reason for so doing.

XII.—*Duties of Education Officers.*

63. Besides performing the duties specifically or otherwise assigned to him by the Ordinance and the foregoing Rules, the Inspector of Schools

(1.) In or before the month of November in every year furnish to the Colonial Secretary estimates of expenditure under the Ordinance and Board Rules for the following year;

(2.) Pay frequent surprise visits to schools, record the time and results of every such visit in the visitors' book of the school visited, and in the first quarter of every year report to the Board, in writing, upon all surprise visits paid by him to schools during the previous year;

(3.) Report to the Board in writing all matters whatsoever which it shall be expedient for the Board to know in order to give full effect to the Ordinance and Board Rules; and

(4.) Subject to the Ordinance and Board Rules, at all times act in accordance with any directions that he may have received from the Board.

64. All other Education Officers shall act according to the directions of the Board and subject to any such directions, or in the absence of any such directions according to the directions of the Inspector.

XIII.—*Miscellaneous.*

65. Every manager and every person authorised with the approval of the Board to act on behalf of any manager of a school may be deemed to be a representative under the Board Rules of the managers of such school.

66. A copy or copies of the Board Rules shall be displayed in a prominent position in every school

SUBJECTS.	I.	II.	III.
READING ...	To know and be able to point out the letters of the alphabet, capital and small.	To read a short passage from an elementary reading-book, confined to words of one syllable.	To read a short passage from an elementary reading-book, confined to words of one syllable.
WRITING ...	To write capital and small letters in round hand.	To copy in round hand a line of print.	To write a page not more than from the same read slowly and dictated.
ARITHMETIC	Numeration and notation up to 20.	Numeration and notation up to 60. Easy simple additions.	Numeration up to 100. Simple addition and subtraction. Multiplication up to twelve.
GRAMMAR...			Definitions and verbs and point out those in speech in sentences.
GEOGRAPHY			Geographical illustrations by or reference to
HISTORY ...			
PLAIN NEEDLE-WORK (For Female pupils only).			

E. A.

1.

IV.	V.	VI.
read a short passage a more advanced reader.	To read a passage from a yet more advanced reading book.	To read from any book or periodical selected by the Inspector a passage of ordinary difficulty.
write from dictation a passage from the same	To write from dictation a passage from the same book.	To write from dictation on paper a passage of ordinary difficulty from a book or periodical selected by the Inspector.
eration and notation, is multiplication and n. Coinage table.	Tables of weights and measures. The compound rules. Reduction.	Vulgar and decimal fractions. Square root. Simple proportion. Simple interest.
itions of the parts of a. Ability to distinguish the parts of speech in sentences.	To parse easy sentences.	Parsing and simple analysis.
work of the previous standard. Size and shape of world. Easy questions on the geography of West Indies.	Geography of the West Indies. Easy questions on the geography of Europe and America.	Geography of the British Isles. Easy questions on the geography of the world.
entary outlines of the history of England to 1066.	Outlines of the history of England from 1066 to 1509.	Easy questions on the history of England from 1509 to the present time.
writing, sewing and	Greater proficiency in the work of the previous Standard. Stitching.	The work of the previous Standards. Button-holing, darning and patching.

4.

## SCHEDULE B.

## THE STAGES.

## BRITISH HISTORY AND GEOGRAPHY.

*First Stage.*

Elementary outlines of the history and geography of the British Empire.

*Second Stage.*

Outlines of the history and geography of the British Empire.

*Third Stage.*

History and geography of the British Empire.

## ENGLISH LITERATURE AND PHILOLOGY.

*First Stage.*

To recite 100 lines from some standard poet, and explain the words and allusions. To know the method of forming English adjectives and verbs from each other.

*Second Stage.*

To recite\* 150 lines from Shakespeare, Milton, or some other standard author, and explain the words and allusions. To know the meaning and use of Latin prefixes in the formation of English words.

*Third Stage.*

To recite\* 200 lines from Shakespeare, Milton, or some other standard author, and explain the words and allusions. To know prefixes and terminations generally.

## ESSAY-WRITING.

*First Stage.*

To write intelligently an original anecdote or narrative, occupying from ten to fifteen lines of foolscap paper.

*Second Stage.*

To write grammatically, and, if required, in the form of a letter, a few simple observations on some subject of common experience.

*Third Stage.*

To write a theme with perspicuity, and so as to show a fair notion of composition.

## LATIN.

*First Stage.*

Grammar to the end of the regular verbs. Simple exercises in translation.

*Second Stage.*

The irregular verbs and first rules of syntax. Knowledge of Delectus or other first reading-book. Translation of simple sentences of three or four words from English into Latin.

*Third Stage.*

Grammar. Cæsar de Bello Gallico, Book I.; Virgil's Æneid, Book I.; or any portion, approximately equivalent to one of those books, of any author approved by the Inspector. Somewhat longer sentences to be translated from English into Latin.

\* The recitation may not include any matter presented by the candidate in a previous Stage.

GREEK.

*First Stage.*

Grammar to the end of pure uncontracted verbs. Simple exercises in translation.

*Second Stage.*

The irregular verbs and first rules of syntax. Knowledge of Delectus or other first reading-book.

*Third Stage.*

Grammar. Xenophon's Anabasis, Book I.; Homer's Iliad, Book I.; or any portion, approximately equivalent to one of those books, of any author approved by the Inspector.

FRENCH.

*First Stage.*

Grammar to the end of the regular verbs. Simple exercises in translation from the French.

*Second Stage.*

Grammar. Translation of easy narrative sentences into English.

*Third Stage.*

Grammar. Knowledge of some easy French book approved by the Inspector. Translation of conversational sentences into French.

GERMAN.

*First Stage.*

Grammar to the end of the regular verbs. Simple exercises in translation from the German.

*Second Stage.*

Grammar. Translation of easy narrative sentences into English.

*Third Stage.*

Grammar. Knowledge of some easy German book approved by the Inspector. Translation of conversational sentences into German.

SPANISH.

*First Stage.*

Grammar to the end of the regular verbs. Simple exercises in translation from the Spanish.

*Second Stage.*

Grammar. Translation of easy narrative sentences into English.

*Third Stage.*

Grammar. Knowledge of some easy Spanish book approved by the Inspector. Translation of conversational sentences into Spanish.

ARITHMETIC.

*First Stage.*

Square root, involution and evolution.

*Second Stage.*

Stocks and shares. Logarithms and their application to compound interest. Annuities.

ALGEBRA.

*First Stage.*

Notation, addition, subtraction, multiplication, division, greatest common measure, least common multiple and fractions.

*Second Stage.*

Simple equations involving one unknown quantity. Simple equations involving two unknown quantities. Easy quadratic equations.

*Third Stage.*

Equations solved like quadratics. Quadratic involving simultaneous equations. Involution. Evolution. Indices and surds.

*Fourth Stage.*

Ratio, proportion, variation and the progressions.

GEOMETRY.

*First Stage.*

Euclid, Book I. to Proposition 26.

*Second Stage.*

Euclid, Books I. and II. Elements of Mensuration (Lengths).

*Third Stage.*

Euclid, Books I., II., and III. More advanced Mensuration (Lengths and areas).

*Fourth Stage.*

Euclid, Books IV. and VI. and the definitions in Book V. Mensuration (Lengths, areas and volumes).

TRIGONOMETRY.

*First Stage.*

The different measurements of angles, and the ordinary relations of their trigonometrical ratios.

*Second Stage.*

The elementary formulæ connecting the trigonometrical ratios of two or more angles. The theory and application of logarithms.

*Third Stage.*

Solution of triangles, including the determination of their areas. The determination of heights and distances of inaccessible objects.

MECHANICS.

*First Stage.*

Bodies at rest (Statics). Definitions. Parallelogram of forces. Centre of gravity. Mechanical powers.

*Second Stage.*

Matter in motion (Dynamics). Definitions. Laws of motion. Parallelogram of velocities. Direct impact of two spheres.

*Third Stage.*

Fluids (Hydrostatics and Pneumatics). Definitions. Law of equilibrium of floating bodies. Hydrostatic press. Boyle's law. Air-pump. Common pump. Barometer.

SOUND, LIGHT AND HEAT.

*First Stage.*

Propagation of sound. Elementary notions of vibrations and waves. Reflection of sound-echoes. Musical notes, simple instruments. Simple explanations of beats and modes.

*Second Stage.*

Sources and propagation of light. Intensity, shadows and shadow photometer. Reflection, mirrors, refraction, lenses, elementary explanations

of the microscope, camera obscura and magic lantern. Dispersions, prisms. The rainbow, reflecting and refracting telescopes.

*Third Stage.*

The three modes in which heat may be conveyed from place to place. Effects of heat on solids, liquids and gases. Expansion by heat. Elementary notions of specific heat. Heat produced by mechanical, chemical and vital action.

MAGNETISM AND ELECTRICITY.

*First Stage.*

Attraction, repulsion and polarity, as illustrated by the magnet. Terrestrial magnetism and the mariner's compass.

*Second Stage.*

Attraction of light bodies by rubbed sealing-wax and glass. Experimental proof that there are two forms of electricity. Attraction and repulsion. Gold-leaf electroscope. Construction of electrophorus, electrical machine and Leyden jar. Explanation of atmospheric electricity.

*Third Stage.*

Voltaic or chemical electricity. The voltaic battery and motions of a current.

ANIMAL PHYSIOLOGY.

*First Stage.*

The build of the human body. Names and positions of the internal organs. The properties of muscle.

*Second Stage.*

The mechanism of the principal movements of the limbs and of the body as a whole. The organs and functions of alimentation, circulation and respiration.

*Third Stage.*

The general arrangement of the nervous system. The properties of nerve. Reflex action. Sensation. The organs and functions of touch, taste, smell, hearing and sight.

BOTANY.

*First Stage.*

Characters of the root, stem, leaves and parts of the flower, illustrated by specimens of common flowering plants.

*Second Stage.*

Structure of wood, bark and pith. Cells and vessels. Food of plants, and manner in which a plant grows. Functions of the root, leaves and different parts of the flower.

*Third Stage.*

The distinguishing features of the principal divisions of plants. Comparison of a fern and a moss with a flowering plant. The formation of different kinds of fruits. The structure of a bean and of a grain of rice or corn. The phenomena of germination.

CHEMISTRY.

*First Stage.*

Elementary and compound matter. Illustrations of combination and decomposition in such bodies as hydrochloric acid, water, oxide of mercury and rust of iron.



*Second Stage.*

Preparation and properties of the common gases, such as oxygen, hydrogen, nitrogen, and chlorine. The chemical character and constituents of pure air and pure water, and the nature of the impurities sometimes found in both.

*Third Stage.*

The properties of carbon and its chief inorganic compounds. Differences between metallic and non-metallic bodies. Combination by weight and volume. The use of symbols and chemical formulæ.

## TECHNICAL AGRICULTURE.

*First Stage.*

The principles influencing the supply of plant food in the soil, the necessity for cultivation, and the circumstances making tillage more or less effective.

*Second Stage.*

The principles regulating the more or less perfect supply of plant food. Manures as supplemental sources of plant food.

*Third Stage.*

The principles regulating the growth of crops and the variations in their yield and quantity.

## PHYSICAL GEOGRAPHY.

*First Stage.*

The nature of a river or stream, whence it is supplied, and what becomes of it. Evaporation and condensation. Rain, snow, hail, dew and mist. The atmosphere and its composition. Winds. An explanation of the terms "river-basin" and "water-shed."

*Second Stage.*

The ocean: its extent, divisions, depth, saltness and currents. Action of waves, sea-beaches. The phenomena of tides.

*Third Stage.*

Form and size of the earth, and its motions. Day and night. The seasons of the year; how they depend upon the relative positions of the earth and sun. Moon's dimensions and distance. Explanation of her phases. General arrangement of planetary system.

## WEST INDIAN MATTERS.

*First Stage.*

West Indian geography, ethnology and geology.

*Second Stage.*

West Indian natural history. Outlines of the history of the West Indies.

*Third Stage.*

West Indian matters generally.

## LOGIC.

*First Stage.*

Terms and their various kinds. The two-fold meaning of terms—in extension and intention. Classification. Propositions and conversions of propositions. Rules of the syllogism. Hypothetical syllogisms. Fallacies in deductive reasoning.

*Second Stage.*

Inductive reasoning. Observation and experiment. Antecedents and causes of events. Methods of agreement, difference and variation. Reasoning by analogy. Fallacies in inductive reasoning.

SHORTHAND.

*First Stage.*

To show an acquaintance with the first fifty exercises of Pitman's Phonographic Teacher, and to be able to read and write any piece with ease in the learner's style.

*Second Stage.*

To show an acquaintance with Pitman's Phonographic Teacher, and to be able to read and write with tolerable ease any piece in the corresponding style.

*Third Stage.*

To be able to read any portion of "Self-culture," to know "The Manual," and to be able to write from dictation in the reporting style.

BOOK-KEEPING.

*First Stage.*

Single entry.

*Second Stage.*

Double entry.

FANCY NEEDLEWORK.\*

*First Stage.*

Simple crochet. Cross-stitch samplers. Outlining in crewels.

*Second Stage.*

Advanced crochet. Crewel work. Wool work. Braiding. Knitting, simple.

*Third Stage.*

Advanced kinds of all the matters included in Stage II. Embroidery of all kinds. Lace work. Knitting socks or stockings.

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SCHEDULES C.—F.

(VARIOUS FORMS) OMITTED.

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\* For female pupils only.

SC

## STANDARD OF EXAMINATION

READING.	WRITING.	ARITHMETIC.	GRAMMAR AND COMPOSITION.
To read with a distinct utterance, due attention to punctuation and just expression.	To write text hand and small hand well. To write well from dictation.	Arithmetic generally.	A good knowledge of grammar. Parsing and analysis. To paraphrase any passage selected from an advanced reading-book. To write prose upon any simple subject.

SC

## STANDARDS OF EXAMINATION

SUBJECTS.	I.
READING AND REPETITION	To read with intelligence and expression any passage as the Inspector. To recite 50 lines of poetry.
WRITING AND COMPOSITION.	To write in a good hand any passage dictated by the Inspector.
ARITHMETIC - - -	Fractions. Square root. Practice. Simple and compound proportion. Simple interest.
GRAMMAR - - -	The accidence. Parsing.
GEOGRAPHY - - -	Europe and America.
HISTORY - - -	History of England to 1485.
TEACHING - - -	To be able to conduct a class in reading and writing.

\* The recitation may not include any matter presented by the candidate in a previous examination.

SCHEDULES

E G.

TEACHERS' CERTIFICATES.

GEOGRAPHY.	HISTORY.	SCHOOL MANAGEMENT.
world generally. Also the geography of the British Empire.	General questions in English history. Simple questions upon the growth and development of the British Empire.	General questions on methods of teaching elementary subjects. Class formation, class teaching, school furniture and apparatus and their use. Schemes of lessons. School organization and discipline. To teach a class in the presence of the Inspector, where practicable, if required. The education law of the Colony.

L E H.

PUPIL-TEACHERS' CERTIFICATES.

II.	III.
read with increased intelligence and precision any passage set by the Inspector. To recite 100 lines of poetry.*	To read with intelligent appreciation and a fair degree of style any passage set by the Inspector. To recite 50 lines of poetry* and 50 lines of prose.
write the substance of matter read by the Inspector.	To write so as to show a fair notion of composition a short theme on any simple subject set by the Inspector.
do difficult questions on the same facts.	The work of the previous standards, discount and profit and loss, with a general knowledge of the principles of averages and percentages.
syntax. Analysis.	General questions in grammar. Parsing and analysis.
Asia and Africa.	The world generally.
history of England from 1485 to the present time.	History of England.
be able to conduct a class in arithmetic answer simple questions on the mode of teaching that subject and reading and writing.	To be able to conduct a class in grammar or geography and to give without book a lesson on some set subject prepared beforehand.

lard.

MS) NOT PRINTED.

## APPENDIX C.

## THE EDUCATION ORDINANCE, 1903.

No. 2 of 1903.

## SAINT VINCENT.

AN ORDINANCE TO CONSOLIDATE AND AMEND THE LAW  
RELATING TO PRIMARY EDUCATION.

3rd June 1903.

Be it enacted by the Governor with the advice and consent of the Legislative Council of Saint Vincent as follows:—

Short title,  
Interpreta-  
tion.

1. This Ordinance may be cited as "The Education Ordinance, 1903."

2. In this Ordinance—

"The Board" means The Board of Education constituted under this Ordinance.

"Inspector of Schools" means any officer appointed by the Governor to inspect and examine schools and to perform such other duties as may be imposed upon him by this Ordinance or otherwise assigned to him by the Governor.

"Education Officer" means any officer appointed by the Governor to inspect and pay surprise visits to schools, and to discharge such other duties as may be imposed upon him by this Ordinance or otherwise assigned to him by the Governor.

"The Code" means the Code of regulations for Primary Schools in force for the time being under the provisions of this Ordinance.

"School" means a School for Primary Instruction as classified in this Ordinance.

"Teacher" includes an Assistant Teacher and a Pupil Teacher and a Sewing Mistress in a School.

"Manager" means a person recognised under the provisions of the Code as having the control and management of a School.

*The Board of Education.*

Constitution  
of Board of  
Education.

3. (1) There shall be established a Board to be called The Board of Education.

- (2) The Board shall consist of the Governor as President and of such other persons being not less than four in number as he shall appoint to be Members thereof.
- (3) The Board shall be appointed annually in the month of January and such appointment shall be valid until the 31st day of January of the succeeding year unless a new Board has been previously appointed: provided that any vacancy occurring during the course of the year may be filled by a new appointment.
- (4) If any member of the Board shall absent himself from the colony for a longer period than one month without the permission of the Governor being first obtained his seat shall *ipso facto* become vacant.
4. The Chief Clerk in the Government Office or such other person as the Governor may appoint shall be Secretary to the Board. Secretary to Board.
5. The Governor may at any time summon a meeting of the Board. So far as possible notice of all meetings of the Board shall be issued by the Secretary to members three days before the day fixed for the meeting. Meetings of the Board.
6. The President and three other members of the Board shall form a Quorum. When the votes are equal the President shall have an additional or casting vote. Quorum.
7. The Governor may in the event of his being unable to attend a meeting of the Board appoint a member of the Board to act as Vice-President. The Vice-President shall have the powers of the Governor as President. Appointment of Vice-President.

*The Inspector of Schools and Education Officers.*

8. The Governor may from time to time appoint such persons as he thinks fit to be Inspector of Schools and Education Officers. Appointment of Inspector of Schools and Education Officers.
9. The duties of the Inspector of Schools shall include— Duties of Inspector.
- (a) The Inspection and Examination of Schools.
- (b) The administration in accordance with the provisions of the Code and the decisions of the Board, of the Annual Grant, and the control and management of the Government Schools in accordance with the provisions of the Code.
- (c) All other duties imposed on him by this Ordinance or otherwise assigned to him by the Governor.
10. The duties of the Secretary of the Board shall be— Duties of Secretary.
- (a) To issue Notices of Meetings.
- (b) To keep the minutes of meetings of the Board.
- (c) To conduct the correspondence of the Board.
- (d) In the absence of the Inspector of Schools from the Colony, so far as the Governor may direct, to exercise and discharge such powers and duties as the Inspector is by this or any enactment or otherwise empowered or required to exercise or discharge.
11. The Education Officers shall discharge such duties as are imposed upon them by the Code or otherwise assigned to them by the Governor. Duties of Education Officers.

*Expenses and Management of Schools.*

12. Such sum as may be annually provided by the Legislative Council shall be at the disposal of the Board for the purpose of carrying out the provisions of this Ordinance, which sum is herein referred to as "The Annual Grant." Annual Grant.
13. (1.) The Board shall have power from time to time to make regulations and when necessary to vary or annul the same:— Power to make Regulations.
- (a) For the general management and control of schools and the

instruction to be given in them and for regulating the system of appointment and payment of Teachers :

- (b) With regard to the charging and collection by Teachers of fees in respect of pupils attending the schools :
- (c) Generally for giving effect to the provisions of this Ordinance.
- Regulations to be laid before Legislative Council. (2.) A copy of any regulations so made shall be laid before the Legislative Council at its next meeting, after the passing of them.
- (3.) The Board shall also have power to issue such directions with regard to any school in any particular case not covered by such regulations as shall seem to the Board to be necessary.

*Classification of Schools.*

Classification of Schools. 14 Schools for primary instruction shall be divided into classes as follows :—

- (1) Schools already or hereafter established in buildings belonging to or rented by the Government of the Colony or by the Board, and the expense of the maintenance of which schools is defrayed entirely from the Annual Grant, hereinafter called "Government Schools."
- (2) Schools already, or hereafter, with the approval of the Board, established by local managers in buildings controlled by such managers, and the expense of the maintenance of which schools, exclusive of school furniture, is defrayed entirely from the Annual Grant, hereinafter called "Denominational Schools."
- (3) Schools established and maintained by local managers towards the expense of the maintenance of which the Board may deem it desirable to contribute, hereinafter referred to as "Aided Schools."

*General.*

Appointment of Managers. 15. The Governor shall from time to time appoint such persons as he may deem fit to be respectively the managers of the different Government Schools.

Establishment and maintenance of Schools. 16. (1) The Board may wherever it considers the necessity for so doing to exist :—

- (a) With the approval of the Governor-in-Council establish a Government School in any District ;
- (b) Approve the establishment of a Denominational School in any District ;
- (c) Contribute to the expense of the maintenance of any such school as is defined in section 14 (3) hereof ; and in every such case the Board may if it shall see fit withdraw the support so given.
- (2) The Board is also empowered to expend the Annual Grant :—
- (a) In giving assistance towards the erection purchase hire and repair of buildings used or intended to be used for school purposes.
- (b) In furthering the intelligent teaching of the principles of Agriculture in the Schools ; and
- (c) Generally in advancing the cause of Education throughout the Colony.

Religious Teaching no part of instruction. 17. Religious Teaching shall not form part of the instruction to be given at any Government School, but every Minister of Religion or person appointed by him shall have free access to all Government Schools for the purpose of giving religious instruction to the children of the religious denomination to which the Minister belongs at such hours as may be agreed on between the Minister and the Board,

18. (1) The Board shall meet twice in each year in the months of March Meetings of and September for the despatch of general business and at any other times Board. when duly summoned.

(2) At the half-yearly meeting in September a detailed statement, which it shall be the duty of the Inspector to prepare beforehand, shall be submitted and considered by the Board of the probable expenditure from the Annual Grant during the twelve months commencing 1st September which, on settlement and approval by the Board, shall be laid before the Legislative Council at its next meeting.

19. "The Education Ordinance 1893 " is hereby repealed. Provided Repeal. that until new rules are brought into operation under this Ordinance the Rules made under the repealed Ordinance shall remain in full force and effect.

Passed the Legislative Council the 27th day of May, 1903, and published in the Government Gazette this 3rd day of June, 1903.



THE  
SYSTEM OF EDUCATION  
IN THE  
ISLAND OF ST. HELENA.

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Attendance and Inspection.

Teachers.

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## THE SYSTEM OF EDUCATION IN THE ISLAND OF ST. HELENA.

The island of St. Helena was discovered by a Portuguese Commander, Introduction on St. Helena's day (May 21st), 1502. The Portuguese made no permanent settlement on the island, which passed in 1651 into the possession of the East India Company. It remained in their possession till it was converted into a Crown Colony in 1834.

The system of education in the Island of St. Helena is mainly founded upon an Ordinance by the Governor (H. R. Janish, Esq.) Ordinance of 1874. Under this Ordinance provision is made for bringing the benefits of education within the reach of the poorer inhabitants of the Island, through the agency of several administrations.

At the present time schools are provided and maintained by Government, by the Benevolent Society, and by the Hussey Charity. The Government supports four schools, the Benevolent Society two, and the Hussey Charity three.

Under the Ordinance of 1874 it is enacted that "It shall be the duty of every parent to provide elementary education in reading, writing and arithmetic for his children; and for that purpose the parent of every child, not being less than nine or more than twelve years of age, residing within the Island of St. Helena, shall cause such child to attend school, unless there shall be a reasonable cause for non-attendance."

This Ordinance has since been modified by a series of Rules put forth by the Governor, W. Grey-Wilson, Esq., on the 1st of April, 1887. By these rules children between the ages of three and fifteen years may be entered on the school books. Religious instruction is not compulsory for those who avail themselves of the "conscience clause." Provision is made in the Ordinance for the general management of the schools. Religious Instruction.

Three of the Government Schools are situated in Jamestown, Present and one in the country, near Plantation. These are entirely supported by the Government, but small fees are charged, which, however, in the case of poverty can be remitted. The Benevolent Society supports one school in Jamestown, and one at the southern end of the Island at Sandy Bay. For these two schools the Colonial Government makes an annual Grant-in-Aid to the extent of £30. The Rebecca Hussey Charity provides and entirely maintains three schools, one in Jamestown, one at Half-tree-hollow (a district midway in the Island from north to south), and the third at Longwood on the eastern side. The Hussey Charity's provision is for the education of natives—those who are born on the Island, of any

nationality other than European, but European children are not prohibited from attendance when there is sufficient room for them on the roll. The Charity provides for a religious education on the basis of the faith of the English Church,

It will thus be seen that there are nine schools in the Island, situated in convenient places of access for the children.

Subjects of  
Instruction.

The subjects taught in the Government schools, and also in those of the two Charities mentioned, are so taught on a graduated scale, and regulated as far as possible by the Government "Standards." In only one school, viz., the Government Girls' School, is the highest standard (the Sixth) attained. The scheme set out in the year 1887, and in force now, though somewhat added to in later years, is as follows:—

The following subjects shall be taught:—Reading, writing, dictation, geography, English history.

To girls, plain needlework.

To boys (in the country), gardening.

*Standards of Examination:—*

Standard I.—Reading, narrative in monosyllables; writing on slate, figures and monosyllables; arithmetic, simple addition and multiplication table.

Standard II.—Reading, narrative from an elementary book; writing, dictation from the same book; arithmetic, examples from the simple rules.

Standard III.—Reading, fluently and correctly; writing, dictation; arithmetic, to compound rules; geography; English history.

In addition, Holy Scripture.

Attendance  
and Inspec-  
tion.

The poorer population of the Island consists mainly of coloured people, who are scarcely, as yet, sufficiently appreciative of the benefits of education, and therefore there is a somewhat serious irregularity of attendance. This difficulty, however, is being gradually overcome, and some fairly good results are shown at the inspections. There are two Inspectors of Schools, who visit and examine the children from time to time.

Under the Ordinance of 1874 provision is made for the appointment of a school Attendance Officer, but in the country districts the people are so widely scattered among the mountains that it is very difficult to secure regular attendance. After the age of ten years children are exempt from school attendance on passing a simple examination provided for in the Ordinance.

Teachers.

The teachers are necessarily untrained, as they are drawn from the inhabitants. But His Excellency the Governor is desirous, should a suitable vacancy occur, of procuring a trained teacher from England, part of whose duty it shall be to instruct the teachers

who need help in the art and science of teaching. This would be of the greatest use, and would gradually insure a better system of instruction which could not fail to produce good results.

There is no provision in the Island for any Secondary or Higher Education. The paucity of children requiring such education, and the scattered character of the population, renders any organised provision of this kind impossible. This is a great drawback, but it is unavoidable, and education of a more advanced order must be left to private enterprise and arrangement.

A school is provided by the Military Authorities for the children of the garrison Garrison School.

ALFRED PORTER,  
Inspector of Government Schools.

April, 1902.

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*Notes.*—The following extract is taken from the Governor's report for 1903. (Colonial Reports—Annual. No. 420. St. Helena. Report for 1903.)

An Ordinance was enacted early in the year "to secure to children in the Island the benefits of Elementary Education." This Ordinance repealed the old Education Ordinance of 1874, which was not in keeping with ordinary requirements. The new Ordinance made attendance at school compulsory, but owing to the want of funds it was not found practicable during the year to appoint the necessary "attendance officers," who would see that the terms of the Ordinance were rigidly enforced. The Ordinance referred to was eventually repealed by an improved Ordinance, which, however, did not come into force until January 1st, 1904. I look for a great improvement in the Education Department generally, when this new Ordinance becomes law. The standard of excellence must be a low one unless compulsory attendance is enforced.

**THE  
SYSTEM OF EDUCATION  
IN  
CYPRUS.**

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## THE SYSTEM OF EDUCATION IN CYPRUS.

## I. INTRODUCTION.

Before the occupation of Cyprus by the British in the year 1878, State aid and State recognition of education were confined to the Moslem population; such Christian schools as were permitted being supported entirely by voluntary contributions. The Turkish Government made an annual grant amounting to £500, which was distributed among certain Moslem schools in accordance with the recommendations of the Medjliss Idare\* in each District of the Island; although, in practice, the amount paid annually to each school remained fixed, since there was no organised system of inspection of schools.

The earliest reports by the first British Commissioners of Districts of the Island, for the year 1879, give the following particulars concerning the schools, Moslem and Christian, then existing in the districts of Famagusta and Nicosia. Reports of  
British  
Commission-  
ers in 1879.

In Famagusta there appear to have been eight Moslem schools, all supported by the Evkaf,† at an average annual cost of £7 10s. each, and all recognised by the Government, giving education to about 250 children. There were ten Christian schools, unaided by Government, educating about 350 children in reading, writing, and arithmetic, and in sacred history. No details are supplied as to the efficiency of the instruction given; but it is noticeable that the salaries of the masters appear to have been generally hopelessly in arrears, and, in many cases, the masters either went on teaching from pure love of the work, or else frequently closed their schools.

In the same year the Commissioner of Nicosia wrote: "The subject of education is at present under consideration, and I hope that the schools in the town of Nicosia will eventually come under the municipal authorities. . . . There are only four Christian schools. I have found them always well attended, clean, and in good order. The Archbishop and his priests appear to take great interest in their well-being. In the principal school of St. Jean there appears to be an earnest desire on the part of all to raise the standard of education. English, French, and German languages are taught; and, in the schools for the younger pupils, boys as well as girls are instructed in subjects which will be of use in after life, and which tend to raise the moral standard of the scholars.

"The Moslem schools are also under the supervision of their religious authorities. The principal subject of education is the

\* District Councils, partly elected and partly composed of local officials and dignitaries.

† The Board administering Moslem religious foundations. Evkaf also signifies the religious properties themselves.

recitation of the Koran ; many improvements are desirable. The principal school for older boys is but poorly attended, and at present there are but twenty-five scholars. The proper attendance ought to be 150. The remaining schools in the town are all poorly attended, and the less said about them the better."

The writer goes on to add that many of the leading Moslem gentlemen of Nicosia were anxious to raise the standard of their schools, and desirous that really useful subjects should be taught.

From details given it appears that in eight of the fifteen Moslem schools in the town of Nicosia nothing at all was taught beyond the recitation of the Koran ; while only one professed to teach anything more than the elements of reading and writing. Only one of these schools was subject to any form of inspection, this exception being a school belonging to and supported by the Evkaf, which was visited annually by a member of that body.

The four Christian schools, on the other hand, seem to have given a far more liberal education, embracing in all cases arithmetic, geography, and ancient Greek. They were supported mainly by the Church, which contributed annually £T400,\* voluntary subscriptions and school-fees, making up the total to £T700. These schools were inspected by the Archbishop, and numbered 622 scholars of both sexes.

These reports, written at the close of the first year of the occupation of Cyprus by the British, if they may be taken, as I think they may, to represent a fair view of the state of education in the Island under Turkish rule, call up a vivid picture of the contrast between the two races ; the Moslems, conservative, contented with little, but with some organisation ; and the Christians, eager after some new thing and alive to the advantages of a liberal education, but hampered in their schemes by want of proper arrangements to secure the working of their schools, or even the payment of the salaries due to the schoolmasters.

The Sanitary Inspector, in his report for the year 1880, states that he examined a large number of schools and is glad to testify to the large, well-ventilated rooms set apart for this purpose by the Christian portion of the population. The Moslem schools were, on the other hand, generally overcrowded and badly ventilated.†

This, then, was the problem that confronted the Rev. J. Spencer on his appointment in 1880 to the Directorship of Education ;

\* The present sterling value of a Turkish pound of 100 piastres is 18/-.

† The following statement of the number of Elementary Schools found in existence in the year 1879 is taken from reports of Commissioners dated November, 1879 :—

Nicosia District ... ..	Moslem 28	Christian 21
Larnaca " ... ..	" 8	" 12
Famagusta " ... ..	" 8	" 10
Limassol " ... ..	" 4	" 20
Paphos " ... ..	" 12	" 12
Kyrenia " ... ..	" 5	" 8



to introduce, on the one hand, a proper system of local management for the Christian schools; and on the other to eradicate gradually the old methods prevailing in the Turkish schools, and to induce the masters to adopt a reasonable system of teaching.

A circular letter\* was therefore sent to every village in the Island, recommending a system for general adoption, showing what should be the duties of local school committees, and especially explaining the objects of the grant-in-aid offered by the Government and the conditions under which they might be applied for. This letter led to the election of local committees in several places for the management of the schools, and to a certain number of applications for aid, which, in nearly every case, was granted.

Circular  
Letter to  
Schools.

During the year Mr. Spencer visited sixty-four villages, besides the town schools of Nicosia and Larnaca, and reported favourably upon a few of the Christian schools which he inspected, but he wrote: "It is impossible to speak of the Moslem village schools as anywhere satisfactory, though the masters are in most cases diligent and laborious teachers of the very hard lessons the children are required to learn from their earliest years. They begin at the wrong end in their teaching, and, as most of the children are taken away at an early age to work with their parents, the result is that many of them never arrive at the beginning—never learn to read and write Turkish at all."

The result of the circular letter mentioned above, and of the encouragement and stimulus given in the villages by this first tour of inspection, was that applications for aid were received by the Government from thirty-four Elementary Schools, seventeen Moslem and seventeen Christian, which aid was in nearly every case granted. The total amount expended by the Government in this year (1881) on the village schools of Cyprus was £333, part going to improve the school buildings, where such help was absolutely necessary, and part to the payment of the masters; seventeen new schools appear to have been established in different villages during the year.

The system by which the Government at the present day controls the education of the Island has been a gradual growth, springing, in the first instance, from the needs of the system discovered in these preliminary tours to be already in existence; and its aim has been rather to graft on to the existing stock order and management in a spirit conforming to modern needs, leaving the actual control of the schools in the hands of local committees in each village, than to introduce a new and ready-made system. Especially has this been necessary in the case of the Moslem schools, whose close connection with the Mosques and their religious institutions rendered it difficult to offer aid under conditions which could be applied to the Christian communities.

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\* A copy of this letter will be found in Appendix B.

Suggestion  
to form a  
Central  
Education  
Board.

In a despatch to the High Commissioner of Cyprus, dated the 10th June, 1881, the Earl of Kimberley, in discussing Mr. Spencer's proposals, suggests the formation of a Central Board of Education to help the High Commissioner in dealing with the question of education, considering that such a Board would be likely to obtain for the Government the confidence of the school managers; for this would appear at first to have been a somewhat difficult matter. In his reply to this despatch, the High Commissioner, pointing out that the great difference between the systems of education, language, and habits of the two races, Christian and Moslem, made it impracticable to join them on the same Board for educational purposes, proposed rather to form two Boards, one for the Christians and the other for the Mahommedans, but both to be presided over by the Director of Education. But in a later letter, written at the end of November, 1881, the Earl of Kimberley declares that the finances of the Island will not permit of the establishment of a separate Education Department, and that the Board or Boards must, therefore, be constituted under the Chairmanship of the Chief Secretary, and the correspondence connected with educational matters be conducted through the Chief Secretary's office.

Mr. Spencer was thus relieved of the administrative part of the work which usually devolves on the Director of Education, and was enabled to devote himself entirely to the work of organising and inspecting the schools, and to his duties as an official member of the Boards of Education.\* At the same time his official title was changed to "Inspector of Schools."

suggestion  
to form Local  
boards.

At the close of the same year the Christian community, headed by the Church, addressed a petition to the Secretary of State, in which, among many other matters, they referred to the question of education. They proposed that Local Boards should be formed in each District, on lines similar to those of the proposed Central Boards; elected by the inhabitants, presided over by the Bishops of the several provinces, and inspected by the Commissioners of the Districts. They also proposed that the Council should enact a complete system of education for the Island, which should be carried out by the Boards.

These suggestions, which were warmly approved by the High Commissioner and by Mr. Spencer, were subsequently embodied in the Education Law.

report of  
Mr. E. Fairfield,  
33.

The next event of importance to the cause of education in Cyprus was the visit to the Island, in 1883, of Mr. E. Fairfield, of the Colonial Office, who was sent out to confer with the High Commissioner on the finances and administration of the Island. In his report he calls attention to the disproportionate amount spent upon Turkish schools as compared with that devoted to the Christians. The Moslems, who form but one-fourth of the total population, had been

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\* Mr. Spencer's position was afterwards modified by the Education Law of 1895.

annually granted a sum three and a half times as great as was given to the Christian schools. It was obviously desirable to remedy this, and in a despatch dated the 11th May, 1883, Lord Derby proposed that the total sum available for grants-in-aid of the schools should be divided into two parts, three-fourths being annually appropriated for the Christian schools, and one-fourth for the Moslems; and this proportion, in spite of the protests, based upon ancient custom, which were made by the leaders of the Moslem community, has since been adhered to.

## II. PRESENT SYSTEM.

The present system, which was thus gradually evolved from the old, received definite shape and sanction by the passing of the Education Laws of 1895 and 1897.

### A. PRIMARY SCHOOLS.

Elementary Education is now administered under the Laws Administration of 1895 and 1897. (See Appendices C and D.)

The bodies which carry out these Laws are :—

- (a) The Village Committee.
- (b) The District Committee.
- (c) The Board of Education.

In May of each year the High Commissioner prescribes by notice in the Gazette the villages which shall be compelled to support a school during the ensuing school year, from September to July.

(a) The Village Committee in any village thus prescribed to support a school is elected directly by the tax-paying inhabitants every year at a meeting summoned by the Mukhtar.\* Its duty is to appoint or dismiss the Teacher, to fix his or her salary, and to assess the sum required for salary and general school maintenance among the resident tax-paying inhabitants of the village. These "school fees" are afterwards collected by the Government Tax-Collector and paid into the District Treasury. Appeals from decisions of the Village Committee lie, in certain cases, to the District Committee.

(b) A District Committee for each of the six Districts into which the Island is divided for purposes of general civil administration, is elected every two years by the villages which support schools in the District, by a method of indirect election, the Commissioner of the District being Chairman *ex-officio*.

Its functions are to supply any omissions of Village Committees; to hear appeals from their decisions; and every year to submit to the Board of Education a list showing the villages in their district which in their opinion should be compelled to support schools during the ensuing school year.

\* The Mukhtars are the elected Headmen of the different villages.

The Board of Education. (c) The Board of Education is also chosen every two years, and consists of (i.) certain *ex-officio* members of native communities; (ii.) a member elected by each District Committee; (iii.) members elected by the Legislative Council from among its own members; and (iv.) the Chief Secretary to the Government who is *ex-officio* Chairman of the Board. The Inspector of Schools is not a member of the Board, but has a right to be present at its meetings, and to give his opinions whenever he is asked or wishes to do so.

The duties of the Board of Education are to hear appeals from decisions of the District Committees; to consider the recommendations of the District Committees; and to advise the High Commissioner what villages shall be prescribed to support schools during the ensuing year; and generally to deliberate on matters connected with education, and to recommend to the Government the grants-in-aid to be allowed to each school.

Thus it may be said that the onus of maintaining and managing its school is thrown on each village, and it is only when the Village Committee fails to perform its duties, or when disputes arise, that the higher authorities intervene.

Work of the Boards. In practice the Boards of Education and the District Committees meet twice or three times a year with reference to the distribution of grants, the prescription of schools and the appointment of masters. Smaller questions that arise from time to time are settled either locally by the Commissioners, or after inquiry and report of the Inspector of Schools, by the High Commissioner.

The Religions Question.

All schools are strictly denominational, but in the "New that as the population of the Island is divided, are successful are between the Greek Orthodox and the Moslem schools, and certifi- proportion of about three to one), the school sys<sup>to</sup> teach in any of is dual. Thus there are two Boards of Educati<sup>classified by the</sup> Moslem; two Committees in each district; and stinction is in the village is prescribed to be either Greek-Chris of school teachers or, in the case of a few villages, two schools are ord<sup>class of certificate</sup>

The schoolmaster of any school must be a me<sup>amined, after the</sup> of religion taught in the school; and no memb<sup>higher class.</sup> can take any part, by voting or otherwise, in the diploma or cer- a school belonging to the other religion, nor case of education in for its support. The Mahommedan schools a<sup>or at some recog-</sup> paid for exclusively by Mahommedan taxpayers, i, if Christians, Orthodox by the Greek Orthodox taxpayers.

The membership of other religious bodies is so sr<sup>be neglected in a general survey; but no one can</sup> t<sup>sters appointed</sup> for local, not general taxation) for the support of a a<sup>to a religion of which he is not a member. The High<sup>t hold these</sup> is empowered to reserve a certain part of the vote in<sup>t grant-in-aid.</sup> as a grant to assist schools other than Moslem or Gri<sup>low one, and</sup> but only five schools, with but few children, cor<sup>erience. This</sup> provision. Dissent. as understood in England, i <sup>Cyprus.</sup></sup>

In the year 1898, the Christian Board of Education appointed a Committee, consisting of the headmaster and four assistant masters of the Gymnasium, an elementary schoolmaster, and an Assistant of the Inspector of Schools, under the presidency of one of the members of the Board of Education, empowering them to draw up regulations for the Public Elementary Schools of Cyprus, and an analytical programme of the lessons to be taught therein.

These when completed received the sanction of the Board, and have been adopted in all the Elementary Schools of the Island. They contain very minute directions, based on the "New Method" of teaching as enforced at the Teachers' classes at the University of Athens, prescribing with great exactness the courses of lessons, the hours at which each shall be given, and the methods which the master shall employ in teaching and questioning the pupils.

The whole curriculum is divided into two parts or courses which are taught in alternate years; the subjects are as follows:—

*Religion*, including the Catechism, prayers, religious poems, the history of the Old and New Testaments, and the geography of the Holy Land.

*The Greek Language*, under which are included reading, grammar, dictation, writing, and object lessons. In some schools, with more than one master, classical Greek is taught, and, generally, the Anabasis of Xenophon is the work chosen.

and a few fail Arithmetic and geometry.

For the laity and Philosophy

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education classes, the lowest or first class being generally traditiono parts. Every pupil is expected to be promoted adopted higher class at the close of each year, unless he has improv regularly, or is exceptionally dull.

taking brk consists of seven hours, except on Saturdays, of the holidays. The week's work thus amounts to forty reading pupils alike.

re closed for two months in the summer, and twenty-Holida

• Tr. Feasts of the Church are ordered to be observed

† A vs.

genera  
priestly  
83

Public examinations of the pupils are held in many of the schools, in the presence of the Village Committee of Education, the village priest, and any other influential villager who may wish to attend.

**Discipline.** Discipline is maintained in the schools with the aid of certain authorised punishments for infringement; reprimands, solitary detention, reprimands in the presence of parents, temporary removal from class or school, and, in extreme cases only, by expulsion. Corporal punishment is not authorised.

**Attendance.** Attendance at the Elementary Schools is entirely voluntary. There are no school fees, but each village prescribed to support a school is taxed by local assessment for its maintenance, and sometimes two or more villages are grouped together to support a school in common. Small school fees, however, are charged to children who belong to a village not assessed for the maintenance of the school which they attend.

**Teachers' Qualifications.** The qualifications necessary for those who would serve as Elementary School Masters in Cyprus, the manner of their appointment, and the collection and payment of their salaries are regulated and provided for by the Education Law of 1895, amended by the subsequent Law of 1897.

These are substantially the same for both Moslems and Christians.

A Board of Examiners is appointed from time to time by the High Commissioner, whose duties are to examine such persons as apply to be examined, with a view to testing their general knowledge and their competency to teach according to the "settled Method" of teaching. The names of those who are reported to and registered by the Inspector of Schools are then issued to them authorising them to teach in the Elementary Schools of the Island. They are appointed by the Board of Examiners in three classes, but this division is mainly honorary, since the salaries and positions held by them are not necessarily fixed with reference to the rank held by them. A teacher may apply to be re-examined after a lapse of two years, with a view to passing into a higher class.

Certificates are also issued to those who hold the full course of the training branch of the Cyprus Gymnasium, a specialised training school for teachers.

Teachers must be eighteen years of age, and members of the Orthodox Greek Church.

These regulations do not apply in the case of masters who wish to teach foreign languages.

Any school appointing a master who does not possess the necessary qualifications cannot receive a Government grant.

The standard of examination is at present a very high one, and does not necessarily require any teaching experience.

question will probably receive the attention of the Government in the near future. In spite, however, of the low standard exacted, the supply of teachers is scarcely adequate to meet the demand; and this may be attributed to the fact that the salaries usually offered are not large enough to attract able men from other occupations.

Teachers are appointed by the Village Committees for one year only; and, since the Village Committees are themselves elected annually, and the elections turn on questions of politics foreign to education, constant changes of masters are the natural result. The beginning of the school year witnesses a general system of intrigue and haggling for salaries between masters and villages, injurious to the interests of the masters, whose under-bidding of one another for desirable posts in the neighbourhood of their own homes has, in one case at least, reduced the salary actually given as low as £4 10s. for the year, the education of the children being thrown meantime into the melting pot.

If, in this game of general post, a village fails to secure a master for its school before the 25th August in each year, the District Committee is then empowered to supply the deficiency. At present about 75 per cent. of the teachers are appointed by the Village Committees, 20 per cent. by the District Committees, before the commencement of the school year, leaving about 5 per cent. to be found in some way or another after considerable delay. Some schools thus remain unopened for two or three months, and a few fail altogether, owing to some of the masters retiring in disgust to other occupations.

For the last few years, in consequence of the increase in the number of schools without a corresponding increase in the amount available for Grant-in-Aid provided in the Estimates, the emolument of the teachers has been diminishing. This is much to be regretted, as it is very discouraging to the masters, who, on the whole, fulfil their duties with zeal and faithfulness, and, if continued, must result in lowering the standard of school teachers.

The draft of the Education Bill at present before the Council contains provisions designed to remedy these defects.\*

No regulations have been drawn up by the Moslem Board of Education for the instruction given in Moslem schools. Moslem education is very closely connected with religion, and many traditions exist among the Hodjas.† A programme is usually adopted on the advice of the Inspector of Schools, and a great improvement in the character of the secular instruction given is taking place. The subjects taught are the reading and chanting of the Koran and the repetition of the religious code "Imihal," reading and writing of the Turkish language, some Ottoman and

\* This Bill is still under the consideration of the Council.

† A "Hodja" is a priest engaged in teaching. The schools are generally in connection with a Mosque, where the Hodja serves in his priestly capacity.

general history and geography, the four rules of arithmetic, more elaborate processes being taught in but few of the schools, and, for the higher classes in some schools, a little Arabic and Persian. There are usually five standards or classes; in some schools a sixth is added for more advanced pupils learning the Arabic and Persian languages. Children begin to attend school at a very early age (according to tradition education should commence at the age of four years, four months and four days), and the large proportion of very small children is a great obstacle in most schools to the efficiency of the instruction that can be given by an unassisted master. In some of the larger schools an attempt is being made to supply an assistant master to have sole charge of the small children. In many cases the teacher delegates the care of these babies to the other pupils, and both discipline and progress suffer by the system. There is no recognised system of pupil teachers; but sometimes a young man, desirous of qualifying as a Hodja, will assist a village schoolmaster in the management of his school in return for instruction given to him out of school hours.

**Attendance.** Attendance at school, as with the Christians, is voluntary and frequently very irregular.

**Teachers' Qualifications.**

The regulations for the qualifications and appointment of Moslem teachers are substantially the same as for the Christians. A Moslem Board of Examiners, appointed at the discretion of the High Commissioner, issues certificates to those who pass its examinations. These, too, are divided into three classes, but again the class in which the master is registered makes little difference to him. Masters in Cyprus are not classified in grades as assistant or head masters. Diplomas from the Rushdie (now Idadi) school of Nicosia, or from one of the superior schools in the Turkish Empire, known as "Mektebi Idadi," or "Darul Muallimin," are accepted as qualifying for teaching in the Elementary Schools of Cyprus. Teachers must be members of the Mahommedan religion, and not less than eighteen years of age.

**Appointment.**

They are appointed in precisely the same way as the Christian masters; but changes are perhaps rather less frequent among them. The village schoolmaster generally combines with his proper duties those of Imam of the village mosque, and this tends to produce greater fixity of tenure, especially among such a conservative people.

**Finance, Village Schools.**

Village Elementary Schools are supported from two sources—(a) local taxation, and (b) general taxation.

(a) **Local Taxation.**—The Village School Committee fixes the salary of the teacher, and what amount, if any, is required for rent, furniture, or "maintenance." It makes a division of these sums among the resident taxpaying inhabitants, according to their means. This assessment is subject to appeal in certain circumstances. The amount thus assessed is collected by the Tax-collector of the District, with the other taxes, during the year. In the



Government advances the sum for maintenance, and pays to the master his village salary in instalments.

the teacher obtains his salary regularly, and the contribution in the least irksome manner.

Secondary Education.—There are no banks and few post offices paying money direct, and a journey to the nearest town on a mule wastes the time of at least a day, the following plan has been adopted. The Inspector of Schools prepares cheques for the teachers' salaries, which he sends to the Commissioners of Districts, and at the same time a payment order from the Receiver-General for the total amount required for each District respectively. The cheques are then countersigned and sent by the Commissioners to the teachers, who present them to the Tax-Collector on his next visit to their village, and receive cash in return from him.

(b) General Taxation.—The total Grant-in-Aid of Schools is voted each year in the Estimates out of the general taxation of the Island. This is divided half-yearly among the prescribed schools by the Inspector of Schools, with regard to the average attendance and the efficiency of the teaching. These grants, after being passed by the Board of Education, and approved by the High Commissioner, are paid to the masters in the same manner as their salaries.

The annual salaries, which vary from £6 to £15 for the Moslems and from £8 to £30 for the Greeks, average at present—Moslem £10 and Greek £16. The average grants are for the Moslems £4 10s., and for the Greeks £9.

The Elementary Schools in the towns of Nicosia, Larnaca, Limassol, Famagusta, Papho, and Kyrenia, being at present specially exempted from the provisions of the Education Law, are managed by Committees, elected generally by the Churches, which have no power to make assessments. But they are well supported by voluntary contributions from the Churches and the tuition fees paid by the parents of the children attending. The Government Grant is not paid to the individual teachers in these schools, but *en bloc*, for all the schools of the town, to the Committees. The average annual salaries of the masters of town schools are, Moslem £14 and Christian £25.

The schools of the Island, Moslem and Christian, are each visited twice at least in the year by the staff of the Inspector of Schools.

Until last year (1901), when the death of Archdeacon Spencer made vacant the post of Inspector of Schools, a post which he had held for twenty years, the staff consisted of the Inspector, assisted by one Moslem and two Greek-Christian sub-inspectors. Last year, however, a change was made in the appointment, the new Inspector being given the services of an English Assistant Inspector, the native staff remaining the same as before. During the ten months of the school year this staff is kept constantly travelling, visiting the villages, inspecting the schools, and examining the

Methods of Inspection.

children. An important part of their duties consist with the leading villagers in each village on the requirements of their school, and trying to stimulate in educational matters. The examinations of the pupils are mainly towards testing the efficiency and progress in reading, writing, and arithmetic. Other subjects are not at all, but a detailed examination of every child is made at these tours of inspection, and would require a staff.

On the reports furnished by the Inspectors, and on the monthly returns which the teachers are required to render to the Inspector of Schools showing the average attendance of the pupils on the rolls of their schools, is based the amount of the Grant-in-Aid of each school, which is recommended to the Government every six months by the Inspector of Schools.

The two English Inspectors were appointed in 1901 by the Secretary of State for the Colonies, upon the recommendation of the High Commissioner. The native staff, who have all held their appointments for several years, were appointed by the High Commissioner.

**Recommendations.**

The Elementary Schools of Cyprus, of which a short account has been given, have made great strides since the days when the chaotic state of affairs described in the introduction prevailed. But much remains to be done. At present, as will be seen from the statistical tables in Appendix A, scarcely half of the children in the Island are under instruction. Other desiderata which the future may supply are the establishment of a pupil-teacher system, to secure experience for future teachers; a pension scheme for teachers; and the establishment on a recognised basis of continuation classes. Such subjects as cookery, domestic economy, or manual training and instruction in agriculture find no place in the scheme of primary education; neither is there any provision made for the instruction of the blind, deaf, and dumb, for defective children, or children needing special restraint. Drill and physical exercises, though on the programme adopted for the Greek schools, are frequently, and in Turkish schools usually, neglected. Outdoor games, and the healthy mingling of masters and pupils out of school hours, are not familiar ideas in the East, and, except in a few schools, mainly Turkish, in Nicosia and Limassol, are practically unknown.

Those accustomed to the advantages of England and the English-speaking Colonies may observe gaps in the educational system of the Island, but when we look back to the state of things which existed only a short twenty years ago, the progress already made appears satisfactory, a progress mainly due to the untiring efforts of the late Archdeacon Spencer, the first Inspector of Schools. The foundations of a good sound system have been laid, and steady progress may be looked for by the gradual introduction of judicious reforms suited to the conditions of the place, without too hastily

forcing on the most modern ideas before the people are prepared for their reception.

B. SECONDARY EDUCATION.

Secondary Education in Cyprus is not at present, except in two instances, directed or controlled by the Government. The Moslem "Idadi" School of Nicosia was, in the days before British occupation, controlled and supported by the Turkish Government. The British Government has succeeded to the charge of this school, which is now the only school in the Island exclusively directed and supported by the Government. There is also a Moslem school, under the management of the Ktima Committee of Elementary Education, and aided by a grant from the vote in aid of Elementary Schools, which includes in its course of teaching the Persian and Arabic languages and advanced instruction in the Koran and the Mohammedan religion; it is attended by boys who have finished course of instruction given in the Elementary Village Schools, so may be fairly ranked as a Secondary School.

The Cyprus Gymnasium, a large Greek-Christian school at Nicosia, receives an annual grant from the Government in recognition of its services as a training ground for teachers of Elementary Schools; but it is under independent management. There are also Greek High Schools at Larnaca and Limassol, which do excellent work, but are neither controlled nor aided by the Government.

None of these schools are inspected by the Inspector of Schools. The annual examination of the pupils of the "Idadi" school is, however, partly directed by him, and the reports based upon it are submitted to him. Occasional visits to the school are also made.

The Moslem school at Ktima, since it is classed as an Elementary School, is, of course, inspected and reported upon in the same manner as the other Elementary Schools of the Island.

The Greek-Christian High Schools are not visited by the Inspector except upon invitation by their Committees.

The Cyprus Gymnasium was founded in the year 1893, at Nicosia by the efforts of the late Archbishop of Cyprus, and the present Mayor of Nicosia, Mr. Achilleus Liassides.

It is managed by a Committee, resident in Nicosia, of which the Archbishop is President. It is supported by school fees paid by the pupils, varying in amount from £1 yearly according to the wealth and position of their parents; by voluntary contributions from all parts of the Island, and especially from the Church, the Bishops, and the principal monasteries. The Cypriot Brotherhood in Egypt subscribes £150 a year; and the Government of Cyprus gives an annual grant of £200 in consideration of the services rendered by the Gymnasium in training masters for the Elementary Schools.

These funds are supplemented by an addition of 5 per cent. on the amount assessed upon each Greek-Christian taxpayer for the support of the Village Elementary Schools. This amount is collected by the Government Tax-Collectors, and appropriated to the support of the Gymnasium. About £175 annually is thus obtained.

The total annual expenditure for the maintenance of this school is over £1,400. There are fourteen teachers, who must all hold diplomas from the University of Athens, and the course of instruction includes the classical Greek language, Latin, English, and French. The course lasts six years, and those who have duly passed through it obtain a diploma which entitles the holder to free entrance, without further examination, to the Greek University at Athens. Those who wish to become schoolmasters in Cyprus, must spend one year more in special training at the Gymnasium, and then, after examination, are given a certificate by the Headmaster and Committee, entitling them to serve as masters in any of the Elementary Schools in the Island, without examination by the Government Board of Examiners. It is in consideration of these services that the Government makes an annual grant of £200 to the Gymnasium.

The number of pupils in all classes was last year 200.

**Larnaca High School.** There is a High School at Larnaca, with four teachers, which gives secondary instruction to about ninety pupils.

It is managed by a local Committee, of which the Bishop of Kitium is the president, and is supported by a grant from the Bishopric of Kitium, by voluntary subscriptions, and by admission fees paid by the pupils. Its management is independent and is not aided in any way by the Government, nor inspected by the Inspector of Schools. Its annual cost is about £300.

**Limassol High School.** At Limassol is another Greek-Christian High School, with five teachers and about eighty-five pupils, which is managed by a Committee elected by the inhabitants of the town of Limassol, and supported by the Church, by voluntary contributions, and by the admission fees of the pupils, amounting altogether to about £375 per annum.

**Ktima and Varosha High Schools.** At Ktima there is a small High School under the management of the Committee of Elementary Education in Ktima, under the Presidency of the Bishop of Papho. One master is engaged to teach a class of about twenty-four boys, at an annual salary of £90; which appears to be the only expense connected with the school. This is met by contributions from Church funds and by admission fees. A similar Secondary School under one master exists at Varosha, the Greek suburb of Famagusta. This master also teaches English, in addition to the usual Greek course. He is paid £45 yearly, and has about twenty pupils.

**Higher Education of Girls.** There are no schools for the higher education of girls in Cyprus; but in the three towns of Nicosia, Larnaca, and Limassol classes are held, at which certain of the school mistresses of the Elementary

Girls' Schools of the three towns, and at Nicosia, some of the teachers of the Cyprus Gymnasium teach more advanced subjects than those included in the ordinary elementary course. The pupils are girls who have been through the primary curriculum at the school at which these classes are held; so that the Greek-Christian Girls' Schools of these three towns may be described as partly elementary and partly secondary. They are inspected and aided by a Government grant in the same way as the other elementary schools of the Island, but no special grant is given in respect of their secondary teaching.

The Turkish Secondary School of Nicosia, now called the "Idadi," <sup>The Idadi School.</sup> which is supported and controlled by the Government (though the salary of the headmaster is now paid by the Evkaf), takes the place of the old Government Rushdie School, which, in the days of Turkish supremacy, was supported by the Turkish Government.

The fine building, which consists of six class-rooms and a large hall, stands in a good situation near the great Mosque of St. Sophia, and was erected by the Government in the year 1899.

The teaching staff consists of a Headmaster, three Assistant Masters, a Teacher of Religion, and an English master, a Cambridge graduate, who teaches mathematics. The Headmaster is a Moslem, and the services of the present occupant of the post were secured through the British Ambassador at Constantinople. His salary is £150 a year, which is paid by the Evkaf. His appointment and that of the Moslem and English Assistants are in the gift of the Government.

The course of instruction includes the Turkish language, Persian and Arabic, English and Modern Greek. Mathematics are taught on a modern and western system, history and geography are included, and, owing to the influence of the English master, the teaching given at the school is now more in accord generally with modern ideas than was formerly the case.

The number of pupils is about seventy, coming mainly from the Elementary Schools of Nicosia at the age of twelve or thirteen years. A few pupils come also from Rural Elementary Schools. No pupil is accepted below the age of twelve, and the pupils remain at the school to the age of seventeen or eighteen. The boys find lodgings in the Medressehs, or religious boarding-houses connected with the mosques of the town.

The school has power to issue certificates to those of its pupils who have passed satisfactorily through the course of instruction, and these certificates entitle the holders to teach in any of the Elementary Schools of the Island.

The only expense for Moslem Secondary Education is the cost of the "Idadi" School. The salary of the Headmaster, which as has been already mentioned is paid by the Evkaf, is £150 a year. The English master receives £150 with £15 a year as house allowance, and the salaries of the other masters, with the incidental expenses of maintenance, amount to £270. The total cost is thus £570 yearly;

£150 is paid by the Evkaf, and the balance, £420, is defrayed by the Government from the grant-in-aid of Moslem Schools and the five per cent. collected on the salaries of village teachers, as explained in the case of the Gymnasium, which amounts to about £50 yearly.

Secondary  
Education  
for Moslem  
Girls.

There is at present no girls' school for Moslems in Nicosia. The Moslem religion allows young girls to attend at school together with boys, and a certain number of girls are found in most of the Elementary Schools of the Island; but at a more advanced age this mixing of the sexes is forbidden. Hitherto, therefore, Moslem girls have had no opportunities for receiving Secondary Education, nor has there been in the past any demand for it. More advanced ideas as to the education of women are now spreading among the Moslems, and the building of a girls' school was started last year in Nicosia, mainly through voluntary subscriptions from the Turkish community, as a memorial of Her late Majesty Queen Victoria. This school, when it is put upon a working basis, will provide both Primary and Secondary Education, and it is hoped that the advantages of a higher education for a few, at least, of Moslem girls will thus be secured. The school will be managed by a Committee of the leading members of the Moslem community, under the Presidency of His Excellency the High Commissioner.

#### C. TECHNICAL EDUCATION.

Technical, Commercial, and Agricultural education have not at present advanced beyond the stage of suggestion, but some lectures on silkworm culture, an important industry in some parts of the Island, have been under the management of the Director of Agriculture, and a course of lectures on Chemistry is projected by the Government Analyst.

#### D. PRIVATE SCHOOLS.

The mass of the population is provided for by the schools already described, but there are certain establishments which meet special cases.

At Nicosia Miss Spencer's school for small children and the English School for boys, under the direction of the Assistant Chaplain of the English Church, educate about fifty pupils, mainly the children of English officials, but including a few others whose parents desire a specially English education for them.

The few Roman Catholic children are provided for at Larnaca by the Terra Santa Schools; and a school connected with the mission of the Reformed American Presbyterians also educates a small number on its own religious basis. One or two small private schools may be found in other towns, but these form a negligible percentage of the educational forces of the country, and are not in any way aided or controlled by the Government.

## E. ENGLISH TEACHING.

There is a growing recognition among the educated Cypriots of the importance of a knowledge of the English language, both because it is one of the official languages of the country and for practical purposes of commerce. According to an estimate made in 1901, only about 650 of the native population can be said to speak English. In 1900 a sum of £300 was taken in the Estimates for the provision of English teaching, and an English master, Mr. J. Thompson, B.A., Camb., was brought out for the "Idadi" or Turkish High School. Rather later, the Rev. F. D. Newham, B.A., Camb., who has since become Inspector of Schools, was appointed English Instructor to Government Clerks and to such Elementary School teachers as desired instruction and would attend classes in their summer holidays. Both these gentlemen had had considerable previous scholastic experience in England. It was also made a condition of Mr. Newham's appointment that he should open an English school for boys in Nicosia, an institution much needed by the English residents. This was to be, however, an entirely private school.

At Limassol the Chaplain to the troops, the Rev. A. C. Buss, who was already resident in that town, was appointed to take classes for Government clerks, and in the Turkish school in that town.

The classes at Nicosia for Government clerks have been very considerably increased, and, after the arrival of two English assistant masters for the English school, were extended to the Zaptiehs of the Cyprus Military Police. Altogether, since these classes were started, about 300 individuals have received instruction in English, varying in amount with the time they were able to give to it; the majority of the Zaptiehs, whose attendance is quite voluntary, being seldom able to attend for more than two or three months each, owing to their changes of station, while forty or fifty schoolmasters have attended for a few weeks only during the summer.

Zaptiehs are instructed in English at Papho and at Limassol also, and four teachers of Elementary Schools have received bonuses for holding English classes.

A Government examination in English for officials and those desirous of entering the service has been established, and it is intended to hold such an examination annually. A pass in English will in future be considered essential for promotion, in the same manner as the English officials are required to pass in one of the native languages. The examination is divided into Higher and Lower Standards, and includes translation from each language into the other, dictation, and conversation, to which special importance is attached. Candidates for the Higher Standard are examined as to their ability to write and conduct official correspondence in English, and the books set are of course of greater difficulty in the Higher Standard.

In the first year in which this examination was held, 1901, sixty-one candidates (about 70 per cent.) obtained certificates in the Lower Standard.

Although there is a desire among the young men in the towns to learn English, there are not at present sufficient teachers available for classes other than those mentioned. At the Cyprus Gymnasium there is an English master paid entirely from the school funds; but there should be at least another if the large number of pupils are to receive adequate instruction in the English language.

The High School Committees in Larnaca and other towns have asked that the Government should assist them by bringing out more English teachers, towards whose pay they might reasonably be expected to contribute. If the vote for English teaching were sufficient for this purpose, much useful work could be accomplished with the cordial co-operation of the native communities.

In conclusion, I should state that this report on the educational progress in Cyprus is brought to the end of the last complete school year—July, 1901. It thus deals with matters which have not come under my personal knowledge, and any merit it may possess is due to my staff and others who have supplied me with the necessary information.

In Appendix A. will be found statistical tables showing the relative position of the schools of the Island as regards the year 1881 (the first year of which we have any detailed records), the intermediate year, 1891, and the last complete school year, 1901.

In Appendix B. will be found the first circular on Education addressed to village communities in July, 1881, which may be said to mark the inauguration of the educational efforts of the Government.

Copies of the Education Laws of 1895 and 1897, which are now in force, are given in Appendices C. and D.

F. D. NEWHAM.

Inspector of Schools.

29th April, 1902.



APPENDIX A.

STATISTICAL TABLES, WITH A NOTE ON THE DISTRIBUTION OF THE GOVERNMENT GRANT AND THE COST OF ELEMENTARY EDUCATION IN 1901.

TABLE I.

TABLES showing the number of Elementary Schools in operation for boys (or mixed) and for girls; the number of scholars, boys and girls; of teachers, male and female; the total cost of schools provided by local assessment and Government Grant-in-Aid; and the number of schools thus aided by a grant in the several districts of the Island.

A.—GREEK-CHRISTIAN SCHOOLS.

1881.

District in which the schools are found.	No. of Schools.		No. of Pupils.		Teachers.		No. of Schools aided by Govt.	Total cost of all Schools.	
	Boys or mixed.	Girls.	Boys.	Girls.	Male.	Female.		Local.	To Govt.
Nicosia :								£	£
Town -	4	1	560	284	13	7	-	622	-
Rural -	22	1	797	50	22	-	-	352	-
Larnaca :									
Town -	2	2	210	150	2	2	-	172	-
Rural -	8	-	306	13	8	-	-	250	-
Limassol :									
Town -	1	1	200	140	5	2	-	348	-
Rural -	20	-	586	43	20	1	-	421	-
Famagusta :									
Town -	2	-	121	8	2	-	-	53	-
Rural -	15	-	665	18	15	-	1	320	12
Paphos :									
Town -	2	-	80	32	2	-	2	55	36
Rural -	10	-	242	8	10	-	5	113	68
Kyrenia :									
Town -	1	-	40	7	1	-	-	25	-
Rural -	7	-	335	5	8	-	1	178	8
Totals for Cyprus -	94	5	4,142	765	109	12	9	2,909	124

A.—GREEK-CHRISTIAN SCHOOLS—continued  
1891.

District in which the Schools are found.	No. of Schools.		No. of Pupils.		Teachers.		No. of Schools aided by Govt.	Total cost of all Schools.	
	Boys or mixed.	Girls.	Boys.	Girls.	Male.	Female.		Local.	To Govt.
Nicosia :								£	£
Town -	4	2	684	375	12	8	5	504	134
Rural -	57	5	2,288	311	61	6	53	766	582
Larnaca :									
Town -	2	2	284	157	6	4	4	451	92
Rural -	20	2	703	128	24	3	19	400	197
Limassol :									
Town -	3	1	391	206	9	4	3	537	88
Rural -	39	1	1,308	151	39	1	24	633	363
Famagusta :									
Town -	1	1	163	47	3	1	2	111	44
Rural -	39	2	1,439	109	43	2	24	602	156
Papho :									
Town -	1	1	113	51	3	1	2	140	49
Rural -	22	-	685	29	22	-	17	350	159
Kyrenia :									
Town -	1	1	49	37	1	1	2	38	25
Rural -	14	2	668	102	17	2	14	170	158
Totals for Cyprus - )	203	20	8,755	1,703	240	33	189	4,702	2,047

1901.

District in which the Schools are found.	No. of Schools.		No. of Pupils.		Teachers.		No. of Schools aided by Govt.	Total cost of all Schools.	
	Boys or mixed.	Girls.	Boys.	Girls.	Male.	Female.		Local.	To Govt.
Nicosia :								£	£
Town -	2	1	567	447	9	8	3	434	200
Rural -	74	7	3,316	795	76	13	72	2,016	730
Larnaca :									
Town -	2	2	292	274	6	7	4	264	140
Rural -	27	2	1,027	317	32	3	24	604	240
Limassol :									
Town -	1	1	367	322	6	8	2	178	126
Rural -	46	6	1,874	534	43	9	48	987	425
Famagusta :									
Town -	2	1	162	96	4	2	3	126	72
Rural -	40	10	2,098	519	45	10	46	1,101	458
Papho :									
Town -	1	1	129	77	2	2	2	91	60
Rural -	26	-	1,180	114	25	1	25	512	196
Kyrenia :									
Town -	1	1	82	42	2	1	2	59	34
Rural -	16	3	831	250	18	3	18	413	190
Totals for Cyprus - )	238	35	11,925	3,787	268	67	248	9,785	2,871

NOTES.—(a) For the years 1881 and 1891 the figures given under the heading "Town Schools" include certain High Schools not aided by the Government, which provided, generally, mixed Primary and Secondary Education. For the year 1901 "Elementary Schools" only are included. (b) The schools under the heading "Boys' Schools" are frequently "Mixed Schools," and include girls among the pupils.

SUMMARY.

Year.	Schools.	Pupils.	Teachers.	Government Grant.	Total Cost.	Schools aided by Govt.
1881	99	4,907	121	£ 124	£ 2,909	9
1891	223	10,458	274	2,047	6,749	189
1901	273	15,712	335	2,871	9,656	248

B.—MOSQUE SCHOOLS.

1881.

District in which the Schools are found.	No. of Schools.		No. of Pupils.		Teachers.		No. of Schools aided by Govt.	Total cost of all Schools.	
	Boys or mixed.	Girls.	Boys.	Girls.	Male.	Female.		Local.	To Govt.
Nicosia :			Not given.					£	£
Rushdie -	1	-	-	-	4	-	1	-	150
Town -	9	-	260	37	9	-	9	38	108
Rural -	12	-	207	88	12	-	8	33	75
Larnaca :									
Town -	1	-	90	-	1	-	-	6	-
Rural -	7	-	122	10	7	-	4	30	20
Limassol :								Not given.	
Town -	1	1	70	20	2	1	1		10
Rural -	3	-	65	10	3	-	2	13	20
Famagusta :									
Town -	1	-	30	2	1	-	1	3	5
Rural -	19	-	413	82	19	-	8	106	65
Papho :									
Town -	5	-	93	54	5	-	1	24	5
Rural -	7	-	179	15	7	-	2	21	20
Kyrenia :									
Town -	1	-	27	3	1	-	1	-	30
Rural -	3	-	47	15	3	-	3	-	10
Totals for Cyprus -	79	1	1,533	336	74	1	41	274	518

1891.

District in which the Schools are found.	No. of Schools.		No. of Pupils.		Teachers.		No. of Schools aided by Govt.	Total cost of all Schools.	
	Boys or mixed.	Girls.	Boys.	Girls.	Male.	Female.		Local.	To Govt.
Nicosia :								£	£
Rushdie -	1	-	138	-	4	-	1	-	160
Town -	9	1	332	132	13	1	3	164	58
Rural -	19	-	371	116	19	-	12	241	77
Larnaca :									
Town -	1	-	68	-	2	-	1	6	26
Rural -	8	-	173	50	8	-	6	79	38
Limassol :									
Town -	2	1	128	64	3	1	1	46	30
Rural -	7	1	149	85	9	1	8	89	40
Famagusta :									
Town -	1	-	54	15	1	-	1	39	28
Rural -	24	-	546	178	24	-	18	128	129
Papho :									
Town -	2	-	181	18	3	-	2	29	47
Rural -	13	-	310	80	12	-	12	106	83
Kyrenia :									
Town -	1	-	57	16	1	-	1	-	7
Rural -	7	-	141	46	8	-	6	45	28
Totals for Cyprus )	95	3	2,648	800	108	3	72	972	751

1901.

District in which the Schools are found.	No. of Schools.		No. of Pupils.		Teachers.		No. of Schools aided by Govt.	Total cost of all Schools.	
	Boys or mixed.	Girls.	Boys.	Girls.	Male.	Female.		Local.	To Govt.
Nicosia :								£	£
* Rushdie -	-	-	-	-	-	-	-	-	-
Town -	7	1	478	210	10	1	3	218	71
Rural -	30	1	598	336	20	-	23	250	102
Larnaca :									
Town -	3	1	162	31	3	2	2	47	24
Rural -	15	1	274	134	15	-	11	170	56
Limassol :									
Town -	2	1	119	32	4	1	2	59	47
Rural -	13	-	311	171	13	-	11	188	83
Famagusta :									
Town -	1	-	55	15	1	-	1	9	19
Rural -	33	-	616	318	33	-	26	435	111
Papho :									
Town -	3	-	224	14	6	-	3	30	47
Rural -	24	-	562	186	24	-	20	278	101
Kyrenia :									
Town -	1	-	55	27	1	-	1	10	15
Rural -	9	-	148	100	9	-	9	116	31
Totals for Cyprus )	141	3	3,602	1,574	149	4	111	1,810	674

\* See Note (b).

Notes.—(a) Most of the schools under the heading "Boys" schools are "Mixed," and number girls among their pupils. (b) The "Rushdie" School of Nicosia, supported by the Government, was reorganised in 1898, and named the "Idadi" School. It is now entirely, and was formerly, principally a secondary school. In 1901 it numbered seventy-seven pupils, all boys, and cost the Government £421 for salaries and maintenance. The Evkaf has now undertaken to pay the Headmaster's salary, £150 a year. (c) Many of the Moslem Schools are endowed; and many receive support from the funds of the local Mosques. Thirteen schools are supported by a grant, amounting in 1901 to £257, from the Turkish Government; five of them are included among the Town schools of Nicosia, and receive £180—one each is in the towns of Larnaca and Limassol, the remainder are "rural."

SUMMARY.

Year.	Schools.	Pupils.	Teachers.	Government Grant.	Total Cost.	Schools aided by Govt.
1881	71	1,869*	75	£ 518	£ 792‡	41
1891	98	3,448	111	751	1,723	72
1901	144	5,176	153	674†	2,484	111

\* Pupils of the "Rushdie" School not included.

† Local cost of Limassol Town Schools not included.

‡ For comparison, the grant of £421 to the "Idadi" School should be added.

TABLE II.

Table showing the numbers of children between the ages of five and fifteen years according to the Census taken in the years 1881, 1891, and 1901, with the percentage attending the Elementary Schools in each of these years.

Year.	No. of Children between the ages of 5 and 15 Years.	No. of Children attending at the Schools.	No. of Children without instruction.	Scholars, Christian, per cent.	Scholars, Mahommedan, per cent.	Total percentage of Scholars.
1881	45,953	6,776	39,176	14	16	15
1891	50,500	13,906	36,594	28	28	28
1901	54,776	20,888	33,888	37	39	38

Notes.—The percentage of Scholars given is the number of children per cent. of the child population between the ages of five and fifteen. The comparative figures, for Christian and Moslem scholars respectively, are approximate only, as in the tables of the Census returns which show the ages of the population no classification according to religion is made.

TABLE III.

Table showing the amount under the head "Education" voted in the Estimates for each year since 1881.

Year.	Amount.	Year.	Amount.	Year.	Amount.
	£		£		£
1881	1,429	1888	3,000	1895	4,059
1882	1,513	1889	2,998	1896	4,096
1883	2,002	1890	3,000	1897	4,623
1884	2,002	1891	3,000	1898	4,781
1885	2,985	1892	3,753	1899	4,907
1886	2,999	1893	3,966	1900	5,216
1887	3,000	1894	4,013	1901	5,400

## NOTE ON THE DISTRIBUTION OF THE GRANT-IN-AID.

The average amount of the grant made by the Government in 1901 to each schoolmaster of the Island was :

Christians	-	-	-	-	£9	0	0
Moslems	-	-	-	-	£4	10	0

And the lowest made to any master in 1901 was :

Christian	-	-	-	-	£8	0	0
Moslem	-	-	-	-	£2	0	0

The average grant per head of scholars was, in 1901 :

Christian	-	-	-	-	£0	3	8
Moslem	-	-	-	-	£0	2	7

The total cost of Elementary Education for the whole country in 1901 amounted to 11s. 7½d. for each scholar under instruction.

## APPENDIX B.

## CIRCULAR LETTER OF JULY 26TH, 1881.

Chief Secretary's Office,

July 26th, 1881.

The Government of Cyprus being desirous of assisting the Village Schools of Cyprus, both Moslem and Christian, I have the honour to inform you that the following conditions must be complied with by the Moslem or Christian community in any village before application can be received from that village for aid in maintaining an existing school, or in establishing a new one.

I. If not already existing a School Committee or School Board must be elected by the community, consisting of not less than three or more than seven persons, to correspond with the Director of Education and to be responsible on behalf of the community for the collection of local contributions for educational purposes, and for the punctual payment of all charges upon the same.

II. This Committee in communicating with the Director of Education should state precisely the total amount that they will undertake to collect annually, whether in the shape of fees paid by the children for actual attendance at school, or by a voluntary assessment proportioned to the number of families or otherwise.

III. If a schoolroom has already been provided the Committee must state its dimensions, state of repair, quantity and quality of furniture, as well as the tenure and value of the premises. If there be no schoolroom, then the Committee must state what would be the cost of erecting or otherwise providing one, the cost of furniture, etc., and the amount that the inhabitants are able to contribute for the purpose.

IV. If a schoolmaster is already employed it must be certified that he is a person of sufficient knowledge and ability, and that his character is free from public reproach. If the Committee are desirous of engaging a master, the name of the person selected by them must be submitted to the Director of Education with a similar certificate as to ability and character.

V. If a school is already in existence, a copy of the register showing the number of children (male and female) enrolled and the daily attendance for at least three months, must be sent to the Director of Education signed by the schoolmaster and countersigned by the Chairman of the Committee. If there be at present no school, a statement must be forwarded showing the number of children (male and female) of school age in the Christian or Moslem community of the village, as the case may be, and the number that could be brought to the school when established.

VI. When an agreement has been made with a Master for a certain fixed salary a voucher, proving that he has been paid in full up to within three months of the date of the application for aid, must be sent by the Committee to the Director of Education, together with a certificate that he has performed his duties satisfactorily. When a new school is to be established, a guarantee must be given that the salary agreed upon between the Committee and the Master will be punctually paid, it being distinctly understood that whenever a Master's salary is supplemented by a monthly allowance from Government, that allowance will only be paid so long as vouchers are sent to the Director of Education through the Commissioner of the District every three months by the Committee, showing that the salary agreed upon has been actually received by the Master.

VII. In any application for grants of books, maps, and other school material the Committee should state what is already possessed, and give the number and names of the children who may be unable through poverty to provide themselves with the necessary class-books, slates, writing materials, etc.

VIII. It should be well understood that the assistance contemplated by the Government in maintaining the schools is not intended in any way to take the place of existing sources of support, but rather to encourage the inhabitants of the villages to greater efforts in their own behalf, and that in every case the Government Grant-in-Aid will be proportioned to that which has already been accomplished by the people themselves.

By order.

(Signed) FALK WARREN,  
*Chief Secretary to Government.*

## APPENDIX C.

## THE EDUCATION LAW, 1895.

CYPRUS.

No. XVIII., 1895.

A LAW enacted by His Excellency the High Commissioner and Commander-in-Chief of the Island of Cyprus, with the advice and consent of the Legislative Council thereof,

“ TO PROVIDE FOR THE ESTABLISHMENT AND MANAGEMENT OF  
ELEMENTARY SCHOOLS IN CYPRUS.

3rd June, 1895.

Whereas it is desirable to make better provision for Elementary Education in Cyprus.

Be it enacted by His Excellency the High Commissioner and Commander-in-Chief of the Island of Cyprus, with the advice and consent of the Legislative Council thereof, as follows :

## CHAPTER I.—BOARDS AND COMMITTEES.

- |   |  |
|---|--|
| Establishment of Boards of Education.                 | 1. There shall be established Boards of Education to regulate and decide definitely upon all matters connected with Moslem and Christian Education in Cyprus, and to advise and assist the High Commissioner in the expenditure of the sums annually voted in aid of education.  |
| Composition of Board for Moslem Schools.              | 2. The Board of Education for Moslem Schools shall be composed of the Chief Secretary to the Government for the time being, or his representative, as Chairman, the Chief Cadi for Cyprus for the time being, or his representative, the Mufti of Cyprus for the time being, or his representative, a person to be appointed by the Delegates of Evkaf, and six members of the Mahomedan Community, one of whom shall be elected by each District Committee every two years. |
| Composition of Board for Christian Schools.           | 3. The Board of Education for Christian Schools shall be composed of the Chief Secretary to the Government for the time being, or his representative, as Chairman, the Archbishop of Cyprus for the time being, or his representative, three persons chosen by the Greek Orthodox Members of the Legislative Council from among their own body, and six members of the Greek Orthodox Community, one of whom shall be elected by each District Committee every two years.    |
| Inspector of Schools right to be present at meetings. | 4. The Inspector of Schools shall receive notice of all meetings of the Boards and shall have the right to be present, either himself or by his representative, at all proceedings. He shall take no part in the decision of questions under discussion, but may give his opinion whenever he may consider it necessary or when invited to do so.  |
| Limitation of scope of Boards.                        | 5. The Board of Education for Christian Schools shall take cognisance of the matters connected with Greek-Christian Schools in the Island and of no others; the Board of Education for Moslem Schools shall take cognisance of the matters connected with Moslem Schools in the Island and of no others.   |



6. The duties of the Boards of Education shall be to deliberate upon all matters connected with education and to deal with the following matters :—

Duties of Boards.

To lay down the course of instruction to be followed in the schools.

To receive and consider the reports of the Inspector of Schools, when referred to them by the Government, and to recommend to the Government the grants to be allowed to schools.

To hear and decide complaints from the inhabitants or from the teachers that the District Committees may have been unable to settle; to hear appeals against the decision of the District Committees on complaints that may have been made to them; to hear and determine complaints as to the partition of the village contribution as hereinafter provided;

To make regulations laying down the duties of School Teachers and the circumstances under which they may be dismissed by the District Committees; to determine, subject to the conditions hereinafter provided, the villages in which elementary schools shall be established. *[Amended by Section 1 of the Education Amendment Law, 1897.]*

7. The Boards of Education shall meet at such times and places as may be arranged by the members, but there shall be at least one meeting in the course of each year.

Time and place of meeting.

8. No business shall be transacted at any meeting unless five members, at least, are actually present; provided always, that it shall be lawful for either Board of Education to appoint a certain number of its members to form a Sub-Committee to transact such business as the Board may determine that may require to be dealt with in the intervals between the meetings of the Board.

Quorum of Boards.

If, after two successive summonses from the Chairman, five members are not present at the time and place appointed for the meeting, it shall be lawful for the Board to proceed with business if three members only are present.

9. There shall be in each District a District Committee of Education for Moslem Schools and a District Committee of Education for Christian Schools.

Establishment of District Committees.

10. The District Committee for Moslem Schools shall be composed of the Commissioner of the District for the time being, as Chairman, the Cadi of the District or his representative, and four members of the Mahomedan community to be elected in the same manner that members of the Medjliss Idarè are now elected.

Composition of Moslem Committee.

Provided always that the number elected shall be the number required by this law and not double the number as required by the law under which members of the Medjliss Idarè are elected, and provided also that only members of the Mahomedan religion shall be allowed to vote.

11. The District Committee for Christian Schools shall be composed of the Commissioner of the District for the time being, as Chairman, the Bishop of the Diocese, or his representative, and four members of the Greek Orthodox community to be elected in the same manner that members of the Medjliss Idarè are now elected.

Composition of Christian Committee.

And for the purposes of this clause, in the Districts of Nicosia and Famagusta the Archbishop of Cyprus shall be considered as the Bishop of the Diocese.

Provided always that the number elected shall be the number required by this law and not double the number as required by the law under which members of the Medjliss Idarè are elected, and provided also that only members of the Greek Orthodox Church shall be allowed to vote.

Provided also that the member or members of the Legislative Council who represent the Mahomedan or Greek Orthodox Community of the District shall have the right to be present at the meetings of the Committees of the communities they represent and of voting on all matters that may be brought before them.

**Duties of Committees.** 12. The duties of the District Committees shall, subject to the following proviso, be to consider and recommend to the Board of Education the villages in their District in which schools should be established; to appoint and dismiss the masters of elementary schools, subject to the regulations that may from time to time be made in that behalf; to fix the salary to be paid to the teacher and the sum to be contributed by each village in aid of the school; to hear and determine complaints of the management of the school, either by the inhabitants or by the teacher, to consider and report to the Board of Education all matters connected with education in the District; to consider appeals from the Village Committees on the apportionment of the amount of the village contribution among the inhabitants.

Provided that the District Committee shall only have the power to appoint and dismiss teachers, to fix their salaries and the sum to be contributed by each village in the cases in which the Village Committee, as hereinafter constituted, has refused or neglected to appoint a teacher within the time prescribed by the law.

**Quorum of Committees.** 13. No business shall be transacted at any meeting of a District Committee unless three members at least are actually present.

**Election of Members.** 14. Members of District Committees shall be elected every two years on such a day in the month of November as may be appointed by the Commissioner of the District.

**Establishment of Village Committees in certain cases.** 15. In every village in which an elementary school shall be established under the provisions of this Law there shall be a Village Committee of Education, which shall consist of not more than five and not less than three members, and which shall be elected every year in the following manner:—

On a day not later than the 20th of June in each year the Mukhtar of the village shall cause to be posted in a conspicuous place within the village a notice calling upon the tax-paying inhabitants of the village to attend a meeting, to be held under the presidency of the said Mukhtar, on the last Sunday but one of that month for the purpose of electing a Village Committee of Education. The result of such election shall be reported by the Mukhtar to the Commissioner of the District within seven days from the date of the meeting.

If it appears from such report that no Committee has been elected, or if no report is received by the Commissioner within the time specified by this Law, it shall be lawful for the Commissioner to issue a notice fixing a day within the first fortnight of the month of July for the election, under the presidency of the Mukhtar, by the tax-paying inhabitants of the village of a Village Committee of Education. The result of such election shall be reported by the Mukhtar to the Commissioner within five days from the date of such election.

If it appears from such report that no Committee has been elected, or if no report is received by the Commissioner within the time specified by this Law, then the Village Commission, together with the Mukhtar of the village, shall form the Village Committee of Education.

Each Village Committee shall elect one of its members to be its President.

Where more than one village is interested in a school, the Committees of all the villages interested shall together form the Village Committee of Education contemplated by this Law.

Provided always that no member of a Village Committee and no tax-paying inhabitant shall take part in any proceeding concerning a Moslem School unless he belongs to the Mahommedan religion, and no member of a Village Committee and no tax-paying inhabitant shall take part in any proceeding concerning a Greek-Christian School unless he belongs to the Greek Orthodox Church.

**Duties of Village Committees.** 16. The duties of the Village Committee of Education shall be to appoint and dismiss the teachers of elementary schools, subject to the regulations that may from time to time be made on that behalf, to make agreements with the teachers, to settle the fixed salaries to be paid to them, to divide

among the church or churches or mosque of the village and the inhabitants the amount of the village contribution, and to bring to the notice of the District Committee all matters connected with education in the village. [Amended by Section 2 of the Education Amendment Law, 1897.]

17. It shall be lawful for every Board instituted under the provisions of this Law to make Rules to regulate its procedure. It shall also be lawful for every District Committee or Village Committee of Education instituted under the provisions of this Law to make Rules to regulate its procedure, provided that such Rules as may be made by a District Committee shall be subject to the approval of the Board of Education, and that such Rules as may be made by a Village Committee shall be subject to the approval of the Committee of the District to which such Village Committee belongs.

The President or Chairman of every such Board or Committee shall have a casting vote only.

CHAPTER II.—AS TO THE APPOINTMENT AND PAYMENT OF TEACHERS.

18. In the month of December in each year the District Committee shall prepare a list of the villages in the District which should be compelled to support a school during the school year then next ensuing. The school year shall commence on the 31st September.

19. Notice of the decision so arrived at shall be served by the 31st December on the Mukhtar or Mukhtars of the villages interested and any person in the village may before the 15th February in each year make any representation to the District Committee that he may think fit.

20. The District Committee shall consider all such representations as may be received, and shall submit, not later than the 15th March, to the Board of Education the list of villages in which it is proposed that schools should be established, the representations that may have been received from those villages and the remarks of the District Committee.

21. Before the commencement of each school year the High Commissioner upon the report of the Board of Education, made not later than the 30th April, shall prescribe, by the 31st May, the villages in which schools aided by the Government shall be in operation during the school year then next ensuing, and may order that the inhabitants of the village in which any such school is situated, or if more than one village is benefited by the school, then of all the villages so benefited, shall contribute to the cost of such school in the manner hereinafter described. [Amended by Section 3 of the Education Amendment Law, 1897.]

Provided always that no village shall be compelled to support a school against the wish of the majority of the tax-paying inhabitants. Amended by Section 3 of the Education Amendment Law, 1897.]

[New Section (Section 22) inserted by Education Amendment Law, 1897.]

22 [23].<sup>c</sup> The Village Committee of Education shall decide, not later than the 20th August, what persons shall be appointed teachers in the village and the amount of fixed salary that shall be paid to each.

The teacher's salary shall be made up of

- (1) a fixed salary,
- (2) the Government Grant-in-Aid.

The amount of the fixed salary shall be recovered from the inhabitants of the village or villages interested in the school in the manner hereinafter described.

The Government Grant-in-Aid will be fixed according to the condition and progress of the school as ascertained by periodical inspections, and on consideration of the recommendations of the District Committee.

The Village Committee of Education shall inform the District Committee of the appointment of school teachers in the village not later than the 25th August.

<sup>c</sup> The numbers in square brackets are those introduced by the Education Amendment Law, 1897.

Power to make Rules.

Yearly list of villages to be made which must support school, etc.

Notice thereof to be served on Mukhtars.

Lists, etc., to be submitted to Board of Education.

High Commissioner may order villages to contribute to cost of schools.

Village Committee to appoint teachers, etc.

If Village Committees fail to appoint, District Committees to do so. 23 [24]. If a Village Committee of Education shall neglect or refuse to appoint within the time limited by this Law, the school teachers of the village, the Mukhtar of the village shall inform the District Committee of such failure to appoint a teacher, not later than the 25th August, and the District Committee shall, not later than the 10th September, appoint the teachers of the village in question, shall fix the amount to be paid to such teacher by way of fixed salary and shall immediately inform the President of the Village Committee of Education.

Provided that it shall be the duty of the District Committee to deliver, by the 15th September, to the Inspector of Schools, a statement showing the name of the school teacher that has been appointed for the school year then next ensuing, with the amount of the fixed salary to be paid to him, and whether the appointment of such teacher has been made by such District Committee or by the Village Committee of Education.

Notice, etc., of appointment of teachers.

24 [25]. The District Committee shall, by the 15th September, cause to be delivered to the President of each School Committee a notice calling upon the Village Committee within fifteen days of the receipt of the notice to apportion the amount of salary of the school teachers of the village, whether such school teachers have been appointed by the District Committee or by the Village Committee of Education, among the church or churches, or mosque of the village, as the case may be, and the resident tax-paying inhabitants belonging to the religious community interested in the school of the village or villages, according to the means of each person, and the sum so apportioned shall be known as "school fees" [Amended by Section 5 of the Education Amendment Law, 1897.]

Definition of certain terms.

25 [26]. "Resident tax-paying inhabitant" shall mean and include every person who resides in the village and is assessed for any form of taxation. "Church" shall mean the church of the village and shall include a church attached to a monastery situated within the limits of a village and in which the inhabitants are accustomed to perform public worship.

List of school fees to be certified, etc.

26 [27]. A list of the school fees assessed on each person shall be made in writing and certified by the signatures of the members of the Village Committee and by the seal or seals of the Mukhtar or Mukhtars of the village or villages interested in the school.

A copy of the list shall be posted in a conspicuous place in each village interested in the school, and a copy shall be sent within seven days from the completion of the list to the Chairman of the District Committee, accompanied by a certificate from the Mukhtar or Mukhtars, that a copy has been posted in each village.

Appeal against assessment.

27 [28]. Any person who may feel himself aggrieved by any school fee assessed upon him may appeal to the District Committee within ten days of the posting of the notice in the village.

Such appeal shall be in writing and shall state the grounds on which the assessment is objected to.

Enquiry into assessment.

28 [29]. On a day to be named in that behalf, the District Committee, or some person deputed by it for that purpose, shall proceed to enquire into the justice of the apportionment and into the appeals that may have been made.

Alteration or approval of assessment and appeal to Board of Education.

29 [30]. The District Committee, after such enquiry, shall make such alterations and amendments in the assessment list as it shall think just, and shall then approve it, and shall cause a copy of the list so approved to be handed to the President of the Village Committee.

Provided that either one-third of the persons assessed, or a number of them who are together assessed to pay not less than one-half, may, within fourteen days of the approval of the list by the District Committee, appeal to the Board of Education against the apportionment made by the District Committee. Such appeal must be in writing and must state the grounds on which it is made.

The Board of Education shall consider the appeal and make such order as may appear to it just, and such decision shall be final.

Provided also, that if it shall appear to the Board of Education that any gross injustice or irregularity has been committed in the partition of the village contribution, it shall be lawful for the High Commissioner, on the recommendation of the Board of Education, to order the imposition on that village of some definite tax to make up the village contribution. *[Amended by Section 6 of the Education Amendment Law, 1897.]*

30 [31]. On the approval of the list by the District Committee or by the Recovery of Board of Education, as the case may be, the sum assessed for school fees on school fees. each person shall be payable by him and his heirs in such instalments and at such time or times as the High Commissioner may from time to time direct, and shall be recoverable in the same manner as Government taxes may be recovered.

Provided always, that it shall be open to the High Commissioner, of his own motion or upon the application of the Village Committee, to direct that the whole or any portion of the school fees may be paid in kind instead of in money. And it shall be open to the High Commissioner to specify the kind of produce in which such school fees may be so paid, as aforesaid, and to fix, from time to time, the prices at which such produce will be accepted and to appoint the persons to whom and the places at which such produce may be so delivered and to regulate the sale of such produce.

31 [32]. There shall be added to the first assessment in each village, made Establish- as hereinbefore provided, a sum representing ten per cent. of the amount ment of so assessed, and the additional sum so assessed shall be recovered at the school fund. same time and in the same manner as the school fees and shall be paid to a separate fund to be called "The School Fund." A separate account shall be kept of the school fund for Moslem and for Christian schools.

32 [33]. If for any reason it shall not be possible for the Government in Mode of advanced by it, it shall be lawful for the High Commissioner to order that Government the sum required to make up the amount advanced by the Government shall be paid to the Government from the school fund, and if that fund is not sufficient to meet the sums so advanced, the High Commissioner may then order that the balance of any sum so advanced shall be paid to the Government from the sum appropriated in each year for Grants-in-Aid to elementary schools, and any sum so ordered to be paid under the provisions of this clause shall be a first charge on any sum so appropriated for Grants-in-Aid to elementary schools.

Provided always that any sum thereafter recovered for school fees shall in the first place be devoted to repaying any sum that may have been deducted from the sum appropriated for Grants-in-Aid and the balance shall be paid to the school fund.

33 [34]. The salaries of teachers shall be paid in such instalments and at such times as the High Commissioner may from time to time direct.

Salaries of teachers payable in instalments.

34 [35]. The District or Village Committee may dismiss any teacher appointed under this Law, and no teacher so dismissed shall have any claim to salary beyond the day of his dismissal.

Power to dismiss teachers.

Provided that only the Committee that has appointed the teacher has the right to dismiss him.

Provided also, that every teacher shall have the right to appeal against his dismissal to the District Committee if such dismissal has been made by the Village Committee, and to the Board of Education if such dismissal has been made by the District Committee.

35 [36]. If owing to the death resignation, or dismissal of a teacher, or to any other cause, there shall be a vacancy in any school, it shall be lawful for the Village Committee to appoint another teacher for the remainder of the school year, and the District Committee may order that such percentage as may be necessary shall be added to or deducted from the school fees assessed on the village or villages interested in the school.

Power to fill up vacancies among teachers.

Provided that if the Village Committee shall not appoint another teacher to fill the vacancy so caused within fifteen days of the occurrence of such vacancy, it shall be lawful for the District Committee to appoint a teacher, and of such appointment the District Committee shall immediately inform the Village Committee.

**CHAPTER III.—AS TO THE EXAMINATION AND CLASSIFICATION OF SCHOOL TEACHERS.**

- Three classes of school teachers. 36 [37]. The school teachers in Cyprus shall be divided into three classes.
- Board of Examiners to classify. 37 [38]. Their classification shall be made by the Board of Examiners to be appointed as hereinafter provided.
- Promotion of teachers to higher grade. 38 [39]. Those teachers of the second and third classes who shall wish to be promoted to a higher class, may, on application to the Board of Examiners, be subjected to a further examination to test their qualifications, but no such application shall be entertained until the expiration of two years after the first classification.
- Applications of teachers to be examined. 39 [40]. A school teacher, whether he shall have been successful in such examination or not, shall not be entitled to ask to be submitted to a new examination until after the expiration of two years from his previous examination.
- Appointment and remuneration of Board of Examiners. 40 [41]. It shall be lawful for the High Commissioner, from time to time, to appoint such persons as he shall see fit to constitute a Board or Boards of Examiners, and to prescribe the times and places at which such Boards of Examiners shall conduct such examinations as are hereinafter mentioned, and the remuneration to be paid to the persons constituting the Boards of Examiners.
- Duties of such Board. 41 [42]. The duties of the Boards of Examiners shall be to examine such persons as shall apply to be examined with a view to testing their general knowledge, and competency to teach according to the new teaching method and to report to the Inspector of Schools the names of such persons as shall pass an examination to the satisfaction of the Board.

**CHAPTER IV.—AS TO THE QUALIFICATIONS OF TEACHERS IN MOSLEM ELEMENTARY SCHOOLS.**

- Qualifications of teachers in Moslem Elementary Schools. 42 [43]. From and after the 20th August, 1896, no one shall be employed as a teacher of a Moslem Elementary Public School which receives a Grant-in-Aid from the Government unless either :—
- (a) he holds a diploma or certificate that he has passed through the full course of education at one of the superior Schools in the Turkish Empire known by the names of "Mektebi Idadi" or "Darul Muallimin," or
  - (b) he holds a certificate that he has passed with credit the whole course of education at the Raahdie School of Cyprus, or
  - (c) he holds a certificate from a Board of Examiners to be appointed by the High Commissioner, as is hereinbefore mentioned, that he is competent to be a master of an Elementary Moslem School.
- Qualifications of schoolmistresses in Moslem Elementary Schools. 43 [44]. From and after the 20th August, 1896, no one shall be employed as a schoolmistress of a Moslem Elementary Public School for Girls which receives a Grant-in-Aid from the Government unless she holds a certificate from the Board of Examiners to be appointed by the High Commissioner, as hereinbefore mentioned, that she is competent to be a mistress of an Elementary Moslem School for Girls.

44 [45]. Every person who has fulfilled the conditions laid down in Clause 42 and Clause 43\* shall be entitled to receive a certificate under the hand of the Board of Examiners and of the Inspector of Schools that he or she is duly qualified to be a teacher in a Moslem Elementary School. Certificate of qualification.

45 [46]. Teachers must be members of the Mahomedan religion and not less than eighteen years of age. Qualification as to religion and age.

Provided that for the teaching of foreign languages or any technical branch of education, it shall not be necessary that the teacher thereof shall be of the Mahomedan religion, nor shall it be necessary that such teacher shall have the qualifications prescribed by Clauses 42 and 43\* of this Law.

CHAPTER V.—AS TO THE QUALIFICATIONS OF TEACHERS IN GREEK-CHRISTIAN ELEMENTARY SCHOOLS.

46 [47]. From and after the 20th August, 1896, no one shall be employed as a teacher of a Greek-Christian Elementary Public School which receives a Grant-in-Aid from the Government unless either :— Qualifications of teachers in Greek-Christian Elementary Schools.

(a) he holds a diploma or certificate that he has passed through the full course of education in the training branch of the Cyprus Gymnasium or at some recognised Training School for Teachers, or

(b) if he has been a teacher before the passing of this Law, he holds a certificate from the Board of Examiners to be appointed by the High Commissioner, as hereinbefore mentioned, or from the Masters of the training branch of the Cyprus Gymnasium, that he is competent to teach according to the new teaching method.

47 [48]. From and after the 20th August, 1896, no one shall be employed as a school mistress of a Greek-Christian Elementary Public School for girls which receives a Grant-in-Aid from the Government unless she possesses the following qualifications, that is to say :— Qualifications of Schoolmistresses in Greek-Christian Elementary Schools.

(a) she holds a diploma or certificate that she has passed through the full course of education at some recognised Training School for Schoolmistresses, or

(b) she holds a certificate from the Board of Examiners to be appointed by the High Commissioner, as hereinbefore mentioned, that she is competent to teach according to the new teaching method.

48 [49]. Every person who has fulfilled the conditions laid down in Clause 46\* (sections a and b) and in Clause 47\* (sections a and b) shall be entitled to receive a certificate under the hand of the Examining Board and of the Inspector of Schools that he or she is duly qualified to be a teacher in a Greek-Christian Elementary School. Certificate of Qualification.

49 [50]. Teachers must be members of the Greek Orthodox Church and not less than eighteen years of age. Qualification as to religion and age.

Provided that for the teaching of foreign languages or any technical branch of education, it shall not be necessary that the teacher thereof shall be of the Greek Orthodox Church, nor shall it be necessary that such teacher shall have the qualifications prescribed by Clauses 46 and 47\* of this Law.

*New Section (Section 51) inserted by the Education Amendment Law, 1897*

CHAPTER VI.—GENERAL.

50 [51]. From and after the 30th September, 1896, no Government Grant-in-Aid shall be given to any school any paid teacher of which is not duly qualified under the provisions of this Law. Qualification of teacher essential to receipt of Grant-in-aid.

\* The references are to the original numbering of the Clauses.

Certain schools exempted from this Law.	51 [53]. This Law shall not apply to the Elementary Schools in the towns of Nicosia, Larnaca and Scala, Limassol, Famagusta and Varosia, Ktima and Kyrenia, unless two-thirds of the tax-paying inhabitants of those towns shall express a wish in writing to the High Commissioner to be brought under its provisions. Provided that the Government Grant shall continue to be paid to the schools in these towns as heretofore, even if they are not subject to the provisions of this Law, but provided also that no Government Grant-in-Aid shall be paid unless the teachers are qualified as provided in this Law.
Power to provide Grants-in-aid to schools of other denominations.	52 [54]. It shall be lawful for the High Commissioner to dispose of so much of the sum appropriated for Grants-in-Aid of schools as may be required to provide the Government Grant to schools belonging to religious communities other than the Moslem and Greek Orthodox communities and the balance only of the sum appropriated for Grants-in-Aid shall be disposed of under the provisions of this Law.
Repeal.	53 [55]. "The Schoolmasters' Qualification Law, 1892," is hereby repealed from the 20th August, 1896.
Short title.	54 [56]. This Law may be cited as "The Education Law, 1896." Passed in Council this fifth day of April, in the year of our Lord one thousand eight hundred and ninety-five.

## APPENDIX D.

## THE EDUCATION AMENDMENT LAW, 1897.

CYPRUS.

No. XIV., 1897.

A LAW enacted by His Excellency the High Commissioner and Commander-in-Chief of the Island of Cyprus, with the advice and consent of the Legislative Council thereof,

"TO AMEND 'THE EDUCATION LAW, 1895.'"

[3rd August, 1897.

Be it enacted by His Excellency the High Commissioner and Commander-in-Chief of the Island of Cyprus, with the advice and consent of the Legislative Council thereof, as follows :

1. Section 6 of "The Education Law, 1895," shall read and have effect as though there were added at the end of section 6 the following words :

"and the number of teachers to be appointed at each school."

Amendment to section 6.

2. There shall be added to section 16 of the said Law the following provisos :

Addition to section 16.

"Provided that where more than one village is interested in a school, it shall be the duty of the Committee of the village in which the school has been prescribed to be held to fix a date for the holding of a meeting or meetings for the purpose of carrying out the duties imposed upon Village Committees by this section, and if the Committee of any other village interested in the school, after receipt of reasonable notice, shall fail to attend at the meeting or meetings, or if such village shall have failed to appoint an Education Committee, the decision of the village at which the school has been prescribed to be held, with regard to any of the matters enumerated in this section, shall, subject to the provisions of this Law, be binding on the village which has failed to attend or to appoint a Committee as aforesaid."



" Provided also that the Village Committee of Education may at any time decide that, in addition to the amount of the school-teacher's salary, there shall be collected any sum which in their judgment is required for the repairs, furniture, or general maintenance of the village school, and such sum shall be apportioned and collected in the manner by this Law provided for the apportionment and collection of school-teachers' salaries, and when collected shall be placed to the credit of the village from which the same has been collected."

3. Section 21 of the said Law shall read and have effect as though there were added after the words " then next ensuing " the words, " the number of teachers to be appointed to each village school ; " and the said section is hereby further amended by the repeal of the proviso thereto and the substitution therefor of the following proviso, that is to say : Amendment to section 21.

" Provided always that no village shall be compelled to support a school against the wish of the majority of the inhabitants unless it shall appear to the Board of Education and to the High Commissioner that there is a reasonable prospect that such school will earn a yearly Grant-in-Aid from the Government of not less than £5."

4. There shall be added to " The Education Law, 1895," the following section which shall be numbered 22, and the subsequent sections of the said Law shall be re-numbered accordingly :

" 22. It shall be lawful for the High Commissioner in any year, notwithstanding that the date by section 21 of this Law limited for prescribing the villages in which schools aided by Government shall be in operation, may have elapsed, to order that additional villages be added to the list of such villages and thereupon the inhabitants of such additional villages shall contribute to the cost of maintaining their schools in like manner as though the villages had been comprised in the original list." Additional section to be numbered 22.

5. Section 24\* of the said Law shall read and have effect as though there were added after the words " notice to apportion," in the fourth line of the said section, the words " any amount which may have been written off as irrecoverable from past assessments together with." Amendment to section 24.

6. Section 29\* of the said Law shall read and have effect as though there were added after the words " village contribution," in the third line of the last paragraph of the said section, the words :

" or if the members of the Village Committee in any year, whether before or after the passing of this Law, have failed to make the assessment of school fees required by this Law." Amendment to section 29.

7. Section 31\* of the said Law is hereby repealed and in lieu thereof the following section is enacted : Repeal of section 31 and substitution of new section.

" 32. There shall be added in every year to each annual assessment of school fees made under the provisions of this Law, a sum representing five per cent. of the amount so assessed, and such additional sum shall be recovered at the same time and in the same manner as the school fees and shall be paid to a separate fund to be called " The School Fund." The sums collected from Christian and Moslem schools shall be kept separate, and the same shall be respectively applied and paid half-yearly to the maintenance of the Gymnasium and of the Rusidie School."

8. There shall be added to " The Education Law of 1895," the following section, which shall be numbered 51, and the subsequent sections of the said Law shall be re-numbered accordingly :

\* The references are to the original numbering of the Clauses.

Certificates to additional teachers.

" 51. The Board of Education for Christian Schools, if it shall appear that the number of teachers qualified under Section 47\* of this Law is insufficient to meet the requirements of existing schools, may decide that certificates will be granted to a limited number of persons who have not been employed as teachers before the passing of this Law and who shall satisfy the Board of Examiners of their competency to teach according to the new teaching method.

The Education Board shall give public notice of the time and place at which the examination will be held and of the number of certificates to be granted.

Any person who obtains a certificate under the provisions of this section shall be deemed to be qualified under Section 47\* of this Law, and may be employed as a teacher in a Greek-Christian Elementary Public School which receives a Grant-in-Aid from the Government without undergoing any further examination."

Provisions for embodying this Law in Education Law, 1895.

9. The Education Law, 1895, shall, as from the passing of this Law, take effect subject to the additions, omissions and substitutions required by this Law and every copy of such first-mentioned Law printed after the passing of this Law, by authority of the High Commissioner, may be printed with the additions, omissions and substitutions required by this Law.

Short title.

10. This Law may be cited as "The Education Amendment Law, 1897," and shall come into force on a day to be notified by the High Commissioner in the *Official Gazette*.

Passed in Council this twenty-seventh day of May, in the year of our Lord one thousand eight hundred and ninety-seven.

NOTE.—This Law was assented to by an Order of the Queen in Council dated 3rd August, 1897.

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\* The references are to the original numbering of the Clauses.

THE  
SYSTEM OF EDUCATION  
IN  
GIBRALTAR.

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## THE SYSTEM OF EDUCATION IN GIBRALTAR.

### I. INTRODUCTION.

The Rock of Gibraltar covers an area of about 1,200 acres, and comprises, according to its last census (1901), a population of 27,460, nearly all British subjects of all creeds, with a mingling of Moors and other nationalities, and including also a variable number of troops, amounting on the night of the census to 6,475. This population occupies the western slope of the Rock, which is divided into the North and South Districts, and again sub-divided longitudinally into the Upper and Lower Levels. In addition to this colony on the western side, there is a small village at the base of the precipice on the eastern side, called Catalan Bay, with a population of fishermen and their families.

Geographical  
Position.

Without going into previous history, the Rock of Gibraltar was in 1704 wrested from Spain by Great Britain.

There is nothing on record that throws much light on the state of education in Spanish times, and this may be accounted for by the transfer of archives from Gibraltar to the Spanish towns in the neighbourhood in 1704, when the place was evacuated by the native garrison and inhabitants. This want may also be traced to the loss of the annals, especially those of Portillo, the chronicler of Gibraltar during its various sieges. Don Francisco Maria Montero, the modern historian, a native of San Roque, makes no mention of any educational system, nor does Lopez de Ayala, who wrote sometime after the year 1704. That there existed in those times primary schools of the Municipality ("escuelas de primera enseñanza") there can scarcely be any doubt. Provisions for such form a part of the Spanish law, and even up to 1840 a few schools of this class, such as now exist at Linea de la Concepcion and Campamento, both towns in the neighbourhood of the Rock, were in operation in Gibraltar.

Education  
previous to  
English  
occupation.

Owing to the geographical position of Gibraltar and to its commercial relations the acquisition of modern languages must always be a very important part of the education of the inhabitants. In the ordinary trading establishments two or more European languages are in regular use.

Languages.

The recognised official language is English, for the promotion of which a Government grant is given. Hence it follows that a knowledge of English holds the first place in the public mind, since a practical and colloquial acquaintance with it is a necessary qualification for all public employments, Government and municipal.

English the  
official  
language.

But Spanish is the current language of the great bulk of the people of Gibraltar, as is natural from the close and constant intercourse between Gibraltar and Spain, and their reciprocal depen-

Spanish as  
a medium.

dence socially and commercially. Although no Government grant has up to the present been allowed for Spanish, still teachers are obliged to make use of this language as a medium for the thorough teaching of English, and hence it is that the teacher in Gibraltar—professionally engaged as such—in order to qualify himself or herself for that important office, has to acquire a practical knowledge of Spanish.

## II. WESLEYAN SCHOOLS.

The year 1832 witnessed the arrival of the Wesleyans in Gibraltar, and they immediately opened a charitable and undenominational school in connection with their mission. This school, beginning with very few pupils of all creeds, for a short time attracted many poor children, but finally want of accommodation and the withdrawal of the children of the Hebrew and Roman Catholic denominations compelled a transfer of those who remained to the Public School, which had been established about the same period. This arrangement, however, was only temporary, inasmuch as the regulations laid down by the managers respecting the freedom conceded to the children of the various religious denominations did not coincide with the views of the Wesleyan Conference, and they soon, *i.e.*, in 1833, opened schools of their own. These schools, which appear to have been carried on under the direction and management of a committee under the presidency of Dr. Rule, in premises which seem to have been originally granted to the Wesleyan Conference in or about the year 1829, were attended with very great success, and attracted a large number of pupils, so much so, that in 1842, when Dr. Rule left Gibraltar, there were established four day and two night schools belonging to the Wesleyan Conference, and these continued working for many years under the supervision of Dr. Hull (successor to Dr. Rule) with varying success, and are referred to in some of the Educational Reports as being model schools. For reasons which are not now completely traceable, but mainly owing to the development of other educational institutions, particularly the splendid schools which at that date had been erected by the Roman Catholics, and which, as was only natural, drew away a large number of Roman Catholic children, the Wesleyan schools gradually fell off, and in the year 1851 the school buildings passed into the hands of the then Roman Catholic Vicar-Apostolic. The school houses in the North District continued admirably to fulfil their mission up to the year 1855, between which date and 1860 the attendance again fell off, and in 1862 the scholars of both sexes were grouped under one roof. In 1878 new and commodious school premises were opened near the Chapel and Manse in Prince Edward's Road (North District), which continued until the year 1895, when the decline in the number of scholars, for the reasons above stated, coupled with the wish to convert the school building into a "Soldiers and Sailors' Home," in connection with the chaplaincy

work of the mission, led to the schools being finally closed. During the period 1854-1873 the Government grant in aid had varied from £14 to £35, and from 1874 to 1890 from £87 to £166. These schools may be truly said to have been the pioneers of education in Gibraltar, and the Conference has good reason to rejoice in the abundant results which have followed its early and very humble efforts—efforts which are most graphically described in "Recollections of My Life," by William Rule, D.D.

### III. THE PUBLIC SCHOOL.

In the year 1832 a Public school was opened in the Colony. This was a mixed school, open to all denominations and to children of both sexes. It was approved by the local government, and maintained by the voluntary contributions of all classes, irrespective of creed. The managing body was composed of representatives of the different religious denominations, exclusive of the Hebrews, but no provision was made for the teaching of religion in any form. In this form the school continued with varying success until 1871, when, owing to the necessity for repairs to the premises, the boys' department was closed for three years, while the girls' school was continued in a small house rented for the purpose. The repairs having been effected, the whole school was reorganised in 1874, and the boys' department was reopened and continued until 1897, when it was again closed for want of funds, the girls' department being still continued. The teachers in this school are now appointed by the Committee of Management, but there does not appear to be any special arrangement for the professional instruction of the teachers, nor is there any system of pupil or apprentice teachers. Those who are instructors in the school are a head mistress at a salary of \$25 (£5) per month, two assistant teachers at \$8 (£1 12s.) each monthly, another assistant at \$4 (10s.), and three monitresses without salary. There are no arrangements at all for pensions. The religious instruction is in the hands and under the entire control of the Roman Catholic and Church of England clergy, who visit the school weekly with unvarying regularity to afford instruction in their respective creeds. As this school is of an elementary character only, there is no provision for education in any of the higher branches, nor for training or instruction in handicrafts, &c., nor for drill and physical exercises.

In the winter of 1898 an evening school for boys was opened and continued with good results, but was discontinued in the following winter for want of attendance.

The average attendance at the Public school during the year ending 31st March, 1901, was 132, which has since increased, the quarters following in the current year have shown an attendance of 141.

This school is under Government supervision.

## IV. CHURCH OF ENGLAND SCHOOL.

It appears from a reference to old records that during the period when Gibraltar was a penal settlement, and there were in the South District many families of persons attached to the Convict Establishment who belonged to the Church of England, and who had come from home to occupy posts in that establishment, and many other families residing in the same part of the Colony, the Colonial Government granted the use of a building, not far from the New Mole, where the establishment referred to was erected, for the purpose of opening a Church of England school. The school attracted many pupils, and was continued with much success until about the year 1875, when by reason of the Convict Establishment being broken up, and the families connected therewith leaving Gibraltar, the school attendance fell off, and in the year 1888 it was found so deplorably unsatisfactory that a suggestion was made to close it. In consideration, however, of the good work that had been done in former years, as well as of the misfortune that such closure must entail to the cause of education, efforts were made for its continuance, and they appeared for a brief period to promise success, but, unfortunately, without permanent results. This failure was hastened by the necessity of making considerable repairs to the school premises, estimated at a sum of about £200. A public meeting of those interested in the institution was held to determine what measures should be adopted, with a result unfavourable to its continuation, and therefore the school was finally closed on the 31st January, 1889. The few English children were placed in the military schools, which had at that time a sufficiency of room.

Now that numbers of workmen and their families have come out from England in connection with the Admiralty dockworks, and that there is no public school for boys other than the Roman Catholic schools, it may be suggested to the Committee of the Public School in Flat Bastion Road to reorganise the boys' department, which, as stated, was closed in 1897.

## V. ROMAN CATHOLIC SCHOOLS.

In or about the year 1840 a movement was set on foot by the principal inhabitants of Gibraltar with a view to obtain aid from the Government for an organized system of education, differing from that pursued by the Wesleyan schools and Public school. A letter was addressed to the then Vicar-Apostolic of Gibraltar, dealing forcibly with the pressing need for a system of education based on the principles of the parental rights of the community to have their children educated in their own religion.

In response to the application which was put forward by the then Vicar-Apostolic (Dr. Hughes) in consequence of this letter, the Government promised a sum equal to a third of that realised by voluntary contributions, and two subsidised schools were opened

Establishment of two subsidised Schools.



in the town—the principal one at that time being in Castle Ramp, which gave accommodation to more than 300 boys. This school was conducted by two qualified teachers who were brought from the home country.

Amongst the educational institutions founded about this time, <sup>Loretto Convent.</sup> was the boarding and day school for young ladies in Europa Main Road, now called "Loretto Convent." This was placed under the management of the community of Sisters of Loretto, consisting of members from the present house in Dublin. This school receiving very earnest support and patronage from the inhabitants, a second institution of the same order, and working on similar lines, was established in the centre of the town district, called Green Market.

The work of education so begun by the Roman Catholics in 1840, under the Vicar-Apostolic, Dr. Hughes, was followed up by his successor, Dr. J. B. Scandella, in 1856, and was completed by the foundation of a college for the higher education of young men. This establishment was first opened in New Mole Parade, South, but was afterwards transferred to a more suitable locality in Europa Main Road, in the same district, where an extensive building was erected and named St. Bernard's College. <sup>St. Bernard's College.</sup> This college, the first of its class for higher education in Gibraltar, attracted a great number of students, and is mentioned with much eulogy by the Spanish historian above mentioned, Don F. M. Montero; it continued in operation until the year 1878, when, owing to a variety of causes, it was closed in December of that year.

A few years before the closing of St. Bernard's College, the then <sup>The Christian Brothers.</sup> Vicar-Apostolic, Dr. Scandella, made an application, in which he obtained the support of the members of the Roman Catholic Schools Committee and principal inhabitants of that religion, for a community of Christian Brothers. This request, preferred to the Superior General of the Order, was acceded to, and in January, 1878, four brothers arrived in Gibraltar, and at once took charge of the school at Castle Ramp, North, and, later on, of St. Joseph's, South District. The results of the system of teaching thus introduced by the Christian Brothers soon began to be known in the city, and a desire was generally expressed to secure additional teachers from the same Order for the children. In furtherance of this desire, a deputation of citizens waited on the Vicar-Apostolic, who readily endorsed their views regarding a high-class school, in lieu of St. Bernard's College, and, this new application being granted by the Superior General of the Christian Brothers, additional brethren were sent out, which enabled the then local superior, the late Rev. W. G. O'Brien, to open a college in Commercial Square, North District, in September, 1878. For many years the work was continued in such class-rooms as could be afforded by rented premises, but at length a purchase was effected of a freehold property in Line Wall Road, also in the North District, and this building, after much labour, and a considerable outlay, was converted into a commodious educational establishment—the present

Line Wall Day College.

Line Wall Day College. This establishment is not under Government inspection, but is the chief institution for secondary education in the Colony. It has ample accommodation for more than 150 pupils, and is furnished with all the necessary mathematical appliances, together with a good hall and museum. The course of studies comprises a complete English and commercial education, to which are added mathematics, physical sciences, drawing, vocal music, typewriting, modern languages, classics, and also gymnastics, the latter being under the tuition of the professor of the Garrison Gymnasium, where the students attend on two mornings in each week. The number of students in daily attendance is about 140, and at present the school is attended by fourteen non-Roman Catholics, who are not present during the religious instruction daily afforded to the Roman Catholic boys. The examinations are conducted annually by the College of Preceptors, and pupils are also prepared for matriculation at the Universities of the United Kingdom.

Christian Brothers' method of teaching English.

With respect to the plan adopted by the Christian Brothers generally for teaching the English language, it may be useful to note that at first the Ollendorf method was tried, but as this could only be utilised for the more advanced pupils, who were well able to read, it was found that a different plan must be adopted, and a Spanish-English vocabulary introduced at the very threshold of education. For this purpose a translation was made of the school reading books from the junior standards upwards, and these vocabularies, in manuscript form, were put into the hands of junior teachers, who were trained to use them in the same manner as the principals themselves.

Bi-lingual readers.

In the course of one or two years' trial these manuscripts gave place to a comprehensive series of bi-lingual readers, which are now in the hands of all the children in the Christian Brothers' schools, and are also in use in some of the other schools in receipt of Government grants. This bi-lingual series is found of great utility in teaching English.

Elementary Schools conducted by Christian Brothers.

The schools at "Sacred Heart Terrace," in Bruce's Gully, North District, Upper Level, were built, partly by a donation from the Government and partly by means of a bequest for educational purposes, at a cost of about £1,000. These schools have a daily attendance of 357 (1901), and have a teaching staff of six Brothers and eight pupil teachers.

The schools of Our Lady of Lourdes, in Upper Castle Road, also North District, Upper Level, have been recently built to replace the old schools in Castle Ramp. The total cost of building and furnishing of these schools amounted to £4,600, and they possess four large school-rooms, with four smaller rooms, and were built by means of a bequest left to the Vicar-Apostolic. The teaching staff consists of four Brothers, one extern master, and six pupil teachers. These schools have a daily attendance of 398 (1901).

The schools of Our Lady of Victories, in Naval Hospital Hill,

South District, Upper Level, formerly the Church of England schools, were given over to the then Vicar-Apostolic in the year 1889, and upon them, in alteration and repairs, was expended about £300. The building, as it at present exists, has two large rooms with class-rooms, and there is a daily average of 114 (1901), the teaching staff consisting of two Brothers, one extern master, and one pupil teacher.

The school programme in the above establishments covers all the subjects comprised in the Education Code, ranging from Standard O to VI., inclusive. In addition to these, the advanced classes in all the schools are taught elementary mathematics, science, book-keeping, vocal music, tonic sol-fa, also drawing, freehand, mechanical and architectural; the use of scales, plans and elevations, and physical drill also form part of the daily exercises in all these schools. The studies of the elder pupils are directed, so far as time and circumstances will permit, with a view to their future avocations. By means of hand training in drawing and mensuration tastes are cultivated and encouragement given towards technical arts, carpentering, engineering, &c., with a view to remedy a want long felt in Gibraltar of skilled artisans.

The schools at Johnston's Passage, called St. Mary's, North District, Upper Level, are under the control of the Sisters of Loretto, and were built by means of a bequest. They consist of two large schoolrooms, with several class-rooms, some of which are used for technical purposes, viz., sewing and all the branches of needlework which is carried to a very high level of efficiency. These establishments have a daily average attendance of 250 (1901), and the teaching staff consists of two Sisters and a large number of adult pupil teachers.

St. Joseph's Schools, South District, upper level, are situate in Witham's Lower Road, and are, like St. Mary's Schools, under the supervision of the Sisters of Loretto. They possess four good rooms, one of which is used for needlework, etc., and another for infant boys. The teaching staff comprises two Sisters and a number of pupil teachers, the average attendance being 133 (1901).

The course in these schools includes all the subjects prescribed by the Education Code, with needlework in all its branches. Vocal music is also part of its programme.

The paucity of Roman Catholic trained female teachers in the girls' schools, as compared with the number of male trained teachers in the boys' schools, may be accounted for by the fact that there are a very great number of private schools, in most of which instruction is conducted by women.

#### VI. INFANT AND INDUSTRIAL SCHOOL.

In the year 1855 an infant and industrial school was originated by several gentlemen who subscribed the necessary funds to start it, a Miss Davies being appointed mistress. This school is a Govern-

ment-aided school, and is still prosperous. The building in which it is carried on is a house granted by the Colonial Government in Civil Hospital Street, North District, Upper Level. The present mistress is Miss C. Garcia, appointed in 1890.

The schoolmistress is elected by the Committee, and receives a monthly salary of \$25 (£5). There does not appear to be any arrangement for professional training. Pupil teachers, eight in number, are appointed by the schoolmistress, and are remunerated for their services by an aggregate wage of \$29 (£5 16s.) per month. There are no arrangements for pensions. With respect to religious instruction, clergymen attend once in each week for the purpose of affording instruction to all the children in conformity with their respective creeds, but, as the school is undenominational, there are no special arrangements made with this object.\*

Singing is taught, but from the nature of the establishment further instruction, as for manual training or handicrafts, etc., is not applicable. The present average daily attendance at this school is 151, which is the highest permitted by its rules.

#### VII. CATALAN BAY SCHOOL.

This school is situated in the fishing village called Catalan Bay, on the eastern slope of the Rock, and consists of a small mixed school of boys and girls, with an average attendance of about 80. It has one principal teacher, a native Roman Catholic priest, and two assistant teachers for boys and girls respectively. The same system of instruction, and the same reading-books, etc., have been adopted as in the schools of the Christian Brothers, the principal teacher and the male assistant having been trained therein. Some time during last year an application was made to place this school under Government supervision, but as it did not attain to all the requirements of the Code the application could not then be entertained.

#### VIII. HEBREW SCHOOLS.

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The Hebrew schools in Gibraltar were started in the year 1876, in Engineer Lane, North District, and were maintained by an annual voluntary subscription from the Jewish community, amounting to 3,600 pesetas (£144), and a grant from the poor fund of 2,000 pesetas (£80). This grant was afterwards raised to 3,000 pesetas (£120), and some time after augmented to 6,000 pesetas (£240). In the year 1879 a grant was allowed by the Government for the first time, amounting to 3,855 pesetas (£154 4s.)

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\* According to later information received from the Colonial Inspector of Schools, religious instruction in the Infant and Industrial School is now given during school hours, half an hour being set apart in the time-table, twice weekly, for such purpose.

In 1878 a night class was opened to promote the study of English and Spanish, and a girls' department was incorporated in 1880. These schools, as might have been expected, having regard to the large Jewish community in the colony, met with great success, and in 1885 the English department was transferred to Cornwall's Lane by direction of the Government Inspector, and in 1888 was again transferred by his order to College Lane, both in the North District.

In 1893, owing to the buildings becoming unfit and out of repair, the classes in the school in College Lane, including the girls' department, were directed by the Government Inspector to be removed to the former premises in Engineer Lane, for want of any other suitable house. At this date it appears that the Government grant amounted to 830 pesetas (£33 4s.). From this date, owing to the lack of adequate premises, this grant was withdrawn, and not renewed until 1897, but the schools were maintained with success by private contributions and management.

The present position of these schools is in Bomb House Lane, North District, Lower Level, the site having been granted by the Government in 1895, under a lease for twenty-one years. The building cost a sum of 65,000 pesetas (£2,600), of which the Colonial Government contributed 12,500 pesetas (£500), and the Anglo-Jewish Association of London £200. The remainder was defrayed by voluntary donations and subscriptions. The schools were opened in the present building on the 11th October, 1898. The average attendance of pupils for the last three years has been as follows:—

1898-99 ..	Boys, 84 ..	Girls, 65 ..	Total, 149
1899-00 ..	Boys, 80 ..	Girls, 69 ..	Total, 149
1900-01 ..	Boys, 71 ..	Girls, 73 ..	Total, 144

Average  
Attendance.

The cost of maintenance is defrayed from legacies, donations, Government grants, and school pence, the balance being covered by a grant from the Hebrew Poor Fund, which for the last three years has voted 6,000 pesetas (£240) annually, including the portion due for the religious instruction.

Cost of  
Maintenance.

A Committee of seven, including the delegates from the managing branch of the community, is elected triennially, and a ladies' committee of five attend to the girls' department. This Committee is specially empowered to provide dresses and boots for the poor classes in order that the attendance may not be curtailed by reason of any want of these requisites. This item of expenditure is borne by voluntary subscriptions and donations from a ladies' relief fund.

Committee  
Management.

The boys' department consists of two large and one small class room and a playground; the girls' department of one large and one small room and a playground; the whole being supplied with the most modern requisites for schoolwork.

The schools have eight separate classes or standards, ranging from O to VI., for each of which there is a fixed routine, in accordance with the Education Code of the Colony. The education

Course of  
Instruction.

comprises reading, writing, arithmetic, geography, and grammar for boys, and the same for girls with the addition of needlework.

Evening  
Classes.

Evening classes for boys were at first started, but after some time were given up for want of attendance.

Teachers.

The whole work of these schools is under the superintendence of a head master, at a salary of £150 per annum, assisted by one teacher at \$15 (£3) per month, in addition to which there is a Spanish teacher for the boys' department; the girls' department being under a head mistress, at a salary of £50 per annum, assisted by two teachers at a monthly salary of \$8 (£1 12s.) each.

Government  
Grant.

The Government grant for these schools was £128 2s. in 1900-01.

#### IX. ARMY SCHOOLS.

In a report on the rise, progress and present state of education in this Colony, it seems not out of place, and, indeed, desirable, to refer, however briefly, to the schools at present existing in connection with the troops quartered in the command, who, as is pointed out in the early pages of this report, compose a considerable proportion of the population of this community.

For this purpose, as well as with the object of presenting in a succinct form the present condition of the schools under Government supervision, and the Army schools referred to, tabular statements of all these establishments are given as a supplement to this report. (See Appendices B and C.)

#### X. PRIVATE SCHOOLS.

The private schools previously alluded to, as being mostly conducted by women, are sixteen in number, and include some establishments of a very high order of merit. Education is therein provided for infants and elder children of both sexes and all creeds, with a daily aggregate attendance of 880, and if to this very respectable total is added the averages of all the Government-aided and Army schools, and others, referred to in these pages, it seems unquestionable that education in Gibraltar has been assiduously cultivated from the earliest period of its history as a British Colony, and presents to-day a most praiseworthy and encouraging aspect.

#### XI. MISCELLANEOUS.

Inspectorates During the last twenty-three years inspection has been carried out by a single responsible officer appointed for the purpose and amenable, like other heads of departments, to the Governor, as the chief executive authority in the Colony.

Examinations by this Inspector take place annually, and pupils are tested and classified according to proficiency in writing, reading, arithmetic, geography, grammar, etc., such examination being followed by the Report of the Inspector, which is furnished by him to the Governor.

Compulsory  
Attendance.

No special enactment for enforcing attendance at schools finds a place in the Statute Book of the Colony, nor does any such regulation appear to be, for the present at least, specially requisite. It

appears from the history of education here that the largest, best attended, and best equipped schools are those of the Roman Catholic community, which, by reason of superior organisation, and the compulsion which the priests are enabled to bring to bear, are in a great measure independent of any such compulsory rules, and it is doubtful whether any such would be of lasting advantage.

There is not a single night school in the Colony, a fact which is regrettable, since, education not being compulsory, numbers of boys are sent out to work by their parents at a very early age.

It is much to be deplored that cookery, so frequently a part of educational systems in England in public elementary schools, has never been taught in Gibraltar, to the great detriment of general health and thrift.

The grant allowed by Government in respect of the schools referred to in Appendix B for the year ending 31st March, 1901, was £1,635 17s. <sup>Government Grant.</sup>

G. F. CORNWELL,  
Colonial Inspector of Schools, Gibraltar.

March, 1902.

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## APPENDIX A.

## GIBRALTAR.

## EDUCATION CODE AND RULES FOR GRANTS IN AID OF ELEMENTARY SCHOOLS.

REVISED 1892, 1893, AND 1899.

- General Condition of Grants. 1. The Grants from Public Revenue to be made in aid of Elementary Schools for the Education of the Poor of Gibraltar will as heretofore be dependent upon the Schools fulfilling the conditions laid down in this Code, and upon such other conditions as may be determined from time to time by H.E. the Governor with the approval of the Secretary of State.
- Inspector of Schools and his duties. 2. An Inspector of Schools shall be appointed to verify the fulfilment of the conditions on which the grants are to be made—to examine into the attendance and proficiency of scholars—and to report annually, or from time to time, on all such subjects as well as on the efficiency of each School in respect of organisation, discipline, and instruction—and annually to assess all grants in aid under this Code with the approval of the Governor. In case of vacancy of the Inspectorship this officer is to be nominated by H.E. the Governor, subject to confirmation by the Secretary of State.
3. In making the necessary examinations of the Scholars and Registers of attendance the Inspector shall be assisted by the Managers of the Schools, and by such other temporary assistant examiners as the Governor may approve.
4. The Inspector shall be at liberty to visit a School at any time without notice, and to call for and examine any Registers or School Books or Accounts ordered by these Rules to be kept and submitted for inspection.
- Religious Instruction. 5. The Inspector will not examine any Scholar in any religious subject, nor will he in any way interfere with the religious instruction. No grant or credit shall be given in respect of any instruction in religious subjects.
- Secular Instruction. 6. The Inspector will require and satisfy himself that at least 1½ hours of each attendance, counting towards a Grant, are devoted to secular instruction given in the English language. The necessity for the use of Spanish in teaching English, especially in the lower Standards, is fully recognised, and it must not in any way be considered as precluded or discouraged by this Rule.
7. No School shall be eligible for any grant until the Governor has been satisfied by the Report of the Inspector :—
- (a) That suitable premises, approved by the Inspector, are provided.
  - (b) That it is a Public Elementary School for the primary education of the children of the poor of Gibraltar.
  - (c) That the School is managed by some responsible person, Board, or Committee—solely in the public interest and not for any gain or profit direct or indirect. This or these persons to be called the Managers :—and in the case of a Board or Committee the Managers will correspond with the Inspector of Schools through their own appointed Secretary.
  - (d) That it has at least one efficient or trained teacher approved by the Inspector.
  - (e) That it is open to inspection and examination, for which every facility must be given by the Managers.
  - (f) That Aliens are excluded until all British children shall have been provided for—that children be admitted by priority of appli-



cation—that no child is refused admission except on grounds allowed by the Inspector or sanctioned by the Governor.

- (g) That children who have attained fifteen years are not retained in the School, this rule remaining in force until the death of School places shall have been made good.
- (h) That the following books, in approved form, are regularly kept and posted up and submitted for the examination of the Inspector whenever required, viz. :—

A General Admission Register.

The necessary Class Registers with Summary ; also a Register of Payments by the Scholars.

The Account of detailed receipts and detailed expenditure of the Manager or Treasurer.

The Capital Account of the Manager or Treasurer.

The School Log Book.

- (j) That under ordinary circumstances the School shall have been opened 400 times in the School year, or shall have met 200 times morning and afternoon for at least three hours of secular instruction in English.  
That in the case of a Night School it shall have been opened 40 times in the year for not less than  $1\frac{1}{2}$  hours secular instruction in English.
- (k) That in Girls' and Infant Schools suitable instruction in plain needlework has been provided.
- (l) That the finances of the Schools receiving Government grants are kept quite separately from those of any unaided Schools, even though the latter may be under the same Manager.

8. An attendance to count for a grant shall be from 10 a.m. to 12 noon, and from 12.30 p.m. to 2.30 p.m. The roll must be called at 10 a.m. and at 12.30 p.m., and the Registers marked forthwith. Any child absent at roll call must be returned as "absent" on the Register, and any child leaving school or removed from school before the close of the meeting must be subsequently marked on the Register as "absent." The Master or Principal Teacher will be held responsible that this rule is followed.

9. The average number of scholars in attendance for any period is found by adding together the attendances of all the scholars for the period, and dividing the sum by the number of times the school has met within the same period, the quotient being the average number in attendance, and it should be taken at the nearest whole number.

10. Whenever the Governor shall be of opinion that the preservation of Public Health or other urgent cause demands the closing of the public schools, the Managers of every aided school shall comply with all instructions from the Governor as to closing and re-opening the school.

11. The Managers of Schools should bear in mind that aid is given to their schools on the understanding that the schools are devoted to the education of the children of the poor and of the labouring classes. The Managers should, by personal enquiry based on frequent examination of the General Admission Register, satisfy themselves that the children received are only those whose parents or guardians are employed in manual labour, or in receipt of daily or weekly wages or otherwise in receipt of an income of less than £80 a year. It must be clearly understood that children of parents having an income of between £80 and £135 a year can only be admitted to the schools if and when there is accommodation for them after meeting the declared wants of the children of poorer parents.

12. For testing the proficiency of the Scholars the Inspector shall be at liberty to examine the Scholars individually or in class, and by viva voce or by written tests ; and the Inspector may arrange a special annual visit for this purpose, of which he will give notice, and on this occasion the School Managers are requested also to visit the School.

13. Great importance will be attached to the accuracy and trustworthy characters of all Registers, records, returns and certificates ; and as grants

of money from Public Revenue depend upon these records and certificates the Teachers or Managers signing and attesting such documents will be held responsible that they only sign after full, careful and adequate personal enquiry.

14. The amount of the annual grant to each School will be assessed and settled by the Inspector with the approval of the Governor, according to the general scale hereinafter provided.

15. The grants may be withheld or reduced on account of neglect in management, of non-conformity with the Code, of general inefficiency or want of discipline, or on account of any other specific defect of the School which the Inspector may bring to the notice of the Governor.

16. The Table of Standards hereinafter given is intended as a guide to the Managers for classifying the children under instruction and examination. The Managers shall classify the children, and record each child's progress through the Standards. As a general rule, a child will be expected to rise one Standard each year.

17. School-pence shall be regularly collected and brought to account, and shall be in weekly payments not less than 10 centimos and not exceeding 100 centimos, according to the Manager's view of the means of the parents or guardians. In the case of any child, whose parents or guardians declare to the Managers their inability to pay 10 centimos a week, a special grant will be allowed by the Inspector not exceeding five shillings to the Managers for such child, but the Inspector will require a certificate recording the circumstances of each case, prepared by the Managers and endorsed by the Chief of Police or a Minister of Religion, after personal enquiry by them. Printed forms for these certificates will be furnished by the Government.

18. In order to prevent overcrowding of the Schools, the Inspector will, from time to time, fix a number for each School, beyond which the average number in attendance shall not be allowed to pass. For this purpose the Inspector will take measurements and have regard to all the circumstances of the buildings in each case.

19. In any poor school where trades or crafts shall be taught to the boys, or where thrift, house management and cooking shall be taught to girls, to the satisfaction of the Inspector, such School shall be eligible for a grant, even though its management may not be conducted in other respects according to the preceding sections of this Code. The Inspector will assess such grants having regard to all the circumstances of the School.

[The peseta of 100 centesimos is of the value of about a franc.]

#### GENERAL SCALE OR TABLE OF GRANTS

That may be made to Poor-Schools in aid of annual maintenance.

##### *In a Day School.*

	£	s.	d.
In an efficient School, either for Boys, or Girls, or Infants or			
a Mixed School, per child in average attendance	1	0	0

##### *In a Night School.*

For each Scholar who shall have made forty attendances in			
the year	0	6	0
For each Scholar in average attendance	0	15	0

N.B.—The rule as to age limit does not affect the scholars in a night-school.

	0	1	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.	STANDARD V.	STANDARD VI.
READING ...	Words and sounds of two or more letters.	Monosyllables.	One of the narratives next in order after monosyllables in an elementary reading book used in the School.	A short paragraph from an elementary reading book.	A short paragraph from a more advanced reading book.	A few lines of poetry or prose.	A short ordinary paragraph in a newspaper or other modern narrative.	To read with fluency and expression.
WRITING ...	Copy the strokes and characters on the blackboard.	Write the letters from dictation. Copy a line written on the blackboard.	Copy in manuscript character a line of print and write from dictation a few common words.	A sentence from the same book slowly read once and then dictated in single words.	A sentence slowly dictated once, a few words at a time, from the same book.	A sentence slowly dictated once, a few words at a time, from a reading book used in the School.	Another short ordinary paragraph in a newspaper or other modern narrative, slowly dictated once by a few words at a time.	A short theme or letter, or an easy phrase.
ARITHMETIC	Counting and notation.	Simple addition and subtraction of single numbers.	Simple addition and subtraction of numbers of not more than four figures, and the multiplication table to multiplication by six.	The multiplication table and any simple rule as far as division.	Compound rules (money).	Compound rules (common weights and measures).	Practice of Bills of Parcels, with mental arithmetic.	Proportion and vulgar or decimal fractions. Mental arithmetic.
GEOGRAPHY	—	—	—	—	Elementary Geographical Terms and Definitions. Divisions of the World, British Isles and Colonies.	General Elementary Geography of the World. Europe, British Isles.	Geography of Europe and another Continent, as well as of the British Isles and Colonies.	Geography of the Continents as well as of the British Isles and Colonies.
GRAMMAR..	—	—	—	—	—	To point out the parts of speech in a simple sentence.	The parts of speech with their relations in a sentence.	The parts of speech with their relations in a sentence and Analysis of a sentence.

APPEL  
STATEMENT REGARDING GIBRALTA

No. of Schools.	Situation.	Infants or Elder Children.	Name of School.	Boys or Girls.	Average daily Attendance.
(13) Thirteen.	Flat Bastion Road.	Both.	Public.	Girls.	141
	Bruce's Gully.	Both.	Sacred Heart, North.	Boys.	145
	Do.	Both.	Sacred Heart, South.	Do.	211
	Naval Hospital Hill (South).	Both.	Rosa, or Our Lady of Victories.	Do.	112
	Upper Castle Road.	Both.	Our Lady of Lourdes, Upper.	Do.	171
	Do.	Both.	Our Lady of Lourdes, Lower.	Do.	211
	Johnston's Passage.	Elder Children.	St. Mary's.	Girls.	101
	Do.	Infants.	St. Mary's.	Do.	149
	Witham's Lower Road (South)	Elder Children.	St. Joseph's.	Do.	45
	Do.	Infants.	St. Joseph's.	Do.	88
	Civil Hospital Street.	Both.	Infant and Industrial.	Do.	150
	Bomb House Lane.	Both.	Hebrew.	Boys.	71
	Do.	Both.	Hebrew.	Girls.	74

DIX B.

SCHOOLS RECEIVING GOVERNMENT GRANT.

Number of Teachers.	Pay.	Subjects taught.
One Mistress and six teachers.	£5 per month to Mistress, £3 4s. to teachers.	Reading, Writing, Arithmetic, Geography, Grammar, Needlework.
Two Christian Brothers and four pupil teachers.	£2 12s. per month to pupil teachers.	Reading, Writing, Arithmetic, Geography, Grammar, Drawing, Singing, Physical Drill, etc.
Four Christian Brothers and four pupil teachers.	£4 4s. per month to pupil teachers.	Reading, Writing, Arithmetic, Geography, Grammar, Book-keeping, Drawing, Singing, Stenography, Euclid, Mensuration, Physical Drill, etc.
Two Christian Brothers, one extern teacher, and one pupil teacher.	£2 18s. per month to teachers.	Reading, Writing, Arithmetic, Geography, Grammar, Drawing, Book-keeping, Singing.
Two Christian Brothers and four pupil teachers.	£3 10s. per month to teachers.	Reading, Writing, Arithmetic, Geography, Grammar, Drawing, Book-keeping, Elementary Science, Mensuration, Singing, Euclid, Physical Drill.
Two Christian Brothers, one extern teacher, and two pupil teachers.	£4 2s. per month to teachers.	Reading, Writing, Arithmetic, Geography, Grammar, Elementary Drawing, Singing.
One Sister and five pupil teachers.	£5 6s. per month to teachers.	Reading, Writing, Arithmetic, Geography, Grammar, Needlework, Singing.
One Sister and six pupil teachers.	£4 19s. per month to teachers.	Reading, Writing, Spelling, Needlework, Singing.
One Sister and three pupil teachers.	£3 2s. per month to teachers.	Reading, Writing, Arithmetic, Geography, Grammar, Needlework, Singing.
One Sister and three pupil teachers.	£2 16s. per month to teachers.	Reading, Writing, Arithmetic, Spelling, Needlework.
One Mistress and eight pupil teachers.	£5 per month to Mistress and £3 16s. to teachers.	Reading, Writing, Arithmetic, Geography, Grammar, Singing, Needlework.
One Master, one teacher, and one pupil teacher.	£12 10s. per month to Master and £3 to teachers.	Reading, Writing, Arithmetic, Geography, Grammar.
One Mistress and two pupil teachers.	£4 3s. 4d. per month to Mistress and £3 4s. to teachers.	Reading, Writing, Arithmetic, Geography, Grammar, Needlework.

APPENDIX C.

STATEMENT REGARDING THE ARMY SCHOOLS AND TEACHING STAFF AT GIBRALTAR.

No. of Schools.	Place.	Infants or Elder Children.	Corps.	Attended by Boys or Girls.	Average daily Attendance of Children.	No. of		Subjects Taught.				
						Masters.	Mistresses.					
(1) Europa ...		Infants only.	R. G. Art'y., S. Section ...	Both ...	53	—	1	Reading	Natural History	Recitation		
(2) Buena Vista ...			2nd Bn. Cam. Highlanders ...	Do. ...	45	281	—	1	Spelling	Note Singing	Physical Drill	
(3) South Barracks ...			1st Bn. Royal Berks Regt. ...	Do. ...	44		—	1	Arithmetic	Song Singing	Kindergarten	
(4) Prince Edward's Rd ...			Royal Engineers ...	Do. ...	48		—	1	Writing	History	Tables	
(5) Castle Road ...			R. G. Art'y., N. Section ...	Do. ...	47		—	1	Dictation	Geography	Scripture History	
(6) Casemate Barracks ...			2nd Bn. Royal Garr. Regt. ...	Do. ...	44		—	1	Object Lessons	Needlework		
(7) Europa ...		Elder Children	Europa ...	Both ...	40		1	—	Reading	Needlework (Girls)	Metric System	
(8) Buena Vista ...			B. Vista and South Barracks ...	Do. ...	64	243	—	3	Arithmetic	Algebra (Boys)	Rapid Addition	
(9) Castle Road ...			North District ...	Boys only	74		—	—	3	Writing	Recitation	Tables
(10) Casemates ...			Do. ...	Girls only	19		—	—	3	Composition	Physical Drill	National Flag
The Schools marked (7) to (10) are also attended by soldiers three hours daily under the six masters after the Children's school hours. Subjects as at North Front.							Acting Master.	—	—	Object Lessons	Scripture History	
(11) North Front ...		Soldiers	Troops at N. Front ...	—	—	1	—	Reading	Writing	Arithmetic		
						Total ...	7	9	History	Geography	Dictation and certain extra subjects.	

(a) The Masters and Mistresses are paid from Army Funds. (b) The Mistresses' pay ranges from 2s. 2d. to 3s. 6d. daily, with quarters, &c., or allowances in lieu. They qualify for pensions after 21 years' service, or 10 years if invalided, 10d. to 2s. 6d. daily, according to service. (c) The Masters are enlisted as soldiers—pay 4s. to 7s. daily. Pensions 3s. 6d. to 5s. They are also eligible for appointment as Inspectors of Army Schools. (d) Some of the elder girls are employed as Monitors and Pupil Teachers—rates of pay £4 to £18 yearly; increased yearly rates depend on good conduct and result of yearly examinations.

## APPENDIX.

### EDUCATION IN JAMAICA IN ITS RELATION TO SKILLED HANDICRAFT AND AGRICULTURAL WORK.

#### I. INTRODUCTION.

It is assumed that those who read this paper will have access to the full general statement on the subject of Education in Jamaica, written by the Hon. T. Capper, B.A., Superintending Inspector of Schools, Jamaica, and published in Vol. 4 of "Special Reports on Educational Subjects" (and also separately) with supplementary notes by Mr. M. E. Sadler (Wyman & Sons, Ltd., Cd. 416).

The special point of view of this paper is education in its relation to skilled handicraft and agricultural work, having regard principally, though not exclusively, to the black and coloured people who constitute the labouring and the artisan classes in Jamaica.

#### II. TRADES.

During the period of slavery, though little was done for the education of this section of the population in book learning, there was on the estates practically a universal system for training a regular succession of masons, carpenters, blacksmiths, coopers and workers in other similar trades. Frequently artisans were brought out from England to become the head men in these departments; and in other instances native workmen were quite competent to instruct those put under them, and so hand on to the next generation the secrets of their trades. A practical knowledge of handicraft was thus widely diffused; and there were artisans everywhere in sufficient numbers to perform all the work of this sort required. After the abolition of slavery, and particularly in more recent years, the increasing difficulty of profitably cultivating the old staple products of sugar and coffee, and the consequent gradual breaking up of estates, have largely stopped the normal supply of skilled mechanics. Everywhere there are some; and in the neighbourhood of towns, where building operations are carried on more or less continuously, younger men have come in to take the places of the older ones who have become incapable, or have died; though many of the younger generation are not as competent as the older well-trained men. Their work on the whole is good when done under the careful supervision of firms who get rid of incompetent and careless men. For example, the house in which the writer lives near to Kingston is a fairly good-sized modern building—concrete foundation, brick walls, and woodwork of American lumber, shingled roof, ceiled rooms. The work was all done by native workmen, under the kind of supervision just mentioned, and will compare satisfactorily with English work of the kind.

The bricks were also made by native labour under like supervision. In many of the country parts it is not easy to get good work of this sort done.

The same diminution in numbers of skilled artisans seems to have taken place in the Southern States of America, largely from the same causes. After the time of the final abolition of slavery in Jamaica in 1838 up to about fifteen or twenty years ago, that is to say for a period of forty years, there was an arrangement similar to that then in vogue in England, of apprenticing boys to trades. This has practically ceased; that is to say, there are few instances of boys being indentured for long periods as apprentices. The old system of training under slavery was abolished with slavery. The system that took its place within the intermediate period above referred to has practically broken down, and the needs of the future have to be faced under new conditions.

### III. AGRICULTURE.

As regards agriculture, in the days of slavery the black people of Jamaica learnt and practised, under compulsion, what their masters and teachers knew of cane and coffee and other cultivation. That knowledge has been handed down to their descendants, and so far as these products are concerned, as well as the growing of what is called bread kind or ground provisions—(that is yams, cocoas, sweet potatoes, and the like)—the black people of Jamaica may still be considered expert, except in so far as modern scientific knowledge requires to be applied to these cultivations. But as regards the numerous other products that need to be cultivated in the place of the doubtful and failing industries, the black people have everything to learn. All that concerns what may be called farming (as distinct from cane and coffee growing)—all the various things involved in the proper production and preparation for the market of the numerous fruits of the Island, and the development of minor industries, and all that concerns dairying on modern and profitable methods—all these things require to be learnt from the beginning. The people generally have no reliable knowledge and experience in these things.

### IV. TRANSITIONS.

It is proverbially difficult to get an agricultural people to take up new ideas; and Jamaica people have been supposed to be worse than others in this respect. I do not think, however, that this is the case. The last few years, I think, have demonstrated the fact that there is a willingness to receive instruction and to carry out in practice any new methods which can be shown to be beneficial. The difficulty is to get a large mass of people, both adults and children, rapidly brought under instruction, in regard to new industries and methods of work, when the available resources for giving such instruction effectively are very limited;



and especially when it is remembered that the only teaching which will be effective must be accompanied by concrete examples.

#### V. GENERAL EDUCATION.

There is in Jamaica the old conflict of opinion as to whether book learning (as it is called) is good for working folks. There are here (as there used to be and still are in country places in England) those who believe that the only way to keep agricultural labourers to their work is to avoid giving them much education. The idea often finds definite expression in the statement that you spoil the black people for agricultural labourers and servants if you educate them; and that education helps to produce a disinclination to work on the land, and aids the tendency which leads people to flock to the towns, and try to become shopkeepers, and workers in stores, and clerks in public offices, instead of labouring planters. There is no doubt some truth in this; and it must be conceded that the tendency has been increased by the failure (since the days of emancipation until quite recently) to include in education anything but book-learning. Absolutely nothing was done in most instances here (as was also the case in England) to help boys and girls while at school to prepare directly for their future work in life; and as only a portion of the population were educated, in this sense or any other, and as estates' labour had been the equivalent for slavery, it was inevitable that the merely literary education should help the general tendency of people everywhere to avoid hard work when they could. But the welfare of agriculture and trade will not be promoted by ceasing to educate the people. Moreover those who think that they can prevent the spread of book-learning are mistaken as to the fact, and mistaken as to the good that they expect would come from such limitation of the spread of knowledge. It is not in unkindness but with a real wish to see the black people prosper, that many would keep them practically ignorant; but they are greatly mistaken in their view of the case; and so, on the other hand, are those greatly mistaken whose ideal of education is to dissociate it entirely from training in handicrafts and agriculture. Happily, after much effort on the part of some, and much indifference or opposition on the part of others, a stage has been reached at which plans have been formulated and actually brought into operation, which will gradually combine a fair amount of intellectual training in the primary schools of Jamaica, with such teaching, both theoretical and practical, as will directly help to fit the children for taking an increasingly intelligent interest in agriculture and handicrafts. While making the children acquainted with primary facts, and fostering in them from early days a love for the details of work, this newer form of school instruction will prepare them for increasing their practical knowledge at a later period, under training in the workshop and in the field. For this they will have been prepared more or less during the whole of their school life.

## VI. MANUAL TRAINING AND AGRICULTURAL TEACHING.

*Subjects now included in Primary Education in Jamaica.*—As regards primary education, the Code has been amended so as to include (besides reading and recitation, writing and English, arithmetic and Scripture) regulations regarding manual training and agricultural science, of which the following is a summary.

*Section I.—Manual Training and Agricultural Science required to be taught in the Elementary Schools in Jamaica.*

- (1.) *Manual Training.*—The Primary Schools are divided for the purpose of drawing and manual occupations into three divisions, Lower, Middle and Upper. The manual occupations in each case are based on a drawing scheme. The drawing ranges from kindergarten drawing and simple mechanical drawing in the Lower Division, to freehand drawing, drawing to scale, and geometrical drawing in the Upper Division. The manual occupations based on the above course of drawing, include colour work, clay modelling, paper and cardboard modelling, and simple modelling in wood.
- (2.) *Agriculture.*—The schools are also divided into three divisions for this subject, which is intended not merely to insure that a certain amount of knowledge is acquired, but more especially to train the children in observation and inference by actual close touch with the objects and life around them. In the Lower Division a course of thirty-six lessons is given in animal and plant life, dwelling especially on the animals and plants found in Jamaica. In the Middle and Upper Divisions more advanced general science is taught, and also more agricultural science, including the formation of soils, plant food, manures, and common objects of cultivation in Jamaica. All schools are required to illustrate the teaching in Elementary Science, General and Agricultural, by experiments carried on by means of plants grown in pots and boxes.

*Section II.—Advanced Course in Elementary Schools.*

- (1.) *Manual Training.*—Workshops for the advanced course of manual training "Woodwork" have been established at five town centres in the island. The course includes mechanical drawing and advanced exercises in tool work. This is generally a two-year course for Standards V. and VI.
- (2.) *Agriculture and Horticulture.*—The advanced course for schools is a practical application, in out-door experiments, of the knowledge obtained in the schools. An

experiment ground of not less than a quarter of an acre must be provided in which every boy above eleven years of age must be taught practical skill in all agricultural operations. The course is open to girls. An extra grant is given for proficiency in this course.

The above manual training and agricultural teaching is being introduced as rapidly as possible into the schools; but it cannot be pushed on very quickly, because teachers require to be trained to give the proper instruction in these subjects; and comparatively few of them have yet been so trained.

#### VII. TRAINING OF PRIMARY SCHOOL TEACHERS.

The Education Code Syllabus for Training Colleges now requires (in addition to reading, writing, arithmetic, Euclid, grammar, geography, history and Scripture) that the following subjects be taught:—

- (1) *Manual Training.*—The First Year Students take a course including paper folding and designing, colour work, paper and cardboard modelling, clay modelling, simplified woodwork. Second and Third Year Students take a more advanced course of drawing and manual training "woodwork" on the lines of English requirements in the same subjects. This course requires a thorough knowledge of orthographic and oblique projection drawing and the use of all the ordinary carpenter's tools.
- (2) *Agriculture.*—In the First Year a course of elementary physics and chemistry, preparatory to the study of the life and food of plants, and to a knowledge of the composition of soils and manures, is laid down. This course is chiefly practical and experimental, but an intelligent knowledge of the Tropical Readers is also required. The Tropical Readers are two volumes, prepared and published at the instance of the Jamaica Board of Education by Messrs. Blackie for use in Jamaica schools, strongly recommended by Dr. Morris, the Imperial Commissioner of Agriculture for the West Indies, and now in use throughout the British West Indies.

In the Second Year, agricultural science of includes advanced character is prescribed. This course a more a knowledge of the composition of the atmosphere and water and their action on plant life, the formation of soils, their cultivation, need for manures, structure of plants, plant life, germination and nutrition, together with a practical knowledge obtained in box gardening and out-door cultivation with experiments and illustrations, as in the French Scheme of Agriculture for Elementary Schools.

In the Third Year, the theory prescribed for the Second Year is amplified, and the instruction is mainly practical, the College lectures bearing upon this side of the subject. The course includes the knowledge of the proper use of agricultural tools, preparation of seed beds, sowing, transplanting, pruning, budding, grafting, destruction of insect pests, and the planting and care of common Jamaica crops.

The foregoing subjects are being thoroughly taught at the Mico College, which is practically the only one now in operation in the Island for the training of male teachers. The headmaster of the Manual Training School directs and assists the manual training at this College. The Secretary of the College, an experienced practical botanist, directs the garden operations. The Imperial Lecturer in Agriculture shares in the teaching at this Institution; and he also assists at the Shortwood and Bethlehem, and at the St. Joseph's (Roman Catholic) Training Colleges for girls, as it is deemed desirable for the female teachers to obtain as much of this instruction as possible.

#### VIII. THE MANUAL TRAINING SCHOOL, KINGSTON.

*The Manual Training School, Kingston*, is an Institution established in 1897 by the Government, and managed by the Board of Education. It was established for two purposes:—namely, to provide a model elementary school on English lines; and to be the medium for introducing educational handwork into the educational system of Jamaica. The school consists of a Boys' and Kindergarten Department with an aggregate average attendance of 450 pupils. A Girls' Department is in contemplation. A Manual Training "Woodwork" Department is a special feature of the school. The headmaster of the school is an English trained, certificated teacher, with special qualifications in manual training. He is assisted by an English-trained kindergarten mistress, and a staff of native teachers. The curriculum of the school is that prescribed in the Jamaica Code for Elementary Schools. Special attention is given to educational handwork which is carried on throughout the school in the form of kindergarten occupations, manual occupations, (drawing and colour work), and manual training "Woodwork." The latter is taken by all the boys in the school in Standard V. and upwards. Each boy receives two hours' instruction per week.

Classes for the training of teachers are held every week at the school. The subjects taken up are kindergarten, drawing and manual occupation and manual training "Woodwork." The latter class is affiliated with the City and Guilds of London Institute, and the Institute's Examination in Manual Training "Woodwork" was held locally each year, 1899-1901. The work was sent to London to be examined. At the three examinations twenty-one native teachers passed the First Year's examination, and twelve

of these went on and passed the final, thus gaining the Teacher's Certificate granted by the Institute. These teachers are being placed in charge of Manual Training centres as they are established. Four such centres have recently been opened.

All the young men under preparation to be teachers in the Primary Schools have now to pass through the training above specified. Provision is made also for teachers who had gone out from college before this training was commenced, to come to Kingston, and secure the benefits of a course of manual training. Provision has likewise been made for an annual assembly of old teachers for the purpose of giving them some training in agriculture and manual work. This takes place at the Mico College and the Experiment Station near Kingston. The present is the third year for this annual assembly. It has done much already to help existing teachers who passed through the College before agriculture was taught there; and they are thereby enabled to understand enough of the subject to enable them to teach it both theoretically and practically.

#### IX. SPECIAL SCHOOLS.

As regards special schools the following can be reported:— Efforts at industrial and agricultural training have long been made, with some partial success, at the Boys' Reformatory and Industrial School, and the Girls' Reformatory, at Stony Hill; the Boys' Industrial School at Hope Gardens; the Girls' Industrial School at Shortwood; the Belmont Orphanage for Girls; and the Alpha Cottage (Roman Catholic) Industrial School. Further efforts for promoting agricultural education have recently been planned on an extensive scale by Bishop Gordon (Roman Catholic); and a commencement has been made towards their realisation. In reply to my enquiries, Bishop Gordon has given me information of which the following is a summary.

The work at present is in its tentative stage, the resources available being limited. The general purpose is to train boys who have no other definite prospects in life. First of all they are taught reading, writing, and arithmetic; and have as much of agricultural education as can be obtained on a banana farm which is located near Spanish Town. Moral and religious training are an essential part of the plan. The children here are young, and have the benefit of being under the care of the Sisters who aid in the management of the Institution. The cost of maintaining the fifty inmates is met by the labour of those of them who can work.

At the age of from twelve to fourteen years it is intended to transfer them to a Pen in the parish of St. James, where they will be given the opportunity of acquiring a thorough knowledge of all that is done on Jamaica

Pens; and the endeavour will be made to give them instruction in the most advanced methods of cultivating, harvesting and preparing for the market. [Pen in Jamaica means, popularly, a grazing property and place for farming and small cultivation, as distinct from the large sugar or coffee properties.]

The final stage of the plan is, their being transferred to land which has been secured in the parish of St. Mary. They are to work there on a co-operative system, which, however, is to give facilities for their becoming proprietors. The ultimate aim is to secure "the formation of a God-fearing, hard-working, moral and religious, as well as intelligent peasantry, and to establish family life, which is the foundation of the morality, strength and happiness of a people. The first stage is accomplished, the second is struggling into existence, and the third is not begun."

It is to be hoped that this interesting experiment will secure a large measure of the success which the founder has in view.

The following projects have recently been initiated.

(1.) The establishment of a Farm School under the control of the Government, and largely meeting the needs of the better peasant class whose children will either win scholarships available at this Farm School or will pay about twelve pounds a year. The plans for this are in shape, but are delayed for lack of funds.

(2.) The establishment of a special section in connection with one of the principal schools in Vere, for manual training and the teaching of agriculture. This will probably come into effective operation soon.

(3.) Under the auspices of the Jamaica Board of Agriculture, which is an official administrative body, and also of the Jamaica Agricultural Society, which is a popular body, joint efforts are being made to give theoretical and practical agricultural instruction to adults and young people in numerous centres of the Island, by means of conversational lectures in the field with demonstrations and illustrations. Two specially trained men are thus working under the Board of Agriculture, and two others with large local general experience are giving partial services under the direction of the Agricultural Society. The aim is to popularise among the middle-aged people and the younger folks who have passed out of the schools the newer teaching and practice in all branches of agriculture. These lectures have proved very useful, and there is a growing interest in them. They effectively supplement the efforts made in the schools among the young.

#### X. ADVANCED TEACHING.

As regards more advanced teaching for the middle and upper classes, and for those from the lower classes, who may show special ability, there is the Experiment Station at the Hope

Botanical and Agricultural Gardens, with a defined course of instruction in the laboratory under the highly qualified agricultural chemist. This Institution is now getting into active operation. It has taken many years to secure that amount of popular interest and public support necessary to create it; but it will, before the close of this year, have methods in operation for giving (either free or at an almost nominal charge) complete technical training in agricultural chemistry and other subjects bearing on agriculture.

#### XI. SECONDARY AND HIGHER EDUCATION.

The Jamaica College, heretofore called "The Jamaica High School and University College," is a public institution located close to the Experiment Station. It is a high-class school of the ordinary kind, giving facilities for teaching in arts up to the standard of securing degrees from the University of London. But it has long aimed at developing a scientific side, with special reference to interesting boys in agriculture, and in the case of some (at the later stages of their education) securing for them special agricultural training at the Experiment Station now at last being established; and also to prepare some boys for taking the full technical course there. The Jamaica Schools Commission, which manages this Institution, has also close relations of general supervision to a number of endowed schools in the Island, and is endeavouring to foster developments of scientific and practical teaching in all of them, with a view to the better fitting of the more advanced section of the community for higher technical training in Jamaica and elsewhere.

#### XII. CONCLUSION.

These various efforts for modifying the instruction given to the young people of Jamaica, of all classes, are now passing out of the controversial and tentative stage into the practical and effective. There are still some persons who condemn the education being given; but these are chiefly persons who are not aware of what has been done to modify the system in all schools and in all grades of education during the last three or four years; or else they are persons who think it possible to teach nothing but trades and farming in schools. The endeavour is being made to secure thorough development of the intelligence of the children generally, with special stress upon those parts of ordinary book learning that are likely to be of most use to working folks; and to add those mental and practical preparations which are possible to be given in ordinary schools whereby mental tastes and physical aptitudes will be developed, and an interest created in the subjects which the pupils have to take up and work at later on. It will be a more wholesome training than the mere book learning of the past; and there is only one reason why the actual attainments in book learning should not be better than heretofore. That reason is the unfortunate restriction, at present, of educational advantages generally through

lack of public resources. Six years ago the schoolable children of Jamaica were provided with such opportunities of education as secured a fairly good attendance of a little more than one-half of them. Now not more than two-fifths are attending with any reasonable regularity. The present writer, conscious of the inability of the State to expend a theoretically adequate amount of money for the full education of the people, has long been an advocate of a system of compulsory attendance that would bring all the children into the schools with regularity for a period of (say) six years, and for making the teaching therein given as practically effective as possible. The arrangements for making the teaching good and practical are being matured as fast as it is reasonable to expect. But the number of schools has been reduced, so that facilities for easy attendance in country districts are less; the number of years during which children may attend the schools at public expense has been reduced; but there is no compulsion, so that the attendance is casual and limited. This must be altered, or the advantages of the better methods will be lost to Jamaica, because of the comparatively small number of children getting the full benefit of them.

Limits of space do not allow of my going fully into some further matters of considerable importance affecting the subject of this paper. I can only in conclusion mention two or three of them. There are in existence provisions whereby clever boys and girls can get scholarships from the Primary Schools to existing advanced Institutions. The creation of a few Trade and Farm Schools will probably take place when there are more public resources available. And I hope that in some important centres continuation schools will be created, to be supported partly at public expense and partly by fees of scholars; and that special advantages will be given therein to bright boys and girls, and some increased facilities also for technical education.

E. JAMAICA.

*Archbishop of the West Indies.*

Kingston, Jamaica,

23rd July 1902.



**Volume 1 of Special Reports (Education in England, Wales and Ireland, France, Germany, Denmark, Belgium, &c.) (1896-7) contains the following Papers:—**

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3. Brush Work in an Elementary School (with illustrations).  
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12. The French System of Higher Primary Schools.  
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13. The Realschulen in Berlin and their bearing on Modern Secondary and Commercial Education.  
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PREFATORY NOTE TO VOLUMES 12, 13, 14  
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In the letters introductory to Volumes 4 and 5 of this Series of Reports on Educational Subjects, which dealt with the educational systems of the self-governing Colonies of the British Empire, the hope was expressed that at some future date it might be found possible to supplement those volumes by the publication of reports upon the educational systems of certain minor colonies and dependencies of the Empire. With the issue of the three volumes now published simultaneously this hope has been realised in a larger measure than was at first contemplated. The number of colonies reporting is greater than originally suggested, and the official reports which set forth the action taken by Government in relation to education have been supplemented by a collection of papers dealing with the efforts of missionary bodies to provide educational facilities for the native races among whom they are working.

Through the co-operation of the Colonial Office a circular letter requesting official information and suggesting certain heads of enquiry was addressed to the authorities of the following twenty-five colonies and dependencies:—Bahamas, Barbados, Leeward Islands, Windward Islands, Trinidad and Tobago, British Honduras, Bermuda, St. Helena, Cyprus, Gibraltar, Gambia, Gold Coast Colony, Lagos, Sierra Leone, Southern Nigeria, Basutoland, Orange River Colony, Transvaal Colony, Mauritius, Seychelles, Federated Malay States, Straits Settlements, Hong-Kong, Fiji, and the Falkland Islands. Replies have been received from twenty-one of these colonies.

Application was also made to the British South Africa Company and to the British North Borneo Company for information concerning Southern Rhodesia and British North Borneo and Labuan respectively. The British South Africa Company requested their former Inspector, Mr. H. E. D. Hammond, to prepare the report, which is published in Volume 13. The Chairman of the British North Borneo Company forwarded to the Board of Education a letter from the Governor stating that the only schools in the Colony were those maintained by the Mission of the Roman Catholic Church\* and of the Society for the Propagation of the Gospel in

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\* Some information about the work of the Roman Catholic Mission in Borneo will be found in the paper on Industrial Education in Catholic Missions, which appears in Volume 14.

Foreign Parts, and assisted by small Government grants. The Board desire to acknowledge with gratitude their indebtedness to the officials of these two chartered companies for the supply of this desired information.

In order to give greater completeness to this record of the experience gained through the action of the State in relation to the education of native races, a request was addressed to the Foreign Office asking that the Board might be favoured with information as to the educational conditions prevailing in the following Protectorates, which were under the administration of that office, viz., East Africa Protectorate, Central Africa Protectorate, and Uganda. Replies regarding the East Africa Protectorate and Uganda are published in Volume 13. H.M. Commissioner and Consul-General for British Central Africa replied that the time had not yet arrived for the establishment of any general system of native education in the Protectorate, and added that such education as was carried on was mostly in the hands of the various missions.

Before communicating with the Foreign Office the Board had realised the important part played by mission bodies of various denominations and nationalities in the education of the native races within the Empire, and had already approached many of the societies engaged in the prosecution of this work with a request for some statement as to the results of their experience. While the Board regret that from a variety of causes many promises of help from individuals and societies whose co-operation would have greatly added to the fulness and value of the present record have remained unfulfilled, they feel satisfaction in being able to publish the interesting series of papers which are included in these volumes, and they take this opportunity of offering their thanks to those persons who have assisted them. It will be noticed that four of the papers contain information about educational work undertaken by missions in India. It will, of course, be realised by all readers that these reports do not present an exhaustive account of the provision made in that great dependency for the education and training of natives for industrial and agricultural pursuits. Each of the provinces and chief native states of India has its own organised system of public education, which provides not only places of general education, but also many technical institutions admirably adapted to satisfy the needs of an industrial population. Further information as to these will be found in the Fourth Quinquennial Review (Progress of Education in India, 1897-1898-1901-1902, 2 volumes, Cd. 2181, 2182) issued by the India Office in 1904, and in the annual reports on education issued by the various provinces.

In conclusion, the Board desire to express their cordial thanks to the officials of the colonies who have so kindly undertaken the preparation of the reports now published.

Office of Special Enquiries and Reports,  
January, 1905.

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THE  
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## THE SYSTEM OF EDUCATION IN THE GOLD COAST COLONY.

### I. HISTORICAL SKETCH.

There is one aspect in which in its earlier history European enterprise on the Western Coast of Africa differs from the colonising efforts made by the same nations in other parts of the world. In these latter instances the ultimate object was to found colonies, to take permanent possession of the land and to develop the resources of the new settlements; but in West Africa the earlier adventurers were in no way concerned with projects of this nature, they simply bargained with the natives for certain objects of commerce, and only erected such forts and trading stations as the necessities of this intercourse demanded. In some cases they even recognised the proprietary rights of the natives by the payment of rent for the ground on which these settlements stood, and their jurisdiction in nearly every case was limited by the walls of their stations.

The first of these settlements was the fort of Elmina, built by the Portuguese about the year 1480, some six years before Bartholomew Diaz rounded the Cape, and some twelve years before Columbus landed in the New World. This discovery most vitally affected the future of West Africa, and its fate for the next 300 years was most intimately connected with that of the New World. The link which bound them thus closely together was the slave trade. This commerce proved so profitable that all the sea-going nations of Europe—Portuguese, French, English, Hollanders, Danes and Prussians—sought to obtain some share in it. At some period or another all these Powers held trading stations on the Guinea Coast.

The English voyages to West Africa began about the middle of the sixteenth century; in the year of the Armada the first English West African Company was formed, but the earliest settlement on the Gold Coast, Cormantine, was not founded till 1618. At that date the chief power lay with the Portuguese, but some twenty years later they were ousted by the Dutch, who, together with the French and the Danes, continued to be our chief rivals in this unholy traffic.

With the abolition of slavery in 1807 the situation was fundamentally changed. The *raison d'être* of these trading stations was practically gone, and they might have been abandoned, if the execution of a plan for the severing of ties which had existed for 200 years had been as easy as its conception. As a matter of fact, the English Government was forced to assume more practical responsibility than heretofore, and in 1821 took over the administration of the British settlements on the Gold Coast,

placing them under the authority of the government of Sierra Leone. These changes coincided more or less closely with the development of the Ashanti power, and the expense entailed by the local wars between 1824 and 1827 rendered the Government still more disposed to withdraw from the Gold Coast. Total evacuation was, however, impossible, so the management of the settlements was left nominally in the hands of the merchants, though in reality the responsibility still rested with the Government.

It is interesting to note that it was exactly during these years, when direct Government control was removed, that there was established in fact a protectorate over the tribes which dwelt between the coast line and the Ashanti kingdom—chiefly through the energy of the Governor, Captain George Maclean, whose efficient administration and equal justice won the confidence of the natives. In 1842, in consequence of certain complaints of misconduct, the question of the administration of the Gold Coast was considered by a Select Committee of the House of Commons. As a result of the Committee's report the Government again assumed direct responsibility, and determined to regulate the informal system of jurisdiction over the neighbouring tribes, which had grown up under Maclean's administration. The Colony, though nominally dependent on Sierra Leone, was administered by its own Lieutenant-Governor, and in 1850—the year of the purchase of the Danish forts—even this slight connection was removed.

In the English Parliament attention was once more drawn to the Gold Coast by the Ashanti wars of 1853 and 1863, and by the difficulties experienced in raising a sufficient income, since direct native taxation was considered inexpedient, and the presence of the Dutch, who still held the old Portuguese settlements, rendered an efficient customs service impossible. A Select Committee reported in 1865, which, while severely condemning all attempts at further expansion, clearly recognised the impossibility of withdrawal. The chief result of their deliberations was that the Gold Coast was once more attached to Sierra Leone.

In the years that followed certain agreements were made between this country and Holland, under which the Gold Coast was first divided between them, and then the Dutch forts and stations were finally ceded to Great Britain. This transference is held to have been the direct cause of the most serious war with the Ashantis which had yet arisen; Sir Garnet Wolseley was sent out to command the British troops, and through his efforts the power of the Ashanti kingdom was broken. One result of this war was the separation of Lagos and the Gold Coast from Sierra Leone; the union of the two easterly Colonies continued till 1886, when each was placed under an independent Government.

In the old days of the slave trade it was the custom of the traders to foster the rivalries and wars of the native tribes, by which they profited. Under the present régime of international competition for more legitimate commercial intercourse, it is equally necessary to keep peace among the natives. This necessity, and the fact

that under this same stress of international rivalry the old prejudice against expansion has to some extent disappeared, have led to the absorption of the Ashanti kingdom by the Gold Coast Colony. The last king, Prempeh, was deposed in 1896, and a formal protectorate over his kingdom established in that year. After further troubles, during which the Governor was besieged in Kumassi in 1900, the kingdom was definitely annexed. In the meantime the territories lying behind the Ashanti kingdom had also been recognised as within the British sphere. They are not at present incorporated in the Gold Coast Colony, nor are the exact boundaries strictly determined.

## II. PRIMARY EDUCATION.

The system at present in force dates from 1887, during the administration of the late Sir Wm. Brandford Griffith, when an Ordinance was passed for the "Promotion and Assistance of Education in the Gold Coast Colony." (See Appendix A.) There had been previous legislation with a similar view, in 1852, 1877, and 1882, but these Acts do not seem to have been very successful in encouraging the spread of education on the Coast, their chief results being the foundation of two purely Government schools and the granting of slight monetary help, on the lump system, to the various Missionary Societies which were at the time labouring in the Colony.

By the Act of 1887 a Board of Education was established; this constitutes the central authority, and consists of the Governor, the members of the Legislative Council, and other members, not exceeding eight in number, nominated by the Governor. These latter members are selected from the European representatives of the different Missions and from the leading native professional gentlemen; at present (April, 1901) there are only five elective members sitting on the Board.

The chief executive officer of the Board is the Director of Education.

The Board makes and amends, as required, all rules necessary for the effectual carrying out of the Ordinance; awards, on the report of the Director of Education or Inspector of Schools, "grants-in-aid" to Assisted Schools; and grants certificates of competency to teachers.

The schools are divided into two classes—Government and Assisted. The former, seven in number, have been established and are maintained solely by Government. Assisted Schools, 131 in number, have been founded by the Mission Societies, and receive annual grants towards their support. There are also in connection with the Missions a large number of small schools, which, not having a daily average attendance of twenty, do not receive any aid.

The schools are all native, there being no European children in the Colony.

The primary object of the Act being to encourage the spread

of English throughout the Colony, there is no provision for vernacular schools, nor are there any that can be rightly termed as such.

The leading Missions represented on the Coast are the Wesleyan Methodist, the Basel (German Protestant), and the Roman Catholic (French).

Local  
Managers.

There is no system of local management as that term is usually understood; in the majority of cases the only person in the towns and villages where schools have been established, in any way capable of taking a part in the management of a school, is the master himself.

The sphere of each Mission is divided into districts, the schools in each being under the control of an ordained member of the society represented. These managers are either European or native, and have full power to appoint and dismiss teachers, fix salaries, etc., without any reference to the Board of Education. That the system is far from satisfactory is at once evident from the fact that in some cases the manager has to travel for three weeks in order to pay one short visit to each of the schools for which he is responsible. But unsatisfactory as the arrangement is, under present circumstances it is, and will be for some considerable time, the only one possible.

Attendance

Attendance at school is in no way compulsory, but no attendance is recognised for any child under four years of age. In 1900 the total number of children enrolled in Government and Assisted Schools was 11,996, and the average daily attendance was 8,911. The number presented for examination was 10,329, of whom 1,446 or 14 per cent. were from the Government Schools. There were also about 1,000 children enrolled in the smaller schools, *i.e.*, those receiving no assistance.

The total number of children returned as attending school was thus barely 1 per cent. of the estimated population of the Colony. In 1886—the year previous to the passing of the present Act—the number of children attending school was 3,513, and the average attendance was 2,629.

Fees.

In the two larger Government Schools at Accra and Cape Coast a fee of sixpence per month for children in the Standards, and threepence per month for infant children, is charged. The majority of the Mission Schools are free, but in a few cases a fee varying from one shilling to ten shillings per quarter is paid. The following table shows the amount of fees collected during the years 1898–1902.

	Government Schools.			Assisted Schools.			Total.		
	£	s.	d.	£	s.	d.	£	s.	d.
1898	176	5	5	449	11	10	625	17	3
1899	207	14	0	627	9	6	835	3	6
1900	210	12	3	536	10	8	747	2	11
1902	261	19	6	552	1	8	814	2	2

The average annual payment of each child who attended school during 1900 was 1s. 2d.

In 1892 a qualified English master was appointed to organise Teachers and take charge of the Government Schools, and in 1895 another similar appointment was made. These offices have, unfortunately, been filled only at intermittent periods, owing principally to the inability of the men appointed to withstand the trying climate of West Africa. In nine of the Assisted Schools instruction is given by Europeans. With these exceptions teachers are all natives of the Colony, and are initially drawn from amongst the scholars who have succeeded in passing the highest Standard admitted in the Primary Schools. After serving a few years as junior teachers, many of these men sit for the examination prescribed by the Department for a teacher's certificate, and the successful candidates (and occasionally the unsuccessful) are placed in charge of small Mission Schools.

The Basel Mission have two institutions where, after passing through the Primary Schools, students are admitted to a further course of instruction for two or four years, but as these seminaries are primarily intended for the training of evangelists, they can hardly be regarded as training institutions for teachers, although a number of the students who only stay for the two years' course do eventually enter the teaching profession.

A scheme for the establishment of a Government Training College is at present under consideration.

As a rule the youth of the Colony who has passed with credit through the school does not view teaching as his future work with much favour, and this chiefly because he finds that in the various other fields of labour he can obtain a much higher salary than would be the case if his energies were devoted to the educational advancement of his compatriots. Except in the Government Schools where the principal native teacher receives from £100 to £150 per annum, salaries of headmasters are relatively very low, ranging as they do from £1 (the pay of an ordinary Coast labourer) to £5 per month—the former rate of pay being by no means uncommon, whilst the latter is decidedly so.\*

The work of inspection is undertaken by the Director of Inspection. Education, who is assisted by one Inspector of Schools. All schools receiving grants-in-aid are visited annually by one of these officers for the purpose of examination, due notice of the visit being given to the managers. Assisted Schools are open at any time to the officers of the Department, and visits without notice are made as frequently as possible; these surprise visits, however, cannot be made as often as desirable,

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\* In future monetary grants will be paid to teachers holding certificates; to holders of third-class certificates £4 annually, provided they receive a minimum salary of £20; second-class certificates, £5 annually, provided they receive a minimum salary of £30; first-class certificates, £8 annually, provided they receive a minimum salary of £30.

owing to the want of a more rapid means of transit—all journeys having to be made by hammock. An idea of the time taken up in travelling may be gathered from the fact that some of the schools receiving assistance are from six to eight days' journey from headquarters, and it is no uncommon thing to find a journey of twelve to sixteen hours (representing a day and a half's travelling) necessary to reach the school next on the Inspector's list.

**Finance.** In 1900 the Government expenditure on education was approximately £7,000; of this amount £3,679 11s. 1d. was voted as grants-in-aid to the Mission societies (in 1886 this vote amounted to £425), the remainder represents the cost of maintaining the purely Government Schools and the executive branch of the Department. The total cost to the various Mission societies, as returned by them, was £2,120 16s. 2d., or three-fourths of the amount contributed by the Government for the support of the Assisted Schools.

Voluntary subscriptions amounting to £370 2s. 10d. were in 1900 received by the different societies.

**Religious instruction.** In the Government Schools instruction is unsectarian; the first half hour each morning is devoted to Bible reading with simple explanations of passages read, and the school is opened with hymn and prayer. In the Aided Schools religious instruction of a denominational character may be given, but of this the Government takes no cognisance, the only stipulation being that absence from such instruction shall not debar a child from attending any school receiving State aid.

**Statistics.** The following table gives the number of schools under inspection, attendance, and grants-in-aid from 1890–1902:—

	Schools under Inspection.			No. of Scholars on Roll and in Average Attendance.		Grants-in-Aid to Assisted Schools.
	Government.	Assisted.	Total.			
1890-1	5	49	54	5,076	3,641	£ — s. d.
1891-2	5	69	74	6,666	4,847	1,673 14 0
1892-3	6	66	72	7,350	5,195	2,170 17 6
1893-4	5	70	75	7,689	5,828	2,394 14 0
1894-5	7	93	100	9,954	7,570	3,179 16 0
1895-6	6	109	115	11,205	8,558	3,400 11 0
1897 -	7	111	118	—	8,478	3,441 9 8
1898 -	7	112	119	11,181	8,369	3,432 13 11
1899 -	7	123	130	12,240	9,239	4,129 11 5
1900 -	7	131	138	11,996	8,911	3,679 11 1
1902 -	7	117	124	12,136	8,938	3,675 11 5

### III.—SECONDARY AND HIGHER EDUCATION.

The following remarks are taken from the report of the Director of Education for 1900 :—

“Of Higher or Secondary Education there is very little. The training seminaries of the Basel Mission may be said to be the only attempts at an education other than merely elementary. The standard of the schools from which the candidates for training are taken is not at present sufficiently high to enable the work done at these institutions to be of a very advanced order. It will be time enough to think of establishing schools for higher education when the Elementary Schools are in a satisfactory condition, and that will largely depend on the success of our endeavours to secure a better class of teachers.”

In 1894 a scheme for the establishment of Government Scholarships for the encouragement of Higher Education was instituted, but up to the present time it has not been operated, no candidate having been able to pass the required examination. A copy of the scheme will be found in Appendix C.

Provision  
for High  
Education

### IV.—TECHNICAL EDUCATION.

In 1897 a school for instruction in carpentry was established in connection with the Accra Government School and a qualified European instructor appointed to take charge. Attendance at these classes is not restricted to Government School children, scholars in the higher Standards in the local Mission School being allowed to join. A second school, on similar lines, is shortly to be opened at Cape Coast, where in connection with the Wesleyan Mission there is already a school, under native superintendence, giving instruction in blacksmith's work.

Most of the schools in the interior have connected with them small plantations where coffee, cocoa, sisal hemp, or other suitable products are cultivated by the scholars. With a view to the improvement of agricultural instruction classes both theoretical and practical are shortly to be instituted at the Government Botanical Station ; instruction will be given by the curator, and the classes open to all teachers or intending teachers.

F. WRIGHT,  
Inspector of Schools.

May, 1901.

APPENDIX A.

THE EDUCATION ORDINANCE, 1887.

(No. 14 OF 1887.)

AN ORDINANCE FOR THE PROMOTION AND ASSISTANCE OF EDUCATION  
IN THE GOLD COAST COLONY.

- Board of Education. 1. There shall be a Board of Education in the Gold Coast Colony, which Board shall consist of the Governor, of the members of the Legislative Council, and of such other members, not exceeding eight in number, who may be nominated by the Governor.
- President of Board: quorum. 2. The Governor, or in his absence such other member as he may think fit to appoint in writing, shall be president of the Board. The president and three members of the Board, one of whom shall be a member of the Legislative Council, shall form a quorum. The president, in addition to his vote as a member of the Board, shall have a casting vote in case the opinions of the members are equally divided.
- Appointment of inspector. 3. It shall be lawful for the Governor, subject to the approval of one of Her Majesty's Principal Secretaries of State, to appoint some fit and proper person to be Inspector of Schools. The Governor may also from time to time appoint such other officers as may be deemed necessary for carrying this Ordinance into effect.
- Powers of Board. 4. Subject to the provisions of this Ordinance the Board of Education may, from time to time, make, alter, amend or revoke rules with regard to the examination of schools and of persons to be employed as teachers under this Ordinance; for classifying certificates to be given to such teachers; for determining the capitation grants, which shall be paid as a contribution towards the remuneration of the teachers of schools entitled to grants-in-aid; for regulating the application for and the allowance of grants-in-aid to schools; for regulating the terms on which any minister of religion may have access to any Government school for the purpose of giving religious instruction to the children of the religious denomination to which such minister may belong; and generally, all other rules as may be found necessary for the more effectual carrying out the provisions of this Ordinance; And all such rules, alterations, amendments and revocations shall, on being approved by the Governor, and on publication in the *Gazette*, have the same effect as if the same had been made by Ordinance subject to disallowance by Her Majesty.
- Primary schools. 5. Schools of primary education shall be divided into two classes: First, Government schools or schools established by the Government and entirely maintained from the funds of the Colony; and, secondly, assisted schools or schools established by private persons to which aid may be contributed from the public funds.
- Religious teaching in Government schools. 6. Direct religious teaching shall not form part of the instruction to be given in any Government school.
- Aid to primary schools. 7. Assisted schools shall, on being allowed by the Board of Education, be enabled to receive aid from the public funds of the Colony on the following conditions:—



- (1) That the control and management of such schools be vested in one or more managers who shall have power to appoint, dismiss, and fix the salaries of the teachers of such schools. Conditions under which granted, and for what purposes.
- (2) That such managers be responsible for the payment of the salaries of the teachers and for all other expenses of such schools, and also for keeping the school buildings in a state of repair, and in good sanitary condition : provided that in case of the non-performance of any of the conditions in this sub-section it shall be lawful for the Board of Education during the continuance of such non-performance to reduce or altogether to withdraw the grants-in-aid of such schools.
- (3) That the present teachers of such schools do obtain within three years from the commencement of this Ordinance a certificate from the Board of Education, and that every teacher hereafter appointed shall hold a certificate from the Board, that he has satisfied the Board as to his competency. These certificates may be honorary or obtained by examination.
- (4) That the schools be open to children without distinction of religion or race.
- (5) That the subjects taught include reading and writing of the English language, arithmetic, and, in case of females, plain needlework. Grammar of the English language, English history, geography, especially of the British Empire, may also be taught or not at the option of the managers ; provided that, if taught, they shall be taught as class subjects.
- (6) That no child receive any religious instruction objected to by the parent or guardian of such child, or be present when such instruction is given.
- (7) That the schools be open at all times to inspection by the Inspector of Schools or by any person appointed by him in writing, or by any member of the Board of Education, or by any District Commissioner, or by any person approved by the Governor.

8. By managers shall be understood all members of the local governing boards of any society, body, or corporation taking part in the educational work of this Colony : provided that, in all cases, correspondences shall be maintained with, and payments made to, the representative of any such society, body, or corporation, or such other person as may be authorised in writing by such representative. Managers : definition of term.

9. Managers shall have power to appoint local managers, who shall be directly responsible to the said managers, who, in turn, shall be directly responsible to the Board of Education for the maintenance and efficiency of their schools. Power of managers to appoint local managers.

10. No school shall receive any grant-in-aid unless the average attendance of pupils has been at least twenty for each day the school has been open during the period for which the grant is payable. Average attendance.

11. The managers of every assisted school shall submit yearly accounts of revenue (from whatever source derived) and expenditure to the Inspector of Schools for the information and satisfaction of the Board of Education ; and no school shall be placed on the list of assisted schools unless a detailed tabular statement of the revenue of the school from all sources be furnished, together with the expenditure incurred under every head during the twelve months preceding the date of application. Financial responsibility of managers.

12. Schools in which a proportion of the pupils, to be fixed by the Board of Education, devote not less than ten hours a week to manual labour on a regular and approved plan, shall be considered to be industrial schools. Industrial schools.

Manual labour shall be understood to mean any kind of handicraft, manufacturing process, or agricultural work, and, in the case of females, household work.

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- Pauper children. 13. Any school receiving aid from public funds shall be bound to receive pauper children, who may be assigned to it by the Government, in such numbers and upon such terms as may be decided on by the Board of Education.
- Proviso as to Government schools. 14. Nothing in this Ordinance contained shall be construed to debar the Governor from establishing schools under the entire control of the Government, or maintaining any such school already established, and, in such case, the Governor may fix the salaries of the teachers of such schools definitely or partly at a definite amount and partly by grants in proportion to the results attained or wholly in proportion to the results attained.
- Grants to training colleges, schools, or institutions. 15. A grant from public funds, the amount of which shall be fixed from time to time by the Board of Education, may be made to any training college, school, or institution, in which teachers are especially trained, for every teacher who shall obtain a certificate from the Board of Education that he has satisfied the Board as to his competency; provided that every such teacher shall have received at least two years' instruction in such training college, school, or institution, and shall give a bond to the Governor to teach, either in a Government school, or school receiving a grant-in-aid, for a period of five years.
- Short title. 16. This Ordinance may be cited as "The Education Ordinance, 1887."

APPENDIX B.

RULES.

PASSED BY THE BOARD OF EDUCATION AND APPROVED BY THE GOVERNOR UNDER SECTION 4 OF THE EDUCATION ORDINANCE, 1887. [1898.]

PRELIMINARY CHAPTER.

- Education Department. 1. A sum of money is annually granted from the Funds of the Colony for "grants in aid of schools," and is administered by the Board of Education, under the title of the Education Department, hereinafter called the Department.
- Object of grant. 2. The object of this grant is to aid in maintaining :—  
(a) Elementary Schools, and in  
(b) Training Teachers.

CHAPTER I.

INTRODUCTORY.

- Elementary school. 3. The term "Elementary School" means a school or department of a school at which elementary education is the principal part of the education there given.
- Time table. 4. The time or times during which any religious observance is practised, or instruction in religious subjects is given at any meeting of the school, shall be either at the beginning or at the end or at the beginning and the end of such meeting, and shall be inserted in a Time Table to be approved by the Director of Education at his annual visit, and to be kept permanently and conspicuously affixed in every schoolroom.
- School open for inspection. 5. The school shall be open at all times to the inspection of the Director of Education or his representative, so, however, that it shall be no part of

the duties of such officer to inquire into any instruction in religious subjects given at such schools, or to examine any scholar therein in religious knowledge, or in any religious subject or book.

6. The school shall be conducted in accordance with the conditions hereinafter set forth, in order to obtain an annual grant. Conditions of annual grant.

7. The term "Director of Education" means the person duly appointed to that office, or any officer appointed to act in such capacity. Director of Education.

8. The term "Managers" includes all persons who have the management of any Elementary School. Managers.

9. The Managers are held responsible by the Department for the conduct of their schools, for their maintenance in efficiency, and for the provision of all needful furniture, books, and apparatus and in particular of— Duties of managers.

- (a) Suitable registers.
- (b) A portfolio to contain official letters.
- (c) A diary or log-book.
- (d) A cash book.
- (e) The School Rules for the time being in force.

10. The log-book must be stoutly bound and must contain not less than 300 ruled pages. It must be kept by the principal teacher, who is required to enter in it from time to time such events as the introduction of new books, apparatus, or courses of instruction, any plan of lessons approved by the Director of Education, the visits of managers, absence, illness, or failure of duty on the part of any of the school staff, or any special circumstances affecting the school, that may, for the sake of future reference or for any other reason, deserve to be recorded. Log book.

No reflections or opinions of a general character are to be entered in the log-book.

11. The Managers are required to appoint a correspondent with the Department for each group of schools, who must not be any paid teacher in the school. Notice should at once be given to the Department of any change of correspondent occurring during the school year. Correspondent to be appointed.

N.B.—All letters should be addressed—

*On His Majesty's Service.*

The Director of Education,

Education Department,

Accra.

12. An attendance means attendance at secular instruction:—

- (a) During one hour and a half in the case of a day scholar in a school or class for infants; Attendance
- (b) During two hours in the case of a day scholar in a school or class for older children;
- (c) During two consecutive hours in the case of a half-time scholar.
- (d) The class register must be marked and finally closed before the minimum time constituting an attendance begins. If any scholar entered in the register as attending is withdrawn from school before the time constituting an attendance is complete, the entry of attendance should be at once cancelled.
- (e) The minimum time constituting an attendance may include an interval for recreation of not more than fifteen minutes in a meeting of two hours, and not more than ten minutes in a shorter meeting.
- (f) In making up the minimum time constituting an attendance, there may be reckoned time occupied by instruction in any of the following subjects, whether or not it is given in the school premises or by the ordinary teachers of the schools, provided

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that special and appropriate provision, approved by the Director of Education, is made for such instruction, and the time for giving it is entered in the approved time table :—

- (1) Drawing.
- (2) Industrial Instruction.
- (3) Suitable Physical Exercises.
- (4) Military Drill (for Boys).
- (5) Practical Housework (for Girls).

**Attendance under four years of age.** 13. No attendance is recognised in an Elementary School for any child under four years of age, or for any scholar who has passed Standard VII.

**Average attendance.** 14. The "average attendance" for any period is found by dividing the total number of "attendances" made during that period by the number of times for which the school has met during such period.

**Optional and specific subjects of instruction.** 15. The subjects of instruction for which grants are made are the following :—

(a) Optional subjects, taken by classes throughout the school :—

- Singing.
- Drawing.
- Geography.
- History.
- Grammar.
- Elementary Science.
- Industrial Instruction (including household work in the case of schools for Girls).

} Hereinafter called the "Class Subjects."

**Specific subjects.** (b) Specific subjects :—

- Bookkeeping.
- Shorthand.
- Mensuration.

**Additional subjects.** 16. Any subject, other than those mentioned in Article 15 (b), may, if sanctioned by the Department, be taken as a Class Subject, provided that a graduated scheme for teaching it be submitted to, and approved by, the Department.

**Other subjects.** 17. Instruction may also be given in other secular subjects and religious subjects, but no grant is made in respect of any such instruction.

CHAPTER II.

INSPECTION.

**Duties of Director of Education.** 18. The Director of Education, or his representative, is employed to visit the schools in the Colony, to examine whether the conditions of annual grants have been fulfilled, and to report the result to the Department for the information of the Governor. He will also advise the Government upon education in the Colony generally.

**Application for grant.** 19. No school is placed on the list of schools in receipt of annual grants, hereinafter called "The Annual Grant List," until an application has been addressed to the Director of Education, Accra, and a form of preliminary statement has been filled up and sent to him by the Managers, to be submitted to the Department, such application to be made before the 1st August.

N.B.—Any school from which the entire annual grant is withheld is at once removed from the Annual Grant List, and cannot be replaced on that list until a fresh application has been addressed to the Department through the Director of Education.

20. When a school is placed upon the Annual Grant List the Director of School Date. Education will inform the Managers in what month to look for the annual visit. This month will, as far as possible, continue the same from year to year. Notice of the annual visit of inspection is given at least seven days beforehand to the Managers.

21. The Director of Education or his representative may visit an Elementary School in receipt of a Grant-in-Aid at any time without notice. Visits without notice.

22. The school year ends with the last day of the quarter preceding that School year. fixed for the annual visit of inspection.

23. The Managers are supplied with a form of annual return and examination schedules, which they are required to have ready by the day fixed for the annual visit of inspection when they must also produce for inspection the registers, portfolio, log-book and cash book of the school. The returns furnished by the Managers shall be for the school year. Managers' returns and Schedules.

24. The summary of the report of the Director of Education after the annual visit or any visit made without notice, and any remarks made upon it by the Department, must, as soon as communicated to the Managers, be copied verbatim into the log-book and signed by the Manager. Summary of report.

25. After the summary of the report of the Director of Education has been copied verbatim into the log-book, the report itself must be filed in the school portfolio for preservation and future reference. Filing of report.

### CHAPTER III.

#### TEACHERS.

26. The teachers recognised by the Department are:—

Classes of Teachers.

- (a) Pupil Teachers.
- (b) Assistant Teachers.
- (c) Certificated Teachers.

#### *Pupil Teachers.*

27. A pupil teacher is a boy or girl engaged by the Managers of an Elementary School by a binding contract in writing on condition of teaching during school hours under the superintendence of the principal teacher, and receiving suitable instruction. Pupil-teachers.

28. The Managers are bound to see that the pupil teacher is properly instructed during the engagement, and the conditions of the engagement of a pupil teacher must be arranged between the Managers and the pupil teacher. Agreement.

29. Pupil teachers must be not less than fourteen years of age at the beginning of their engagement. Age.

30. The length of the engagement should be not less than three years. Length of engagement.

31. At the termination of their engagement pupil teachers are free to choose their employment. If they wish to continue in the profession of elementary school teachers they may, under the conditions stated in the following articles, become assistant teachers. End of engagement.

32. Pupil teachers who have completed their engagement with credit, and persons who have passed the certificate examination may be recognised as assistant teachers. Assistant teachers.

#### *Certificated Teachers.*

33. Candidates for certificates must, subject to Rule 39, pass the examination prescribed by the Department. Certificated teachers.

34. The examination for certificates, of which due notice will be given, will be held annually. Examination.

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- Syllabus. 35. The syllabus of subjects will be found in Schedule F.
- Classes of certificates. 36. The certificates issued will be of three classes, viz., first, second and third.
- Raising of certificates. 37. A second-class certificate may be raised to that of the first-class after the receipt of five annual satisfactory reports from the Director of Education. Certificates of the third class may be raised by re-examination only.
- Production of certificates. 38. All teachers holding certificates from the Department are required to produce them for endorsement to the Director of Education or his representative at the annual inspection of the school.
- Honorary certificates. 39. Honorary local certificates may from time to time be granted without examination, at the discretion of the Department.
- Recall or suspension of certificates. 40. A certificate may at any time be recalled or suspended, but not until the Department has informed the teacher of the charges against him, and has given him an opportunity of exculpating himself.
- School Staff. 41. The recognised teachers employed in any school form the school staff.
- Settlement of Staff. 42. As soon as the report of the Director of Education has been received, a list of the school staff at that date must be entered in the log-book. An entry must also be made of any change in the school staff occurring during the year.
- Minimum Staff. 43. In estimating the minimum school staff required, the Department considers the principal certificated teacher to be sufficient for an average daily attendance of fifty, each assistant teacher for an average daily attendance of forty, and each pupil teacher for an average daily attendance of thirty scholars.

CHAPTER IV.

ANNUAL GRANTS.

*Conditions.*

- Conditions of Grant. 44. The conditions required to be fulfilled by a school in order to obtain an annual grant, are those set forth in these Rules.
- School and elementary school. 45. The school must be conducted as an Elementary School, except as provided in Rule 73.
- Time-table to be approved. 46. The time table for the school should be approved by the Director of Education or his representative on behalf of the Department.
- Responsibility of the Managers. 47. The Managers must be responsible for the payment of teachers and all other expenses of the school.
- Teacher certificated. 48. The principal teacher should be certificated.
- Minimum number of meetings. 49. The school must have met not less than 300 times during the year, and the average daily attendance of the scholars must be not less than twenty for that period.
- Conditions as to premises, staff, furniture, and apparatus. 50. The Department must be satisfied—
- (a) That the school premises are healthy, are properly constructed, lighted, cleaned, drained, ventilated, supplied with suitable offices, and that they contain sufficient accommodation for the scholars attending the school, that the school staff is sufficient, and that the school is properly provided with furniture, books, maps, and other apparatus for elementary instruction.

N.B.—The accommodation will be deemed sufficient if it provides 80 cubic feet of internal space, and 8 square feet of internal area for each unit of the average daily attendance.

- (b) That, as far as relates to grants to an infant school or class, the infants are taught suitably to their age, and so as not to interfere with the instruction of the older scholars in the same school. Instruction of Infants.
- (c) That the admission and daily attendance of the scholars are duly and carefully registered by or under the supervision of the principal teacher, and periodically verified by the Managers. Keeping of Registers.
- (d) That accounts of income and expenditure are accurately kept by the Managers, and duly audited, and that statistical returns are accurate. Keeping of accounts.
- (e) That the principal teacher is not allowed to undertake duties not connected with the school, that may occupy any part whatever of the school hours. Employment of teacher.
51. The school must be efficient. School to be efficient.
52. All returns called for by the Department or the Director of Education must be duly made. Managers' returns.
53. The income of an Elementary School must be applied only for the purpose of Elementary Education. Application of income.
54. In cases where any of the foregoing conditions are not fulfilled, the Department has power, after considering all the circumstances, to withhold a portion of the grant not exceeding one-half, and to give a warning to the Managers that the grant may be withheld altogether in the following year. Power to withhold a grant.

*Commencement of Grant.*

55. The annual grant to a school begins to run from the date on which the school is placed upon the Annual Grant List by the Department. Commencement of Grant.
56. The annual grant becomes due at the end of the school year, and should be paid as soon as may be, after the annual inspection, to the Managers of the school. When the Inspector's visit is delayed more than three months, an instalment of the grant, not exceeding one-third of the amount of the last grant, or in the case of a school which has not already been inspected, of the amount of grant estimated to be earned, may, with the approval of the Governor, be paid, on the recommendation of the Director of Education. Date of payment of grant.
57. The annual grant is made up of several grants, which, with their amounts, are enumerated in the following rules. Total grant.

*Grants to Infant Schools or Classes.*

58. Subject to Rule 13 grants are made to infant schools or classes under this and the two following rules. Grants to infant schools or classes.
- N.B.—The sub-standards are to be counted as part of the infant school or class in every respect.
59. The grants made to infant schools and classes are as follows :—
- (a) A fixed grant, calculated on the average daily attendance, if the scholars are taught in a separate branch of a school under a certificated teacher, or as a class under a teacher not less than eighteen years of age approved by the Director of Education. Fixed grant.
- In order that this grant may be made, the scholars must be taught in a room properly constructed and furnished for the instruction of infants. Condition of the instruction of infants.
- (b) A fixed grant, calculated upon the average daily attendance, of 2s. where the above special conditions are not satisfied. Condition of the instruction of infants.

- Variable grant. (c) A grant, calculated upon the average daily attendance, of 2s. or 3s. if the Director of Education is in a position to report that provision has been made for (1) suitable instruction in elementary subjects; (2) simple lessons on objects and on the phenomena of every-day life, and simple school songs and games. The Director of Education will recommend the 3s. grant when the above requirements are thoroughly well fulfilled, and reports that the discipline is satisfactory. The 2s. grant will be recommended when the requirements are fairly well fulfilled, and the discipline is satisfactory.

*Examination of Infant Schools or Classes.*

- Rules of examination. 60. The following rules are to be observed:—
- (a) All scholars above four years of age whose names are on the registers must be present at the inspection unless there is a reasonable excuse for their absence.
  - (b) All scholars present above four years of age are liable to be examined.
  - (c) No schedules are required for infant scholars.

*Grants to Schools for Older Scholars.*

- Average attendance grant. 61. An average attendance grant of 2s. for each scholar, for the average number of scholars shown by the school registers to have been in attendance during the year.
- Capitation grant. 62. A grant of 6s. for each scholar present at the annual inspection, who shall pass in reading, writing, and arithmetic, according to the conditions in Schedule A. Failure in one subject will reduce this grant to 4s., and failure in two subjects will reduce this grant to 2s.
- Organisation and discipline grant. 63. A grant of 6d. or 1s. for discipline and organisation, calculated upon the average attendance.
- Needlework grant. 64. A grant of 1s. or 2s. for needlework, calculated upon the average attendance, if the girls are satisfactorily taught needlework according to Schedule D.
- Class-subject grant. 65. A grant on examination in class subjects, with the exception of singing and industrial instruction for which special provision is made, of 1s. or 2s. per head, for each subject taken, calculated upon the average attendance of the Standard taking such subject.
- Singing grant. 66. A grant for singing, calculated upon the average attendance, of 1s. if the scholars are satisfactorily taught to sing by note, either by the old notation or the tonic sol-fa method; or 6d. if they are satisfactorily taught to sing by ear, according to Schedule E.
- Grant for Industrial Instruction. 67. A grant for industrial instruction, calculated upon the average attendance, of 10s. for each scholar in and above Standard III., and 5s. for each scholar in Standards I. and II. The plan of such instruction must be approved by the Department and must provide employment for at least ten hours of the week. Separate registration must be kept of scholars receiving such instruction.
- Grants to teachers. 68. A grant, according to the following scale, will be made to the Managers of the school to which [the teacher] belongs.
- |  |           |    |
|--|-----------|----|
| (a) For a certificate of the first class   | - - - - - | £5 |
| (b) For a certificate of the second class gained by the head teacher of a school     | - - - - - | £3 |
| (c) For a certificate of the second class gained by an assistant teacher of a school | - - - - - | £2 |
| (d) For a certificate of the third class   | - - - - - | £1 |



69. To each successful candidate who passes the examination for a Grants of certificate, a grant of books of the following value will be made:— books.

- |   |         |
|---|---------|
| 1. For a third class certificate - - - - -  | £1 10s. |
| 2. For a second class certificate - - - - - | £2 10s. |
| 3. For a first class certificate - - - - -  | £4 0s.  |

*Special Grant for School House and Furniture.*

70. A grant equal to one-fourth of the sum shown by the Managers Grant for of a school supported by voucher to the satisfaction of the Department school-house, to have been expended in the maintenance of the buildings, furniture, furniture, etc. and apparatus of the school during the year, may be annually awarded in respect of such school.

In the case of a school newly established or enlarged one-eighth of the cost of the building or enlargement, furniture and apparatus may, under the same conditions, be awarded.

The term "apparatus" is intended to include maps, diagrams, pictures, black-boards, easels, ball-frames, kindergarten material and books mentioned in Rule 9.

71. In the case of a new school building, it will have to be shown to New school. the satisfaction of the Department that the school has a sufficient staff (Rule 43), and has been provided with suitable furniture and a sufficient number of books, maps and other apparatus for the scholars under instruction. The Director of Education must be in a position to say that the school premises are properly constructed, lighted and ventilated, and that adequate and proper latrine accommodation has been provided.

72. The following notes are added for the information of Managers:—

In planning a school the first thing to be considered is the seating of Notes upon the children in the best manner for being taught. The second point is planning a to group the rooms together in a compact and convenient manner. The school. accommodation is calculated by the number of children seated at desks and benches. Separate entrances should be provided for each department, i.e., for boys, girls, and infants (this does not apply to mixed schools). Class-rooms should not be passage-rooms from one part of the building to another. Each should be easily cleared without disturbance to any other room. The light should as far as possible, and especially in class-rooms, be admitted from the left side of the scholars (in cases where a left light is impossible a right light is next best). Windows should reach nearly to the wall-plate, so as to provide suitable ventilation. Separate latrines should be provided for boys and girls, and arrangements must be made for their being kept scrupulously clean.

73. A grant under these Rules may be made to any High School, Grant to Grammar School, or Secondary School, provided such school has been High School. admitted to the list of the Assisted Schools of the Colony by the Department. Such grant shall be paid on the following scheme, viz:—

- £1 per head calculated on the average attendance for a school classed as "Fair."
- £2 per head calculated on the average attendance for a school classed as "Good."

74. These rules shall come into force on the first day of January, 1893, and on and from that date all rules made previously by the Board of Education, under the Education Ordinance No. 14, 1887, shall be revoked, but not so as to affect any right, obligation, or liability acquired or incurred under the rules revoked.

CHAPTER V.  
SCHEDULES OF EXAMINATION.  
SCHEDULE A.  
OBLIGATORY SUBJECTS FOR OLDER SCHOLARS.

SUBJECT.	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.	STANDARD V.	STANDARD VI.	STANDARD VII.
READING .	To read a short paragraph from a book not confined to words of one syllable.	To read a short paragraph from an elementary reading-book.	To read a passage from an elementary reading book.	To read intelligently a passage from an elementary reading-book.	To read intelligently a passage of prose or poetry from a more advanced book.	To read with intelligence and expression a passage from a historical, geographical or general reader.	To read with intelligence and expression a passage of English prose or poetry selected by the Inspector.
WRITING .	To copy in manuscript a few lines of print. Proper formation of capital letters.	To write from dictation twelve common words commencing with capital letters.	To write from dictation a passage of not more than six lines, slowly read once, and then dictated.	To write from dictation a passage of not more than eight lines, slowly read once, and then dictated.	To write from memory the substance of a short story, read out twice, or to write from dictation.	To write a letter upon a simple subject, or to write from dictation.	To write a letter or essay upon a simple subject, or to write from dictation.
ARITHMETIC .	Notation and numeration to 100. Simple addition and subtraction of numbers up to 100.	Notation and numeration up to 10,000. Addition and subtraction of numbers up to 10,000.	To know the four simple rules, and long division by not more than two figures.	Long division and the compound rules of money.	Reduction of the common weights and measures and bills of parcels.	Vulgar and decimal fractions, simple and compound proportion, and simple interest.	Compound interest, averages, stocks, and percentages.
COPY-BOOKS .	Copy-books of elements and letters to be shown.	Copy-books of half-text hand to be shown.	Copy-books of half-text with capital letters to be shown.	Copy-books of double small hand to be shown.	Copy-books of small hand to be shown.	Copy-books of small hand to be shown.	Copy-books of small hand to be shown.
TABLES .	To know the multiplication tables to 4 times 12.	To know the multiplication tables to 6 times 12.	To know the multiplication tables to 12 times 12.	To know the pence and shillings table.	To know the tables of compound weights and measures.	To answer questions in mental arithmetic.	To answer more difficult questions in mental arithmetic.

## SCHEDULE B.

### OBLIGATORY SUBJECTS FOR SUB-STANDARDS AND INFANT SCHOLARS.

SUBJECT.	SUB-STANDARD II.	SUB-STANDARD I.	CLASS I.—INFANTS.	CLASS II.—INFANTS.	CLASS III.—INFANTS.
READING	To read sentences of words of one syllable.	To read sentences of words of not more than four letters.	To read an infant primer containing words of two and three letters.	To know and to pick out the large and small letters of the alphabet.	To pick out the large letters of the alphabet.
WRITING	To copy from a book or sheet a few simple words in manuscript.	To copy from the black-board the capital and small letters of the alphabet.	To copy from the black-board the small letters of the alphabet.	To copy from the black-board the letters that fall between the lines.	To copy strokes and curves only.
ARITHMETIC	Notation and numeration to 50. Easy sums on slate or blackboard.	Notation and numeration to 30. Simple mental calculations to that number.	To write from dictation numbers up to 20.	To copy in proper form the figures 0 to 9.	Adding and subtraction of units with the ball frame.
OBJECT LESSONS	Twelve simple lessons on common objects, as animals, plants, and substances used in common life.	Ten simple lessons on common objects.	Names of animals and things of every day life.	To know the names of common animals and things.	To pick out from a picture-chart common animals and things.

SCHEDULE C.

OPTIONAL SUBJECTS FOR STANDARD SCHOLARS.

No.	SUBJECT.	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.	STANDARD V.	STANDARD VI.	STANDARD VII.
1	GEOGRAPHY	Twenty simple lessons on the points of the compass. Night and morning, etc. To know the days of the week and the months of the year.	Twenty simple lessons on the use and meaning of a map.	Simple lessons on the size and shape of the world, and geographical terms simply explained by diagram or map.	Simple lessons upon the geography of the Gold Coast, its people and productions, its trade, imports and exports.	The general geography of Africa (with maps).	The general geography of Europe, especially, the British Islands (with maps).	The general geography of the World.
2	ENGLISH HISTORY.	Twelve simple lessons in the form of stories, from early English History.	Twelve simple lessons in the form of stories from English History.	Twelve simple lessons in the form of stories from English History.	The History of England from 85 B.C. to 1066 A.D. Simple lessons on the History of the Gold Coast.	The History of England from 1066 A.D. to 1485 A.D.	The History of England from 1485 A.D. to 1837 A.D.	The reign of Queen Victoria and the general History of the World.
3	ENGLISH GRAMMAR.	To point out nouns.	To point out proper and common nouns.	To point out nouns and verbs.	To know the parts of speech.	To analyse a simple sentence.	To parse a simple sentence.	To analyse and parse a complex sentence.
4	DRAWING	STANDARDS I. AND II.  To draw on slates with a ruler simple lines, angles, parallels and the simplest right-lined forms.		To draw on paper, freehand, and with the ruler, lines, angles, parallels, and simple right-lined forms.	Freehand drawing of simple curves and regular forms from the flat, and right-lined figures, freehand and with ruler.	Freehand drawing from the flat, and right-lined figures drawn freehand.	Simple lessons in drawing to scale.	Simple lessons in elementary geometry.

SCHEDULE C.—Cont.

OPTIONAL SUBJECTS.

	5. SHORTHAND.	6. BOOK-KEEPING.	7. HOUSEHOLD WORK (Girls.)
1st Stage. For Standard V.	To write from slow dictation (at the rate of at least 20 words a minute) a passage from a First or Second Reader, not used in the school, or from some book of equal difficulty, and also some separate words and short phrases. The shorthand notes to be subsequently transcribed or read.	Explanation of ordinary commercial terms. 1. From a given set of simple transactions to show how to keep a—Cash Book. Purchases Book. Sales Book. 2. Double Entry, its meaning and advantages. 3. Explanation of personal and other accounts.	Food: its composition and nutritive value. Clothing and washing.
2nd Stage. For Standard VI.	As above, but dictation to be at the rate of at least 40 words a minute, from a Fourth or Fifth Standard Reader, not used in the school, or from some book of equal difficulty. Some examples of phrases will be required.	1. Bill of Exchange. Bills receivable Book. Bills payable Book. 2. The Journal, its intentions and uses. 3. From a given set of transactions to show the method of keeping a record of simple commercial transactions by Double Entry, with illustrations of necessary Ledger Accounts.	Food: its functions. The dwelling: cleaning and ventilation.
3rd Stage. For Standard VII. and above.	As above, but dictation to be at the rate of at least 60 words a minute from any ordinary book or newspaper.  Accuracy will be specially considered throughout the stages; and the shorthand characters and outlines must be clearly and correctly formed.	1. Bad Debts. Consignments. Discounts. 2. The Journal, its relation to other books. Journalising. 3. From a given set of transactions to— (a) Construct a Journal. (b) Post this into Ledger. (c) Arrange a trial balance. (d) Close Ledger by preparing Profit and Loss Account and Balance Sheet.	Food: its preparation and culinary treatment. Rules for health; the management of a sick-room.

## SCHEDULE D.

## NEEDLEWORK SCHEME.

IN THE FOLLOWING TABLE THE REQUIREMENTS IN NEEDLEWORK FOR EACH CLASS OR STANDARD ARE DIVIDED INTO GROUPS OF MODERATE LENGTH. THE CHILDREN SHOULD RECEIVE INSTRUCTION IN EACH GROUP, ANY ONE OF WHICH MAY BE GIVEN AT ANNUAL INSPECTION OF THE SCHOOL.

STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.	STANDARD V.	STANDARDS VI. AND VII.
To hem 5 ins. in cotton of two colours (so as to show a join).	(a.) To hem in two colours, and (b.) To join two pieces of calico 5 ins. in length by a sewed seam or top sewing.	(a.) To fix and work a sew and fell seam of 5 ins. in cotton of two colours, so as to show a join in the cotton both in seam and fell. (b.) Simple darning on canvas.	(a.) To make a band and fix it for stitching, and to work not less than 2½ ins. (b.) To sew on a tape string and a button to a piece of calico.	(a.) To gather and stroke 7 ins. and fix into a band of 3 ins. and set in 1¼ ins. (b.) To double down as for a band, and on this cut and work a buttonhole one end round and the other braced, and to sew on a linen button. (c.) To cut out and tack together the pattern of a garment suitable for their own use.	(a.) To cut out and tack together the pattern of a girl's frock. (b.) To put in a print or a calico patch. (c.) To turn down a hem ½ in. wide, to fix two tucks 5 ins. long, and to run at least half of one.

## MATERIALS REQUIRED FOR THE ABOVE EXERCISES.

THE SIZES GIVEN BELOW ARE INTENDED AS A GUIDE TO TEACHERS.

A piece of calico 5 ins. long by 2½ fixed for hemming, and cotton of two colours.	(a.) A piece of calico 5 ins. long by 2½, and cotton of two colours. (b.) Two pieces of calico 5 ins. by 2½, and coloured cotton.	(a.) Two pieces of calico 5 ins. by 2½, and cotton of two colours.	(a.) One piece of calico 5 ins. by 2½. (b.) A piece of calico 5 ins. by 2½, a piece of tape 3 ins. long, and button.	(a.) A piece of calico 7 ins. by 3, and a piece 3½ ins. square. (b.) A piece of calico 3 ins. square, and a linen button not pierced. (c.) A piece of tissue or lined paper.	(a.) A piece of tissue or lined paper. (b.) A piece of calico or print 5 ins. square, and a piece 2 ins. square. (c.) A piece of calico 5 ins. square.
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NOTE.—Materials required for working the above exercises should be carefully prepared and arranged by the Teacher before the Needlework Lesson.

### SCHEDULE E.

#### INSTRUCTION AS TO EXAMINATION IN SINGING FOR GRANTS UNDER ARTICLE 66.

1. The music tests are not to be applied to individual children.
2. If during the examination the Director of Education should notice that one or two voices are unduly leading the bulk of the children, such voices may be silenced for a time.
3. Teachers may be allowed to start but not to join in the singing, except when adding a bass or independent part to the song tests. It will be found advisable (especially in girls' schools) to allow the teacher to sing the ear tests to the children.
4. The staff notation tests will be found equally applicable to the systems of "fixed" or "movable" do; a set of tonic sol-fa tests (Part 2) closely corresponding to those in the staff notation (Part 1) is appended. In schools where both the staff and tonic sol-fa systems are taught, different divisions may be presented in either notation.
5. As the Director of Education may find that the application of every test to each of the divisions will occupy more time than can be allotted to this one subject, it may suffice for the purpose of recommending the higher grant of one shilling if two tests are applied to each division; the tests being varied in different divisions, e.g., note and time, time and ear, ear and song, etc.
6. For either the lower or higher grant, three songs must be prepared in the first division, and five in each of the other divisions. There is no objection to a repetition of some of the same songs in different divisions.
7. A school which has applied for the higher grant, but has failed to secure it, may be recommended for the lower grant of sixpence without further examination, if the Director of Education is of opinion that the time and attention devoted to music would have secured the lower grant.
8. In cases where the different divisions show varying degrees of merit, the Director of Education will use his discretion in adjudging the grant according to his view of the whole case.
9. For purposes of examination the standards may be grouped into divisions, thus:—

1st Division -	Standards I. and II.
2nd Division -	Standards III. and IV.
3rd Division -	Standards V. and upwards.

This, of course, only applies to large schools; in small schools the Director of Education may permit any grouping which he thinks justified by the circumstances. If desirable, small schools may be examined in two divisions only, provided that a certain number of children in each of the divisions are able to pass some of the tests applicable to Divisions II. and III. respectively.

11. In large schools where the standards are taught and examined separately a higher proficiency may be demanded in Standards II. and IV. than in the lower standards in the same division.

12. The song tests may be prepared either "by ear" or "by note" and may be sung either with or without books.

#### PART I.

##### SCHOOLS USING THE STAFF NOTATION.

###### Division I.

*Note Test 1.*—To sing slowly, as pointed out by the examiner, and using the sol-fa syllables, the ascending and descending notes of the scale of C, the notes of the key-chord of (do, mi, sol, do), in any order, and also small groups of consecutive notes of the scale of C as written by the examiner.

*Time Test 2.*—To sing on one sound, to the syllable *laa* or *doh*, an exercise in  $2/4$  or  $4/4$  time, which shall include minims and crotchets.

*Ear Test 3.*—To repeat (*i.e.*, imitate, not name) a simple phrase of not more than four notes using the syllable "*laa*," after hearing the examiner sing (or play) it twice through.

*Song Test 4.*—To sing in unison, in good time and tune, and sweetly, a school song (set to words). Three songs to be prepared.

#### *Division II.*

*Note Test 1.*—To sing slowly as pointed out by the examiner, using the sol-fa syllables, a series of notes in the key of C, containing an F sharp contradicted by an F natural, and a B flat contradicted by a B natural. The F sharp should be approached by the note G and return to G as in the example, and the B should be approached by the C, and be followed by A as in the example.

*Time Test 2.*—To sing on one sound to the syllable *laa* or *doh* an exercise in  $4/4$  or  $3/4$  time, containing semibreves, minims, crotchets, quavers, with dotted minims, and rests on non-accented portions of the bar.

*Ear Test 3.*—To repeat and afterwards name any three consecutive notes of the scale of C which the examiner may twice sing to the syllable *laa* (or play), each time first giving the chord or the scale of C. The test should commence on some note of the key-chord.

*Song Test 4.*—To sing in unison, in good time and tune, and with due expression, a school song (set to words). Five songs to be prepared. Rounds or two-part songs may be offered in place of unison songs.

#### *Division III.*

*Note Test 1.*—To sing slowly, using the sol-fa syllables, from the examiner's pointing, any simple diatonic passage in the keys of G (one sharp), D (two sharps), F (one flat), or B (two flats); and also a similar simple passage containing accidentals to raise the fourth of the scale (approached by the third or fifth), and to flatten the seventh (approached by the octave), properly contradicted.

Also to sing in the same way as above described, a short passage in the key of A minor, introducing the sharpened seventh approached from and leading to the note A, but without introducing the sixth (major or minor) of the scale.

*Time Test 2.*—To sing on one sound, one or more series of notes and rests in  $2/2$ ,  $4/4$ ,  $3/2$ , and  $3/4$  times, which may include dotted minims and (in crotchet time) dotted crotchets; also a simple phrase in  $6/8$  time, counting two beats in a bar.

*Ear Test 3.*—To repeat, and afterwards name, the notes of a simple diatonic phrase consisting of not more than four notes of the scale of C, which the examiner may twice sing to *laa* (or play), each time giving the chord or the scale of C.

This test should only be applied to the more advanced children of this division. Should special aptitude be shown, they may be asked to name the time of any easy phrase sung twice to them by the examiner.

*Song Test 4.*—To sing in good time, tune, expression, and in a pleasing quality of tone, a school-song in two or more parts, or a round (set to words). Five songs to be prepared.

### PART II.

#### FOR SCHOOLS USING THE TONIC SOL-FA METHOD AND NOTATION.

##### *Division I.*

*Note Test 1.*—To sol-fa slowly from the examiner's pointing on the modulator, in any key—the key-tone and chord being given—the tones



of the doh chord in any order, and the other tones of the scale in stepwise succession.

*Time Test 2.*—To sing on one tone to the syllable laa or doh an exercise including one-pulse and two-pulse tones, in two-pulse or four-pulse measure.

*Ear Test 3.*—To repeat and afterwards name the notes of a simple diatonic phrase consisting of not more than four notes of the scale of C, which the examiner may twice sing to laa (or play), each time giving the chord or the scale of C.

This test should only be applied to the more advanced children of this division. Should special aptitude be shown they may be asked to name the time of an essay phrase sung twice to them by the examiner.

*Song Test 4.*—To sing in good time, tune, expression, and in a pleasing quality of tone, a school song in two parts, or a round (set to words). Five songs to be prepared.

## PART II.

### FOR SCHOOLS USING THE TONIC SOL-FA METHOD AND NOTATION.

#### Division I.

*Note Test 1.*—To sol-fa slowly from the examiner's pointing on the modulator, in any key, the key-tone and chord being given, the tones of the doh chord in any order, and the other tones of the scale in stepwise succession.

*Time Test 2.*—To sing on one tone to the syllable laa or doh an exercise including one-pulse and two-pulse tones, in two-pulse measure.

*Ear Test 3.*—To imitate (*i.e.*, imitate, not name) a simple phrase of not more than four notes, using the syllable "laa" after hearing the examiner sing (or play) it twice through.

*Song Test 4.*—To sing in unison, in good time, tune, and sweetly, a school song (set to words). Three songs to be prepared.

#### Division II.

*Note Test (modulator) (a).*—To sol-fa from the examiner's pointing on the modulator, or from dictation, in any key, simple passages in the major diatonic scale, including fa and ta in stepwise progression, used thus: a fa a—d' ta l.

*Note Test (written or printed) (b).*—To sol-fa at sight a written or printed exercise, including the notes of the doh chord in any order, and any other notes of the major diatonic scale in stepwise succession.

*Time Test 2.*—To sing on one sound to the syllable laa or doh an exercise in three-pulse or four-pulse measure, containing one-pulse notes, half-pulse notes, and whole-pulse rests on the non-accented pulse of the measure.

*Ear Test (3).*—To imitate to "laa," and afterwards name any three consecutive tones of the scale, which the examiner may twice sing to laa (or play), each time first giving the doh chord, or the scale. The test should commence on some tone of the doh chord.

The test should only be applied to the more advanced children of this division.

*Song Test (4).*—To sing in unison, in good time and tune, and with due expression, a school song (set to words). Five songs to be prepared. Rounds or two-part songs may be offered in place of unison songs.

#### Division III.

*Note Test. (Written or printed.) 1.*—To sol-fa slowly, any simple diatonic passage in the major key; also a similar simple passage containing a transition of one remove indicated by bridge notes.

Also, to sol-fa a short passage in the minor key or mode, introducing *so* used thus, *l se l*, but without introducing *fah* or *bay* or *soh*.

*Time Test 2.*—To sing on one tone, one or more series of notes in two-pulse, three-pulse, or four-pulse measure, including pulse-and-a-half notes; also a simple phrase in six-pulse measure, beating twice to the measure.

*Ear Test 3.*—To imitate and afterwards name the notes of a simple diatonic phrase, consisting of not more than four tones, which the examiner may sing or play twice, each time first giving the *doh* chord.

This test should only be applied to the more advanced children of this division. Should special aptitude be shown, they may be asked to name the time of an easy passage sung twice to them by the examiner.

*Song Test 4.*—To sing, in good time, tune, expression, and in a pleasing quality of tone, a school song in two or more parts or a round (*set to words*). Five songs to be prepared.

## SCHEDULE F.

### EXAMINATION OF TEACHERS FOR CERTIFICATES.

The examination of teachers for certificates in the Gold Coast will be held annually at towns specified in a notice previously given.

The subjects of examination will include reading, writing, arithmetic, English history, English grammar and analysis, geography, especially of the British Empire, school management, and mathematics.

#### *Reading* :—

To read with fluency, ease, and expression, with a knowledge of the meaning, a passage from an advanced school reading-book.

#### *Writing* :—

To write from dictation a passage given by the examiner, with examples of copy setting (large and small hands).

#### *Arithmetic* :—

The simple rules, the compound rules, weights and measures, practice, bills of parcels, proportion (simple and compound), vulgar and decimal fractions, interest (simple and compound).

#### *English History* :—

Outlines of English history from the conquest (1066), to the present time, with questions upon the reign of Her Imperial Majesty Queen Victoria.

#### *English Grammar and Analysis* :—

The parsing and analysis of a complex sentence. General knowledge of the rules of English grammar.

#### *Geography* :—

General knowledge of the physical geography of the world, with special questions upon the general geography of the British Empire and the Gold Coast.

#### *School Management* :—

General knowledge of the working of an elementary school.

#### *Mathematics* :—

The elements of Euclid up to and including proposition xxvi., book 1, and Algebra up to and including simple equations.

#### *Mensuration* :—The measurement of plane surfaces.

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## APPENDIX C.

### SCHEME FOR GOVERNMENT SCHOLARSHIPS.

1. Provision is also made by the Government for the encouragement of Higher Education in the form of—

SCHOLARSHIPS.

2. These scholarships are known as the "Gold Coast Government Scholarships," and are regulated by the following conditions :—

NUMBER AND NATURE.

3. There are four scholarships of £200 a year each. Each scholarship is tenable for three years, but may be extended beyond that period under special circumstances, in order to enable the scholar to complete the course of education sanctioned in his case. One scholarship is given in each year, if a suitable candidate appears and attains the required standard. The required standard is the pass in 3rd class honours (with the mark of distinction in some special subject), of the Cambridge Senior Local Examination.

CANDIDATE ELIGIBLE.

4 The examination is open to every person, male or female, who fulfils the following conditions :—

- (a) *Age.*—Every candidate's age must be not less than eighteen nor more than twenty-four on the first day of the year in which the examination is held.
- (b) *Parentage.*—One of the parents of the candidate must be (or, if dead, have been) either a native of the Gold Coast Colony or a resident there for not less than ten years in all, before the first day of the year in which the examination is held.
- (c) *Residence.*—The candidate must have resided in the Colony for at least two out of the three years immediately preceding the first day of examination.

TIME AND PLACE OF EXAMINATION.

5. The examination will be held annually in the Government School, Accra, or at such other centre as may be found convenient, upon such days in December as may be fixed by the Syndicate, notice of which shall be given to the managers of schools.

SUBJECTS OF EXAMINATION.

6. The subjects of examination will be those set by the syndicate for the Cambridge Senior Local Examination.

Copies of the subjects of the examination may be obtained upon application to the Education Department, Accra.

APPLICATION.

7. Applications from intending candidates must reach the Education Department, Accra, not later than the 30th June in each year, and must be accompanied by such evidence of age, parentage, and residence as is required by paragraph 4 of these rules. The entrance fee of £1, and the stationery fee of 6s., must also be forwarded at the same time.

ELECTION.

8. Upon election, the successful candidate must proceed, subject to the approval of the Board of Education, within three months, to one of the Universities of Great Britain or Ireland, or may enter as a student of the Inns of Court or of a Medical School in connection with one of the Public Hospitals, or of some Engineering, Agricultural or Forestry Institution, or some other Professional or Scientific Institution in Great Britain or Ireland.

**SECURITY BOND.**

9. Before departure, the elected candidate must execute a bond with two approved sureties, binding him to continue in the course of study sanctioned at the Institution decided upon, and binding him also at any time, within one year, after the completion of his course of study to accept any appointment in the service of the Gold Coast Government, which may be offered to him at a salary of not less than £200 a year, in the case of a man, and £100 a year if a woman, and in either case to continue in such appointment for a period of not less than six years.

**CONDUCT AND PROGRESS IN ENGLAND.**

10. On arrival in England, the successful candidate must furnish to the Crown Agents for the Colonies, proof of having entered the Institution sanctioned in his case, and further must furnish quarterly certificates of good conduct and progress. The quarterly payments of the scholarship will be conditional on such certificates being furnished to the Secretary of State.

**PASSAGES.**

11. The cost of passage to England will be defrayed by the Government, and upon the termination of the scholarship, the return passage will also be paid, provided the scholar satisfies the Secretary of State that his conduct has been good, and that he intends to reside in the Colony.

THE  
SYSTEM OF EDUCATION  
IN  
LAGOS.

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## THE SYSTEM OF EDUCATION IN LAGOS.\*

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### I. INTRODUCTION.

The Colony of Lagos is situated on the section of the West African History. sea board formerly known as the Slave Coast, and consists of the coast line stretching from the east of Dahomey to Ode, on the Mahin Beach. It comprises Badagry, Lagos (the chief seat of British authority), Ebute Metta, Iddo Island, Ikorodu, Ejirin and Epe with Balma, Leekie, and Ode. The Protectorate roughly includes all Yoruba—the extensive country lying between Dahomey, the Bight of Benin and the Lower Niger; it covers an area of from 25,000 to 30,000 square miles, and the population has been estimated as 3,000,000.

The town of Lagos, which has an area of about four square miles and a population of about 40,000, stands not on the mainland, but on an island which is separated from Yoruba by an extensive series of lagoons. Into these lagoons the rivers of Yoruba flow, and their only outlet to the sea is at the island. Owing to its unique geographical position as the natural port of Yoruba, Lagos was a great centre of the slave trade. But in 1852 Akitoye the *Oba* (King) concluded a treaty with the British by which he bound himself to put down this nefarious traffic; and in 1861 his son and successor was induced to cede the territory to the British Crown in consideration of a pension of £1,000 a year.

There are no indigenous schools in Lagos or in Yoruba. School Early Missionary Schools. education was introduced into the country by the Christian Missionary Societies, who in connection with their evangelistic labours established village schools at different points in the mission field. The first missionaries to Yoruba, who were sent by the Wesleyan and Church Missionary Societies, landed in Badagry in 1845, and were detained there for about eighteen months owing to the disturbed condition of the interior country. They commenced their evangelistic labours in this town, and also taught the people to cultivate their farms and gardens. Extensive plantations were the result. Sir T. F. Buxton (then lately dead) had supplied money for the material improvement of the Africans, and by means of

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\* Recent Reports on the Schools in the Colony of Lagos can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

it 150 prizes were given away in the first year to successful cultivators. The Church of England missionaries also established a boarding school in Badagry, into which were admitted the children and domestic slaves of the native chiefs. The scholars were maintained and educated gratuitously; they were taught the rudiments of gardening, carpentry, book-learning and household duties. During the seven years of the Mission their number did not exceed 30, that is 29 boys and 1 girl. The chiefs did not encourage an education which resulted in disinclining their children to the religion and custom of their country; and to their mind there was but little utility in the instruction given in the mission school. A day school was also at this time established in Badagry for the children of the emigrants and captives who had accompanied the missionaries from Sierra Leone or who were sojourning in Badagry on their way to their homes in Yoruba. The highest number attending this school was 31, that is 18 boys and 13 girls. The total number of children under instruction at Badagry from 1845 to 1852 was therefore 61. In 1852 the station was practically abandoned, and the mission staff was transferred to Lagos, where the treaty for the suppression of the slave trade had just been concluded between the *Oba* (King) and the British Government. The troubles in the interior came to an end in 1846, and in August of that year Townsend and Crowther (afterwards Bishop) were enabled to proceed to Abeokuta, one of the largest and most important towns in Yoruba. They established a mission there, and from Abeokuta, as a centre, extended their evangelistic and educational labours in various directions. The Annual Report for 1856 of the Church Missionary Society stated the number of their schools in Yoruba for that year as nine with 549 scholars. These figures did not include four schools and 226 scholars at Lagos in the same year. The educational work of the Wesleyan Missionary Society would appear to have also grown at the same rate as that of the Church Missionary Society, but I have not been able to get at the exact numbers of their teachers and scholars.

The mission work in Yoruba suffered a serious check in the year 1867, owing to disputes between the chiefs of Abeokuta and the British authorities at Lagos, which led to a popular outbreak against the Missions. The Mission buildings were destroyed, the missionaries—not as Christians, but as Englishmen—were expelled, and communication between Abeokuta and Lagos was interrupted. The native Christians, however, held together, and did what they could under the native clergy and native elders. After four years the disputes were adjusted, and since then the missionaries have laboured without let or hindrance in Yoruba. With the establishment of schools in Yoruba the supply of suitable text books for instruction became pressing. At first English text books, which were the only ones available, were employed. But soon after the mission in Abeokuta was started Crowther prepared



a Yoruba primer, a grammar and vocabulary, and translations of portions of the Bible for the use of schools and converts.

Since the cession of Lagos the work of missions and education in the town has been prosecuted under favourable circumstances. A year after the cession there were 4 schools, 5 teachers and 406 scholars, consisting of 252 boys and 154 girls. Ten years later there were 17 schools, 24 teachers and 1,850 scholars; that is, 1,043 boys and 807 girls. In the year 1881 the number of schools had increased to 29, with 66 teachers and 2,257 scholars, in the proportion of 1,310 boys and 947 girls. These schools were under the entire control of the Missionary Societies, and were almost entirely supported from mission funds; school fees, where it was possible to collect them, represented but a very small item of the school income. The teachers were trained and appointed by the missionaries, and their payments were made from mission funds. Besides being engaged in teaching, the men were also employed as evangelists and mission agents. Indeed, teaching was but a stage in their career, as the successful teachers looked forward to being eventually received into the ministry of the Church with which their schools were connected.

The Beginning of the present system.

The Government, however, up to 1887, contributed to the funds of the three important missionary societies (Church of England, Wesleyan and Roman Catholic) the lump sum of £600 in equal shares of £200 each. It was generally understood that the money should be spent on the schools, but no condition whatever was attached to the payment.

First Grants for educational purposes.

The proposal to give statutory recognition to the missionary schools was first made in the year 1882, when Lagos was an integral part of the Gold Coast Colony. Three Education Ordinances were passed by the Gold Coast Legislature between the years 1882 and 1886. The first of these Ordinances, No. 4 of 1882, provided that a General Board of Education should be constituted, to consist of the Governor of the Colony; the Members of the Executive Council and three or four other persons to be nominated by the Governor. The General Board was empowered to appoint local Boards, and under certain conditions, to assist private schools and training institutions out of the annual grant for educational purposes. The first Ordinance of 1882 also provided for the appointment of an Inspector of Schools and a Sub-Inspector, who should be the administrative officers of the Board. The other two Ordinances were enacted for the purpose of amending the first Ordinance of 1882 in certain matters of detail. They did not modify any of the leading principles upon which that Ordinance was based. It does not appear that the Lagos schools were administered under any of these Ordinances. So far as examination was concerned, the conditions of the first Ordinance of 1882 were indeed applied from the years 1884 to 1887; but the results did not affect the payments, which, until the latter year, continued to be the lump sum contribution of £600.

Education Ordinance of 1882.

Education  
Ordinance  
of 1887.

In 1886 Lagos became a separate Crown Colony, and in that year the local legislature enacted the Education Ordinance of 1887, which came into force at the commencement of 1888. (*See Appendix A.*)

## II.—THE PRESENT SYSTEM.

Board of  
Education.

The present system of education in the Colony under this Ordinance is administered by the Board of Education, consisting of the Governor, the eight Members of the Legislative Council, the Inspector of Schools, and three or four school managers nominated by the Governor.

The foremost duty of the Board is from time to time to make the rules for regulating the allowances of grants-in-aid to schools and training institutions out of the money voted for this purpose by the Legislative Council. It is also the duty of the Board to make rules for the examination of schools to be aided and of the teachers at such schools, to make rules for the granting of teachers' certificates and for the holding of Government scholarships, and generally to do all that may be necessary for giving effect to the Education Law of the Colony.

Managers of  
Schools.

Each of the mission schools is attached to a church or congregation, and either the clergyman in charge of the church or the parochial committee are as a rule the managers of the school.

[The following is taken from the General Report for the Year 1901 on the Schools in the Colony of Lagos:—“The efficiency of public instruction would be greatly promoted if some form of combination were possible among the managers of the schools connected with the different religious societies. Such a combination is not only calculated to improve the management of the schools, but also to strengthen their financial position. It would be the means of enabling individual school managers to entertain just views of the problem of public education, instead of conceiving of their relations with the Government as only one source of obtaining money for meeting the expenses of their particular schools. It might also enable them to supply a satisfactory solution to the problem of superfluous schools in small districts where schools are multiplied, not in consequence of the number of children attending them, but because each religious society feels that there is a necessity for it to have a school of its own. . . . It is impossible to overrate the importance to the social life of a people of good big schools wherein a large number of children, drawn from different sections of the community, are brought together and properly educated on the same plane. The experiment of combination between schools is well worthy of trial, and the principle will be found capable of application to many of our educational requirements.”]

Local School  
Boards.

Besides managers of single schools, some of the clergy and members of a denomination form themselves into a body for managing the affairs of all the schools of their own denomination.

Year.	No. of Schools.	No. on Register.	Average Attendance.	School Fees.	Voluntary Subscriptions.	Government Grants.	Total Cost.
				£ s. d.	£ s. d.	£ s. d.	£ s. d.
1899	28	2,600	1,799	786 0 9	953 13 4	711 4 0	2,450 18 1
1890	30	3,065	2,155	1,016 11 2	3,258 3 6½	1,075 19 2	5,350 13 10½
1891	30	3,216	2,291	1,092 11 1	1,391 15 7½	967 9 6	3,411 16 2½
1892	30	2,991	2,269	1,072 13 8	1,625 18 4½	1,138 3 0	3,836 15 0½
1893	33	3,315	2,408	1,208 4 7½	1,682 14 2½	1,307 7 2	4,198 5 11½
1894	33	3,308	2,458	1,228 12 7½	2,310 19 11½	1,192 10 11	4,732 3 6½
1895	29	3,276	2,427	985 16 10	1,583 18 6	1,064 14 10	3,634 10 2
1897	34	3,543	2,680	986 14 11½	2,006 12 1½	1,229 13 0	4,313 0 1
1898	41	3,943	2,910	181 11 6½	2,492 7 4½	1,511 8 9	4,885 7 8
1899	41	3,929	2,974	898 6 8	843 6 0	1,439 19 8	3,176 12 4
1900	44	4,176	3,215	974 14 10½	1,426 15 10½	1,340 16 1	3,742 6 10
1901	41	3,10	3,341	1,063 7 3½	1,480 7 9½	1,809 18 5	4,153 13 5½

Such a body is locally known as a "School Board." The duties of managers of single schools and those of school boards sometimes overlap, but the latter act generally as a body of final appeal in regard to deciding cases between teachers and managers. They also supplement the income of the poorer schools of their denomination. Both the school boards and the managers are, strictly speaking, local representatives of the missionary societies in whom the property of the school is vested. They have power to appoint and dismiss the teachers, and are responsible for payment of the teachers' salaries and of all other expenses of the school; they are in all respects the trustees and governing bodies of the school; they exercise general control over and encourage and assist it by their personal visits.

Support of  
Schools.

The schools are supported partly by school fees, partly by voluntary subscriptions—consisting of church collections and of grants from missionary societies—and partly by Government grants. School fees are extremely low, being from 4d. to 1s. a week, according to the standard of the scholar.

School Fees.

Government  
Grants.

Before Government grants are made to schools it is necessary that the Board of Education be satisfied with the management of the school and the condition of the buildings, that every teacher of the school be certificated, and that the required percentages of pupils be presented for, and be proficient at, the annual examination of the Inspector of Schools. The Board make grants at the rate of 2s. each for individual passes at the annual examinations in the subjects of reading, writing and arithmetic, and of grammar, geography, history and needlework. In addition, the Board also make grants for general excellence for each pass, for average attendance and for organisation and discipline. They also make grants for infant schools, industrial schools, for the premier school and in respect of school buildings and apparatus. It has also been recently resolved to grant a lump sum to school managers in relief of proposed augmentation of school fees.\*

Scholarships.

Five scholarships of the annual value of £10 each, tenable for four years, are given for the purpose of enabling children whose parents are not well-to-do to attend a secondary school. The amount payable in respect of these scholarships is not in any one year to exceed £50, and it is required that the holders shall have attended a primary school in the Colony for two years at least. The scholarships may be awarded on the result of the annual examination under the Board Rules; but whenever the number of eligible candidates exceeds the number of scholarships to be granted, the claims of the candidates are to be decided by special examination.

Cost of  
education,  
1889 to 1901

The preceding table shows the progress and cost of education

\* A sum of £250 was expended by the Government in augmentation of School fees for the School year ended 30th September, 1899, and a similar grant was made for the following year. These amounts are not included in the Table given above.

from 1889 to 1901, and the amount of the cost borne by the Government and by the parents of scholars and voluntary subscribers; the amount of school fees is also given.

The total number of children on the registers of the schools presented for inspection in 1901 was 4,310, and the average attendance was returned as 3,341; that is, 78.5 per cent. of the enrolment. As will be seen from the subjoined table, this is the highest proportion on record for the past seven years.

	1901.	1900.	1899.	1898.	1897.	1895.	1894.
Scholars on Register -	4,310	4,176	3,929	3,943	3,543	3,276	3,308
Average attendance -	3,341	3,215	2,974	2,910	2,589	2,427	2,458
Proportion (p.c.) of average attendance to number on Register -	78.5	77.3	75.7	73.8	73.1	74	74.3

Almost all the schools under inspection are in the town of Lagos; only nine of them with about 430 scholars are to be found in the outlying districts. The number of children in the thirty-two assisted schools in the town of Lagos may then be taken as 3,500; all of these are native children, and there is not a single white child in the schools of the Colony. When it is stated that there are not more than 200 children in private schools without Government assistance, it will be observed that all the children attending school at Lagos form but one-half of the school population of the town. These children are drawn from the Christian, Mohammedan, and Pagan sections in the following proportions:—

Section.	Population.	No. of children in assisted schools.	Proportion (per cent.) of population under instruction.
Christian . . . .	10,000	2,400	24
Mohammedan . . . .	90,000	600	3
Pagan . . . . .	10,000	500	5
<b>Total . . . . .</b>	<b>40,000</b>	<b>3,500</b>	<b>8.75</b>

It is calculated that from one-sixth to one-fifth of the population are children of a class and age to require elementary educa-

tion. The proportion of the Christian population of Lagos actually in school exceeds this estimate. But only 3 per cent. of the Mohammedans and only 5 per cent. of the Pagans attend schools where the children are taught reading, writing and arithmetic. The Mohammedans have schools of their own in which their children are taught the Koran, and where there will be found a larger number of Mohammedan children than in missionary or Government schools. But after all deductions have been made, it will be seen that something needs to be done for promoting the increase of the number of Mohammedan and Pagan children attending school.

Annual  
Exhibition  
for promoting  
Attendance.

As early as the year 1888 the attention of the Secretary of State for the Colonies, Lord Knutsford, was drawn to the poor school attendance in Lagos. His Lordship suggested that by some such means as an annual competitive exhibition of the children's work, at which prizes should be publicly awarded to the successful competitors, it might be possible to obtain the co-operation of parents to a greater extent than was then the case. The suggestion was adopted by the Board of Education, and the first exhibition was held in 1889. Similar exhibitions have since been held from year to year. The subjects of competition include plain sewing, darning, fancy needlework, crochet work, knitting, handwriting, shorthand, map-drawing, freehand drawing from design, freehand drawing from model, book-keeping, wood-carving, weaving, straw-plaiting, joinery, smiths' work, basket-making, net-making, geometrical drawing, letter-writing, writing in English a short story previously read in Yoruba, recitation, doll-dressing, hat-trimming, clay-modelling, fretwork, ornamental penmanship, musical drill, flower and fruit growing and pottery. Selections of about twelve or fifteen of these are annually made for the competition. The Board allow £100 for the purposes of the exhibition, and about 120 prizes of 20s., 15s., and 10s. are annually offered.

Appointment  
of Committee  
of Board of  
Education  
to consider  
question of  
Attendance.

Other special efforts were also made for increasing the attendance. A committee of the Board was appointed in June, 1889, "to consider and report any practicable means of increasing the attendance at the schools, and to consider by what means the advantages of education might be extended to the towns and villages around Lagos."

The committee considered that the paucity of the number of children attending the schools of the Colony was to be attributed to poverty, religious prejudice and the tendency of education to alter the relation of parent and child to the disadvantage of the parent. While parents thought that they had a right to have their children earn money for them during the time which the children spent at school, they found that their children, finding themselves their superiors in point of education, were inclined to assert their superiority and throw off the parental yoke altogether. Somehow or other parents were also inclined to think that their children who attended school must be dressed in European style,

or, at any rate, well and expensively, and so were reluctant, on economical grounds, to send them to school.

The committee in their report suggested that if Arabic were added as a subject of instruction in the Christian schools, the number of Mohammedan children attending such schools—which was then not more than 378—might be considerably increased, inasmuch as in the Mohammedan schools the pupils were taught little else than reading Arabic, that is to say, the Koran. They also considered it desirable that a recommendation be conveyed to the Mohammedan priests, schoolmasters and community in general, to adopt a course of instruction in accordance with the Education Ordinance, that is to say, to add to their curriculum instruction in English reading and writing, in arithmetic and in Yoruba reading and writing. Both these recommendations were accordingly conveyed respectively to the managers of Christian schools and to the Mohammedan priests and schoolmasters. The Christian managers, both from lack of means and of competent teachers, have not yet been able to introduce Arabic teaching into their schools. But a variety of circumstances occurred to lend emphasis to the recommendation conveyed to the Mohammedans, and to lead, not to their introducing English into their schools, but to the Government establishing for them special schools in which instruction in English is given.

Recommendations of Committee.

With a view to increasing the number of schools in the outlying districts of the Colony, the Committee of the Board recommended that the Government be asked to vote £200 a year towards building elementary schools there, and maintaining the school buildings and defraying the salaries of teachers for the first three years of the existence of the schools. Owing to practical difficulties as to whom the property of such buildings should be vested in, the Government were unable to adopt the recommendation. But the Mohammedan schools now established in some of the districts are supplying the place of these proposed village schools.

Since 1889 the attendance at school has increased by about 1,500 scholars. How much of this result is due to the attractions of the school exhibition, and the recommendations of the Committee, how much to the increase of population and the spread of general enlightenment, must be left undecided. But it would appear that there is as much reason for dissatisfaction with the attendance now as there was twelve years ago.\*

There is no compulsory attendance law in the Colony, and the community is not yet ripe for such an innovation. It is, however, necessary that a school should present for inspection at least 70 per cent. of the number on the register, before it can earn a grant

Compulsory Attendance.

\* "It is hoped that much improvement in the future will be effected as a result of the recent resolution of the Board of Education, which requires that a child shall have made at least a specified number of attendances as a condition precedent to admission to the annual examination."—(General Report for the year 1901 on the Schools in the Colony of Lagos.)

under the Education Law of the Colony. This is not a high limit, for the proportion on an average in daily attendance is a little higher.

Private  
unaided  
Schools.

The number of schools in Lagos outside the state-aid system is only five, that is, three girls' schools and two mixed. One of these, the Church Missionary Girls' Seminary, is a secondary school which had been under inspection in former years, but was subsequently withdrawn; the other two girls' schools are private adventure schools. The mixed schools are elementary schools in connection with the Baptist Society.

Moham-  
medan  
Education.

Mohammedan education, at whatever value it may be estimated, was with Mohammedanism introduced into Lagos about the year 1816; but about the year 1836 there was a civil war in the town which led to the expulsion of the Mohammedans. They were invited back in 1840, and since then have been allowed to follow their faith peaceably and to make converts without any disturbance. The Mohammedans now form the largest section of the community, and number no less than 20,000. They have schools of their own in which their children are instructed. These schools are generally held in the teacher's house or in the open street opposite. The instruction is exclusively confined to learning by heart portions of the Koran. The lessons are generally written on wooden tablets, and when one lesson has been mastered it is washed off and another is written in its stead on the tablets. The master and his scholars sit on the ground with their tablets in their hands, and all who are learning keep reciting and chanting their different lessons at the same time.

The number of the more important of these schools is about sixty, and the average attendance of the scholars is 2,000, that is, 1,500 boys and 500 girls. The education is free and the teacher is self-appointed. Any man may become a teacher if he can get himself accepted as such. He is supported by presents from the parents of his scholars or from the scholars themselves. Much value is attached by the Mohammedans to the instruction in Arabic and the Koran given in these schools, and many young men have received their ovations or *wolimas* for ability to recite the whole Koran from memory. Girls, too, are not always behind-hand, for some have performed the feat and received their own commendations.

Government  
Moslem and  
Pagan  
Schools.

The Mohammedans have, however, not been able or willing to graft a more practical course of studies in the curriculum of their own schools. To promote this end, and at the same time to disarm the suspicion with which they view the instruction of their children in the missionary schools, the Government have assisted them to establish Moslem schools in which a course of instruction is given in accordance with the recommendations of the Committee of the Board of Education. There are now three Government Moslem schools in the Colony—one in Lagos and two in the out-lying districts. About two or three years ago the attendance



in two of these schools was not less than 500, but it has now fallen considerably. One of the difficulties in maintaining in them a proper standard of attendance and instruction is the want of suitable teachers. The present teachers are Mohammedan natives; they are appointed by the Government under the same conditions as civil servants. The principal teachers receive from £60 to £72 and their assistants from £24 to £30. The school house at Lagos was built and furnished at the expense of the Government, but those in the districts were built and furnished by the Mohammedans in those localities. There is also a Government school for Pagan children established in one of the outlying districts.

Appointment  
and Salaries  
of Moham-  
medan  
Teachers.

The Inspector of Schools, like other civil servants, is appointed by the Governor, subject to the approval of the Secretary of State for the Colonies. He is the head of the Education Department of the Colony, and the chief executive officer of the Board of Education. His principal duties are to examine the schools annually for the payment of grants, to examine candidates for teachers' certificates, to report each year on the condition of education in the Colony, and to pay visits without notice for the purpose of observing and conferring with managers on the general work and organisation of the schools and the methods of instruction. He also conducts the examinations for admission into the civil service and public institutions of the Colony, and acts as manager of the Government schools.

Administra-  
tion.

The school year extends from the 1st of October in any year to the 30th of September in the following year. The annual examination commences as far as practicable with the first day of the school year, not less than seven days' notice having been given to the schools to be examined from time to time. The schools are examined on the basis of the system of payments by results, and grants are made for individual passes in each subject in addition to capitation grants for organisation and discipline, average attendance, freehand drawing, etc. In order to pass in a standard it is necessary for the scholar to obtain half marks in reading and in either writing or arithmetic; and before any grant shall be made to any school it shall be necessary (a) that the Board have been satisfied with the management of the school (b) that every teacher of the school has held a certificate from the Board, and (c) that at the examination of the school not less than 70 per cent. of the enrolment were present for examination, and not more than 40 per cent. of such presentees failed to pass.

Inspection  
and Exami-  
nation of  
Schools.

In the case of infant schools, the Inspector may examine the children collectively, and the Board may, in lieu of a grant for individual passes, make a capitation grant on the average attendance. There is no age limit imposed for the respective standards, but the children who pass the First (Primary) Standard are of the average age of eleven years, and advance each year one standard, until they pass the Fourth (Primary) Standard, when they are fourteen years of age. This is, as a rule, the highest

standard in the primary school. No assistance is given under the Education Law in respect of the attainment or attendance of any child under the age of four years, and no marks can be obtained by any scholar for any work done in any standard in which he shall already have passed at any examination of schools held under the Board Rules.

The  
Standards.

The following are the officially recognised Standards in the assisted schools :—

#### INFANT DEPARTMENT.

I. (Sub-Standard I.) *Reading.*—To know the alphabet ; appearance and powers of letters ; combinations of two and of three letters.

*Writing.*—To write, on blackboard or slate, small letters.

*Arithmetic.*—To know numbers up to 50 ; very simple mental calculation.

II. (Sub-Standard II.) *Reading.*—To read sentences consisting chiefly of words of one syllable.

*Writing.*—To write, on blackboard or slate, small and capital letters.

*Arithmetic.*—Knowledge of numbers up to 100 ; very easy calculations, on slate or blackboard, or mental.

#### PRIMARY SCHOOLS.

III. (Primary Standard I.) *Reading.*—To read a short paragraph from a book, not confined to words of one syllable.

*Writing.*—To copy correctly, in round hand, a few lines of print.

*Arithmetic.*—To name the days of the week and months of the year ; addition and subtraction of numbers of not more than two figures ; in addition not more than five lines to be given ; sums to be copied from blackboard.

IV. (Primary Standard II.) *Reading.*—To read a short paragraph from an elementary reading-book.

*Writing.*—To write on slate, from dictation, not more than ten common words commencing with capital letters ; copybooks, large or half-text hand, to be shown.

*Arithmetic.*—Notation and numeration up to 10,000 ; simple addition and subtraction ; multiplication and division tables.

*Plain Needlework.\**—Hemming, seaming, and felling.

V. (Primary Standard III.) *Reading.*—To read, with intelligence, a short paragraph from a more advanced reading-book.

*Writing.*—To write on paper, from dictation, a passage of not more than six lines from a corresponding book, read slowly once and then dictated in single words ; copy-books, large and half-text hand, to be shown.

*Arithmetic.*—Sums in the simple rules as far as, and including, long division ; money tables.

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\* For female pupils only

*Plain Needlework.*—Greater proficiency in the same.

VI. (Primary Standard IV.) *Reading.*—To read, with intelligence, a short paragraph from a yet more advanced reading-book.

*Writing.*—To write on paper, from dictation, a passage of not more than six lines from a corresponding book, read slowly once and then dictated, a few words at a time; copybooks (capitals and figures, large and small hand) to be shown.

*Arithmetic.*—Sums in the compound rules; reduction; tables of weights and measures.\*

*Grammar.*—Definitions of the parts of speech; ability to distinguish the parts of speech in simple sentences.

*Geography.*—Size and shape of the world; geographical terms, illustrated by diagrams or references to a map.

*Plain Needlework.*—The work of the previous standards; stitching.

#### SECONDARY SCHOOLS.

VII. (Primary Standard V.) *Reading.*—To read, with intelligence and expression, a few lines of poetry or prose, at the choice of the Inspector.

*Writing.*—To write, from dictation, a short paragraph from some modern narrative, read once and dictated a few words at a time; copybooks to be shown.

*Arithmetic.*—Fractions (vulgar and decimal); practice (simple and compound).

*Grammar.*—To parse easy sentences.

*History.*—History of England to 1066; or elementary outlines of the history of the Yoruba country.

*Geography.*—Geography of West Africa; easy questions on the geography of the British Isles.

*Plain Needlework.*—The work of the previous standards; gathering, stroking and setting in of gathers; marking on canvas.

VIII. (Primary Standard VI.) *Reading.*—To read with increased intelligence and expression a few lines of poetry and prose, at the choice of the Inspector.

*Writing.*—To write from memory the substance of a short story, read out thrice; spelling, handwriting and grammatical construction to be considered; copybooks to be shown.

*Arithmetic.*—Proportion and interest (simple and compound).

*Grammar.*—To parse more difficult sentences; analysis of simple sentences.

*History.*—History of England from 1066 to 1509; or outlines of the history of the Yoruba country.

*Geography.*—Geography of Europe and Africa.

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\* The weights and measures taught in our schools shall be only such as are really useful: e.g. avoirdupois weight, long measure, square measure, cubic measure, liquid measure and the time-table.

*Plain Needlework*.—The work of the previous Standards; marking on calico; button-holing; herring-boning.

IX. (Primary Standard VII.) *Reading*.—To read, with intelligent appreciation, from any book or periodical selected by the Inspector, passages of ordinary difficulty.

*Writing*.—To write a theme or letter on an easy subject; composition, spelling and handwriting to be considered; copybooks and exercise-books to be shown.

*Arithmetic*.—Discount and profit and loss, with a general knowledge of the principles of averages and percentages.

*Grammar*.—Parsing and analysis of compound and complex sentences; general questions in grammar.

*History*.—History of England from 1509 to the present time; or, history of the Yoruba country.

*Geography*.—Geography of the world.

*Plain Needlework*.—The work of the previous Standards; darning; patching.

Language of Instruction.

The instruction in English is as a rule given through the medium of the vernacular. In almost all the standards the teaching is bi-lingual, and it has recently been proposed that bi-lingual Readers be prepared for the lower standards. The examinations held under the Board Rules are conducted bi-lingually in the sub-standards and lower primary standards. In the secondary departments the examination is as much as possible conducted in English.

Proposed Revision of the Education Rules of 1891.

In the year 1892 the attention of the Board of Education was attracted to the weakness in public instruction which has its source in the conditions required for a pass at the examination of the schools. As in order to pass a standard a child has only to obtain half marks in reading and in either writing or arithmetic, many children have been advanced from year to year to higher and higher standards with but the minimum of instruction in reading and in either writing or arithmetic. Such a condition of things is disastrous to sound education. The Board, therefore, appointed a Committee on the 4th of September, 1893, to consider whether any and, if any, what changes were necessary in the "Amended Education Rules, 1891."\* The Committee carefully considered the whole question of public instruction and embodied their recommendations in the draft Education Rules which were presented to the Board of Education in 1895. The new rules have not yet become law. They were subsequently incorporated with a Scheme of Public Instruction projected by Sir Henry McCallum, Governor of the Colony in 1897-8, and for reasons to be given afterwards it has not yet been possible for this scheme to be proceeded with.

\* The Amended Education Rules, 1891, can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W. See also Appendix B.

Until a few years ago the male teachers in the mission schools were generally selected from youths who had been instructed in the schools and training institutions of the missionary societies. The training related only to education as a branch of missionary work, and the pupils were maintained and educated gratuitously on the understanding that at the end of their course they would hold themselves in readiness to undertake any work to which their society might appoint them. The Church Missionary Society have, however, now transferred their training institution to the interior of Yoruba—the present centre of their missionary operations—and the pupils trained there are neither available nor suitable for the Lagos schools. The other missionary societies have no training institutions, but occasionally train their teachers in their secondary and elementary schools. There are therefore at present no satisfactory arrangements for the professional training or the supply of teachers. Owing to lack of means the missionary societies cannot remedy this evil. Various recommendations on the subject have been made to the Government, and it is hoped that in due course this want will be supplied.

Teachers,  
their Training,  
Appointment and  
Scale of  
Payment.

[The following is taken from the General Report for the year 1901 on the Schools in the Colony of Lagos:—"No more important work can be undertaken or maintained than the work of training those who in virtue of their position have great influence with the majority of the parents of the children of the community, and who are the most important of all persons concerned in perfecting what ought to be treated as the most fundamental of public duties. Everything depends in the long run upon the intelligent training of the teacher. Mechanical result may be produced, and a fair degree of intelligence may be attained with an untrained but energetic teacher. But any high degree of intelligence cannot be expected unless the class is handled by a skilful teacher who has been trained in the best methods and has sufficient knowledge to illustrate any subject of instruction and skilled readiness to avail himself of unexpected openings which every lesson produces. Besides this, the highest order of discipline, self-government—founded upon interest and pride in the school work—cannot be expected from unskilled teachers, who can at the best produce sufficient quiet for the school work to go on quietly either by fear or affection."]

The system of pupil teachers is not legally recognised, and any one who is able to pass the examination for teachers' certificate may, *ceteris paribus*, be employed as a teacher in an assisted school. The certificates are of four grades, and are obtainable by examination. It is not required that the candidates must have undergone probation by actual service in school. Candidates for first-class certificates are examined in reading, writing, arithmetic and mensuration, grammar and composition, history, geography and school management, and, if they so desire, in algebra as far as quadratic equations and the first two books of Euclid. Second-class candidates are required to pass an examination in Standards I.-IX. of the Code; third-class candidates in

Standards I-VIII, and fourth-class candidates in Standards I-VII. Teachers holding third and fourth-class certificates are practically monitors and pupils in training.

The Board also grant "honorary certificates" to fit and competent persons educated elsewhere than in the Colony and "special honorary certificates" to persons holding from the Board first-class teachers' certificates, whom the Inspector shall certify to have conducted or taught at an assisted or Government school in the Colony with credit and success for two years at least.

There are fifty-eight male and twenty-one female teachers now employed in the elementary schools. Head teachers receive from £36 to £60 per annum and assistant teachers from £18 to £45. Female teachers receive from £6 to £15 per annum. The teachers also receive a bonus of one-half of the annual school grant earned by their schools as augmentation of salary. With this bonus, a hard-working head teacher in a large school makes from £84 to £90 per annum, and an assistant in a like case makes about £60 per annum.

**Pensions.**

No arrangements exist for pensions to teachers in missionary schools. The male teachers are generally promoted into the ministry of their society, and then come under the regulations provided for ministers who are incapacitated for work. Female teachers as a rule leave off teaching when they are married.

**Religious  
Instruction.**

Religious instruction is not recognised as a school subject under the Education Law of the Colony. The schools are all, however, opened and closed with religious exercises, and the first hour every day is devoted to Scripture lesson or to instruction in the catechism and doctrines of the confession of the missionary societies with which the school is connected. In the Roman Catholic schools the religious instruction is given by a priest; in the Protestant schools it is generally given by the teachers of the schools. A Diocesan Inspector annually examines the Church of England schools in religious knowledge. The Government Moslem schools are opened with the ordinary religious exercises of the Mohammedans. In all cases the arrangements for religious instruction are such as to allow one hour and a half in infant schools and two hours in other schools for secular instruction at each attendance. Every assisted school is open to children without distinction of religion or race, and, by the rules of such a school, no child may receive any religious instruction to which the parent or guardian of such child objects, or be present when such instruction is given at the school.

**Domestic  
Economy.**

Domestic economy is taught in Roman Catholic convent schools. The course of instruction includes needlework and laundry work, and suitable and appropriate arrangements are made for the teaching of these subjects.

**Singing.**

In all schools singing of some kind is taught as a means of inculcating moral and religious principles, and as a diversion in the infant departments. The subject is, however, not included in

the officially recognised standards, and, although the African is so naturally fond of music, it is not systematically taught at school as the beginning and foundation of musical study.

Drawing, although recognised as a subject of school instruction, is only taught by the light of nature. There is not a qualified drawing master in connection with any of the schools, and the grant for teaching this subject is lower than any other in the Code. Drawing.

There is a good deal of natural play in the streets and lanes adjoining the school-house, but there are no organised physical exercises and drill. This is due to want of playgrounds. In a crowded town like Lagos much difficulty is experienced in obtaining sufficient open spaces. Physical training and hygiene are, however, now engaging the serious attention of the Board of Education. They have recommended to the Government that playgrounds be prepared for school children on available spots in the vicinity of the town, and that arrangements be made for games, drill and suitable gymnastic exercises. A tramcar line is being constructed to connect Lagos with Ebute Metta on the mainland. This will, on completion, offer great facility for the conveying of school children to playgrounds in Ebute Metta. Physical Exercises, Drill, &c.

[The following is taken from the General Report for the year 1901 on the Schools in the Colony of Lagos:—"A scheme of teaching sanitation has been recently adopted by the Board of Education, and classes are to be instructed in the subject by teachers who have obtained certificates at the examination held by the Chief Medical Officer. Grants are to be made at higher rates than with respect to the ordinary subjects of the curriculum of the Elementary School, and, as an incentive to industry, teachers holding the First Class Certificate in sanitation are to receive a bonus of one-half of the grant earned by their classes, while those who hold the Second Class Certificate are to receive a bonus of one-fourth of the grant of their own classes. The sum of £20 has also been voted for special prizes to individual scholars who have proved themselves most proficient in the subject—the prizes to be publicly awarded in connection with the Annual Competitive Exhibition of School Work."]

The Government in 1899 made temporary arrangements for technical instruction by establishing a small school for apprentices who are able and willing to undergo training for three or five years. These apprentices are selected by nomination and examination, and receive during their training time annual allowances of £12 for the first two years, £24 for the third year and £36 for the fourth and fifth years. At the end of their course they are to accept service under the Government as native surveyors or clerks of works at the salary of £60 per annum. The subjects of instruction are mathematics, theory and practice of building construction, and principles and practice of land surveying. Practical chemistry is taught to two apprentices in the Government Chemist's Department and the practice of telegraphy to several learners in the Department of Inland Telegraphs. Technical Instruction.

**Agricultural Instruction.** Agricultural instruction on a limited scale is given to apprentices at the Government Botanic Station at Ebute Metta, which was established in 1888. The youths are taught the methods of making seed-beds, sowing seeds, pruning trees, budding and grafting, and the general routine of work connected with a botanic station. It is intended that this course should be preparatory to an enlarged course of instruction in horticulture, agriculture and economic botany, and the Botanical Station is at an early date to be transferred to the hinterland in a locality in close proximity to the railway, and in which a model farm will be formed.

**Industrial and Reformatory Schools.** The Roman Catholic Mission have established a boys' and a girls' industrial and reformatory school at Topo, a settlement in the western district of the Colony, about forty miles distant from Lagos by the lagoon. The scholars, who now number forty-one boys and eleven girls, are principally slave children collected from the different stations of the Society in Yoruba. All the children are taught to read and write and to calculate. In addition, the boys engage in farm labour, and are instructed in horticulture, and the girls are taught household duties, plain sewing and cooking. The children are maintained and trained at cost of the mission, but the Government make an annual grant of 25s. for each pupil under industrial instruction, in addition to the ordinary school grants.

**The Hussey Charity School.** The Rebecca Hussey Charity School at Lagos for industrial and general education was established in the year 1880 out of the income of a sum of £1,000 which the late Rebecca Hussey, of the Parish of St. Martin's, in London, who died on the 22nd of August, 1714, bequeathed to the redemption of slaves, if it may be effected, or else to the easement of their slavery. Her executors, in carrying out the provisions of her will, paid this sum into the Public Funds in England, and it was lost sight of for 148 years. In 1863, the Court of Chancery placed the charity and funds under the management and control of trustees in London, who were empowered to apply the moiety of the income in Lagos, and the remaining moiety in St. Helena, in accordance with the spirit of the bequest. Local trustees, consisting of the Colonial Secretary and not more than four other gentlemen, were appointed for the purpose of administering the charity, in whom are vested the management of the school. Since the year 1895 the Government have made an annual grant not exceeding £500 to the school on the conditions that it be re-organised, with a view to affording the pupils of the assisted and other schools of the Colony an opportunity of obtaining gratuitous instruction in industrial and technical work, and that it be subjected to Government supervision. The Government also provided a sum of £1,500 from the public funds for capital expenditure of the school, in consequence of the introduction of the new scheme. The number of pupils now resident is thirteen. They



are boys who have escaped from slavery, and are under the protection of the Supreme Court. Ten of them receive primary instruction only, and the remaining three, together with twenty-four extramural students, are also instructed in mensuration, geometrical drawing, carpentry and smiths' work.\*

What are locally known as secondary schools are, strictly speaking, Secondary (Higher Grade) Schools. higher grade elementary schools, which contain classes corresponding to all the standards of the Code and a somewhat enlarged curriculum, owing to the introduction of "secondary" or "specific" subjects.

The fees in these schools are 10s. 6d. or 21s. per quarter (according to the standard of the pupil), and the teachers are better qualified than those of the ordinary elementary schools. The headmaster or principal is, as a rule, a clergyman of the denomination with which the school is connected. There are three secondary schools for boys in connection with the Church Missionary, Wesleyan and Roman Catholic Societies respectively. The number of scholars in the secondary department of these schools (Primary Standards V.-VII.) is 127, and the specific subjects taken up during the past school year included English literature, essay writing, latin, algebra, geometry, and book-keeping. Grants for primary subjects are made on the same conditions as in the case of elementary schools, and for the secondary subjects special grants of 4s., 5s., or 6s. are made for a "fair," "good," or "excellent" pass. Besides the annual examination under the rules of the Board, many of the scholars of these schools are annually sent up for the Certificate Examination of the Royal College of Preceptors in London, and not a few of them have obtained certificates of the first or second class.

In January, 1898, Sir Henry McCallum, then Governor of the Colony, published a Memorandum on Secondary Education,† in which, while acknowledging the good work performed by the Missionary Secondary Schools, he observed that, owing to lack of funds on the part of the Missionary Societies, it has not been possible for them to supply in these schools the training best calculated to prepare the youth of the Colony for the life they have to live and the livelihood which they must get. His Excellency proposed to the Board of Education that it be recommended to the Government to establish one Higher Grade School to absorb the Missionary Secondary Schools, and that the curriculum of studies should comprise English, commercial arithmetic, geometry, geometrical drawing, mensuration, shorthand and book-keeping. This proposal was really part of a scheme of public instruction, in which provision was made for the establishment of "industrial schools for artisans, mechanics and craftsmen," and of "agricultural schools for farmers and planters." The recommendation was submitted to the Secretary of State for the Colonies. But effect has not yet been given to it in conse-

\* The General Report for the year 1901 on the Schools in the Colony of Lagos states that the Rebecca Hussey Charity School has been temporarily combined with the Government Technical School.

† This can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

quence of certain objections raised in England by the Committee of the Church Missionary Society.

Proposed establishment of Secondary and Technical School for Lagos and Northern and Southern Nigeria.

Since 1898 Lagos has, for administrative purposes, been more closely related to the neighbouring Colonies of Northern and Southern Nigeria, and it is now under consideration to establish a Secondary and Technical School for the three provinces. There is a strong public feeling existing that up to the present a literary education has been too much fostered in the schools at the expense of a practical one. But it is difficult to remedy the evil, as means and suitable technical masters are not available to the Missionary Societies. The establishment of a good Secondary and Technical School by the Government may, in course of time, supply the suitable teachers, and there is every reason to believe that the Government would encourage any earnest effort for manual instruction in the schools.

Higher Education.

Beyond the secondary schools there is no provision for higher education. Lagos is, however, approved as a centre for the examinations for matriculation and for the degrees of B.A. or LL.B. of the University of London, and there have been successful candidates for the former examination.

The Lagos Institute.

[The following is taken from the General Report for the year 1901 on the schools in the Colony of Lagos:—"Since my last Report was written, an institution designated 'The Lagos Institute for the encouragement of the study of Literature, Science and Art' has been founded under the auspices of the Governor, Sir William Macgregor. Every person—male and female, of or above the age of fourteen years—is eligible for membership, the object being to provide for the youth a meeting place for mutual improvement and rational amusements, and to bring together all classes of society with a view to promoting among them kindly understanding and intelligent sympathy. The present number of members is about 150, and the organisation comprises a reading room and a lecture hall, offers facilities for the holding of meetings at which papers are read, lectures delivered and discussions held on topics of general interest, and promises to contain a valuable collection of books and other appliances for study. It is also proposed to arrange for evening classes at which instruction shall be given in literary, scientific, or technical subjects. Through the Governor's good offices, a small Government building is placed at the disposal of the Institute. This building has now been enlarged and improved by means of subscriptions from members and ample donations from the Governor and from the heads of the principal mercantile establishments to whom the Governor, on behalf of the Institute, appealed for assistance. The Institute also received a grant of £100 from the public funds last year, and is receiving a similar grant in the current year, to assist it in the founding of a library. There is no doubt that this institution is calculated to exercise an important influence on the education and civilisation of the country. To aid in its development the schoolmaster must sow the seeds of knowledge and intelligence in the youth at school. But, on the other hand, it must not be forgotten that the sound condition

of popular instruction is the effect of the culture of certain classes of society, and this culture it is expected that 'The Lagos Institute' will gradually foster and diffuse in the Lagos community. The management is vested in a strong and influential committee, and the Governor, in addition to the many valuable services already rendered as the author of its being, has given the Institute a name and position by acting during the past year as its first President and by now consenting to be its Patron." ]

### III. CONCLUSION: FUTURE OF NATIVE EDUCATION.

With an estimated population of 3,000,000 in Yoruba, the number of children fit for school education cannot be less than 800,000. According to the most recent statistics, the number actually attending the missionary schools is only 2,000, that is, only one child attends school out of one hundred and fifty children of school age. Lack of means on the part of the missionaries, and the general social condition of the country in the past, must in a large measure account for this educational destitution. But now that all the Yoruba Chiefs have accepted the British Protectorate, and the country is no longer distracted by inter-tribal wars, the few missionary schools in the interior should only serve as a means of attracting the attention of the Government to what must soon become a plain duty. The railway which is recently inaugurated will open new markets, and the roads which are being constructed in all directions will tend to increase the facilities of communication with Lagos. It is therefore a most urgent question how to prepare the people for the new condition of things which these changes imply. The masses will require elementary training, both moral and intellectual, and some measure of agricultural training in order to fully develop the agricultural wealth for which the country possesses such natural advantages. To this end the establishment of agricultural schools is not only one means, it is far the greatest means. Existing missionary and Mohammedan village schools might be made the basis of a scheme for these native agricultural schools, where the "literary" instruction should include reading and writing in the vernacular and English, and arithmetic as far as the money rules, together with practical moral and religious training and instruction in the simplest sanitary rules. It is unlikely that English will ever generally supplant the every-day speech of the people. But for a more advanced education ability to read English with ease will, of course, be necessary, and provision should be made for a course of instruction in English for the few who will rise above the average, and are destined to be the future leaders of their people. The point to be steadily kept in view is that the education should not be diverted into unnatural channels, but that it should keep in touch with the development actually proceeding in the country. At the same time, the endeavour should

not be to perpetuate a labouring class, or to make of the native merely a better machine ; it should rather be to make him a better or a nobler man.

HENRY CABR,

Inspector of Schools.

Education Office, Lagos,

April, 1901.

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APPENDIX A.

THE EDUCATION ORDINANCE, 1887.

An Ordinance to Consolidate and Amend the Laws relating to the Title. Promotion of Education.

30th May, 1887. Date.

No. 3, 1887.

Whereas it is expedient to consolidate and amend the laws relating to the promotion of education ;

Be it enacted by the Governor of the Colony of Lagos, with the advice and consent of the Legislative Council thereof, as follows :

1. From and after the commencement of this Ordinance "The Education Ordinance, 1882," and all Rules thereunder made, "The Education Ordinance, 1882, Amendment Ordinance, 1882," and "The Education Ordinance Amendment Ordinance, 1883," shall no longer be of any force in the Colony of Lagos, and, as regards any effect to be given to them, or to any of their respective provisions, in the said Colony, the same shall be and are hereby repealed.

Repeal of Gold Coast Ordinances Nos. 4 and 9 of 1882 and No. 4 of 1883; and of Rules under No. 4 of 1882.

2. In this Ordinance, except where and in so far as something in the subject or the context requires some different connotation or meaning :

- "The Governor" includes every person for the time being administering the Government of the Colony ;
"The Inspector of Schools," or "the Inspector," means the Inspector of Schools appointed under this Ordinance ;
"Sub-inspector of Schools," or "Sub-inspector," means Sub-inspector of Schools appointed under this Ordinance ;
"The Board" means the Board of Education established by this Ordinance ;
"Board Rules" means rules, made under this Ordinance, for the time being in force ;
"Managers" includes trustees and governing body, whether consisting of several individuals or of only one, and their respective representatives under the Board Rules ;
"School" means private school, that is to say, school which is not under the entire control of the Government, in the Colony ;
"Assisted school" means school assisted under this Ordinance and the Board Rules ;
"Infant school" means school, or department of a school, at or in which the highest standard of education is not so high as is requisite for the lowest standard of examination fixed for primary schools by the Board Rules ;
"Primary school" means school, or department of a school, at or in which the standard of education of the highest class is higher than is requisite for the highest standard of examination fixed for infant schools by the Board Rules and not higher than is requisite for the highest standard of examination fixed for primary schools by the Board Rules ;
"Secondary school" means school, or department of a school, at or in which the standard of education of the highest class is higher than is requisite for the highest standard of examination fixed for primary schools by the Board Rules ;

Interpretation of terms.

- “Industrial school” means school at which, either all the pupils, or a proportion of them fixed by the Board Rules, devote not less than ten hours a week to manual labour, that is to say, to some handicraft, manufacturing process or agricultural work, or, in the case of females, to domestic economy, on a plan approved by the Board; and
- “Training institution” means college, school or institution in the Colony, not being a college, school or institution under the entire control of the Government, at which teachers are specially trained.
3. It shall be lawful for Her Majesty to appoint an Inspector of Schools for the Colony, and also a Sub-inspector of Schools for the Colony, and such other educational officers as may be requisite for the purposes of this Ordinance and the Board Rules, or for any of them respectively; and likewise to remove any such officer, and to fill, by either promotion or fresh appointment, any vacancy that may occur in the office of any such officer through death, incapacity, removal, absence or other cause.
4. There shall be paid, out of the public funds of the Colony, to the educational officers appointed under this Ordinance, such salaries as the Legislative Council shall from time to time by resolution determine, subject to disallowance by Her Majesty.
5. There shall be a Board of Education for the Colony, which Board shall consist of the Governor, the Members of the Legislative Council, the Inspector of Schools and such other person or persons, not exceeding four in number, as the Governor shall nominate in that behalf. Every nomination of a member of the Board by the Governor shall be for a period of not more than three years.
6. The Board shall meet as often as the Governor shall think fit to convene it. The Governor, or, in his absence, such other member of the Board as he shall appoint in writing, shall be president of the Board. The president and four members of the Board, two of whom shall be Members of the Legislative Council, shall form a quorum. When the opinions of the members of the Board present at a meeting are equally divided, the president, in addition to his vote as a member, shall have a casting vote. The Sub-inspector of Schools shall act as Secretary to the Board.
7. It shall be lawful for the Board from time to time to employ fit and proper persons to perform, temporarily or occasionally, the duties of educational officers appointed under this Ordinance.
8. There shall be paid to persons so employed by the Board such remuneration, from the public funds of the Colony, as the Legislative Council shall in each instance by resolution determine, subject to disallowance by Her Majesty.
9. It shall be lawful for the Legislative Council to grant annually for educational purposes, from the public funds of the Colony, such sum as it shall deem expedient; and the Colonial Treasurer shall in every year, out of the public funds of the Colony, place at the disposal of the Board the amount granted by the Legislative Council for such purposes.
- Payments of salaries under Section 4, and of remuneration under Section 8, of this Ordinance shall not be deemed to be educational purposes within the meaning of this section.
10. Subject to the provisions of this Ordinance and of the Board Rules, it shall be lawful for the Board, with and out of the moneys so placed at Grant: 1. to assist private schools and training institutions, and, secondly, to institute scholarships for the purposes mentioned in the 21st Section of this Ordinance.
- Appoint-  
ment, &c., of  
Education  
Officers.
- Salaries of  
Educational  
Officers.
- Constitution  
of Board of  
Education.
- Meetings of  
Board.  
President.  
Quorum.  
President's  
casting vote.  
Secretary to  
Board.
- Power to  
Board to  
employ  
occasional  
Deputy  
Education  
Officers.
- Remunera-  
tion of such  
Deputies.
- Annual  
Grant for  
Educational  
purposes.
- Power to  
Board, out of  
it shall be lawful  
Grant: 1. to  
assist Private  
Schools and  
Training  
Institutions;  
and 2. to  
establish  
Scholarships.

11. The Board may, subject to the provisions of this Ordinance, from time to time make, alter and revoke rules for regulating applications for, and the allowance of, grants in aid of schools; for fixing the rates of such grants; with regard to the payment, and the application, of such grants; with regard to the examination of schools to be assisted under this Ordinance and the Board Rules, and of persons to be employed as teachers at such schools; with regard to granting certificates of competency to such persons; with regard to the books in the nature of records, including account-books, to be kept at assisted schools, and the statistics including accounts, to be furnished to it by the managers and teachers of such schools; with regard to grants in aid of training institutions; with regard to the duties of educational officers appointed under this Ordinance; and, generally, not only as is in this Ordinance expressly provided, but all such other rules as it shall deem necessary for giving effect to the provisions of this Ordinance.

Power to Board to make Rules.

Such rules, on being approved by the Governor, and on publication, shall have the same effect as if they were contained in this Ordinance.

12. No assistance shall be given to any school, under this Ordinance or the Board Rules, in respect of any attainment, or attendance at school, of any child under the age of four years.

As to infant under four.

13. No grant shall be made, under this Ordinance or the Board Rules, in aid of any school, except under the following conditions:—

Conditions of assistance to Private Schools.

- (1) That the property and management of the school be vested in managers having power to appoint and dismiss the teachers and responsible for payment of the teachers' salaries and of all other expenses of the school;
- (2) That the requirements of the Board Rules with regard to teachers being certificated be satisfied in the case of the school;
- (3) That at the last preceding examination of schools held under the Board Rules the school have attained the requisite percentage of proficiency; and
- (4) That the school, by its rules, be at all times open for inspection by the Inspector, the Sub-Inspector or any member of the Board; And in the case of primary schools, except under the following further conditions:—
- (5) That the school be open to children without distinction of religion or race;
- (6) That the reading and writing of the English language, arithmetic and, in the case of females, plain needlework, be taught at the school, and that English grammar, English history, and geography, if taught at all, be taught as class subjects; and
- (7) That, by the rules of the school, no child receive any religious instruction to which the parent or guardian of such child objects, or be present when such instruction is given, at the school.

Additional conditions in the case of Primary Schools.

14. The Board may, in its discretion, refuse to make a grant, or make a less grant than, but for this section, the Board Rules would require, or withhold, either altogether, or for a time, the whole, or any part of, any grant already made to any school:

Discretion to Board to refuse &c. to assist Schools in certain cases

- (1) Where the Board considers the establishment and existence of the school superfluous by reason of the existence of another school in its vicinity; or
- (2) Where the school yields a profit to its proprietor, or is able to support itself; or
- (3) Where the Board has reason to believe that the school-fees have been reduced in consequence of the prospect of Government assistance; or

- (4) Where the managers have not properly maintained the school buildings in a good state of repair, or in good sanitary condition, to the satisfaction of the Board, or have not duly paid any of the expenses of the school ; or
- (5) Where the managers have failed to comply with any of the requirements of the Board Rules ; or
- (6) Where a manager or teacher of the school has falsified any record required by the Board Rules to be kept at the school, or any return or information required by the Board Rules to be furnished by the managers or teachers of the school ; or
- (7) Where the Board has reason to apprehend that money granted in aid of the school will be misapplied or not properly applied.
- Power to Board to differentiate rates of Grants in aid of Schools.**
15. It shall be lawful for the Board to fix different rates of grants for infant schools, primary schools, secondary schools and industrial schools respectively, and also in respect of different degrees of excellence in schools, and in respect of different subjects of instruction.
- Liability of Managers of assisted Schools to re-fund Grant-moneys in certain cases.**
16. The managers of every assisted school shall be liable to refund to the Board all moneys paid to them in respect of any grant made, under this Ordinance or the Board Rules, in aid of the school :—
- (1) Where, by reason of any of the conditions expressed in Section 13 of this Ordinance not having been fulfilled in the case of the school, such grant should not have been made ; or
- (2) Where any manager or teacher of the school shall have wilfully and knowingly made any false representation, written or oral, for the purpose of inducing the making of such grant ; or
- (3) Where such moneys, or any part thereof, shall have been misapplied ; or
- (4) Where the requirements of the Board Rules with reference to, either the books to be kept at assisted schools, or the statistics to be furnished by the managers or teachers of such schools, shall not have been satisfied in relation to such grant.
- Power to Board to forfeit Teachers' Certificates.**
17. If any person certificated by the Board as a teacher shall be convicted of crime, or be found guilty by the Board of disreputable or immoral conduct, or of having wilfully and knowingly falsified any school record or return, or uttered to the Board, or made, any false declaration or statement, written or oral, with reference to the fulfilment, in the case of any school, of any of the conditions expressed in Section 13 of this Ordinance, the Board may declare any certificate granted by it to such person to be forfeited ; and thereupon such certificate shall be void to all intents and purposes.
- Assisted Schools to receive pauper and alien children.**
18. Every assisted school shall be bound to receive pauper or alien children, assigned to it by the Governor, in such numbers and upon such terms as may be fixed by the Board.
- Application of Ordinance to Government Schools.**
19. It shall be lawful for the Governor in Council to declare that all or any of the provisions of this Ordinance and of the Board Rules respectively shall apply to all or any Government schools, that is to say, schools under the entire control of the Government, in the Colony ; and every Government school comprised in any such declaration shall, as from any date specified in that behalf in such declaration, be subject to the provisions comprised in such declaration, in the same manner as if such Government school were a private school.
- Assistance to Training Institutions.**
20. The Board may make a grant in aid of any training institution, in respect of every teacher trained at such institution who shall have received at least two years' instruction thereat, and who, having obtained from the Board a certificate of general competency as a teacher, shall have



actually taught for not less than two years at either an assisted school or a Government school in the Colony.

21. The Board may, if it shall think fit, grant scholarships to children who shall have attended primary schools in the Colony, to enable such children to attend secondary schools, whether in the Colony or elsewhere; to natives of the Colony who shall have attended either primary or secondary schools in the Colony, to enable them to receive, whether in the Colony or elsewhere, a course of technical instruction with a view to the development of the natural resources of the Colony; and, moreover, to such persons and for such purposes as it shall by a vote of not less than three-fourths of its members from time to time determine; and it may make rules and conditions with regard to the granting and the holding of such scholarships.

Establishment of Scholarships.

22. The Board may sue and be sued in the name of the Queen's Advocate or of any person whom the Governor shall have nominated in that behalf in writing.

Procedure.

23. The Colonial Secretary shall once in every year lay before the Legislative Council a report of all grants made by the Board during the previous year.

Report of Grants made by Board to be laid before Legislative Council.

24. Nothing in this Ordinance contained shall be construed to deprive the Governor from establishing or maintaining schools which shall be under the entire control of the Government.

Saving of rights of Governor.

25. This Ordinance may be cited for all purposes as "The Education Ordinance, 1887."

Short title.

26. This Ordinance shall not come into operation, unless and until the Governor shall notify by proclamation that it is Her Majesty's pleasure not to disallow the same; and, subject as aforesaid, it shall come into operation on the 1st day of July, 1887, or so soon after that day as such proclamation as aforesaid shall be made.

Commencement of Ordinance.

Passed in the Legislative Council this 30th day of May in the year of Our Lord one thousand, eight hundred and eighty-seven.

APPENDIX B.

THE AMENDED AND CONSOLIDATED EDUCATION RULES, 1891.

I. INTERPRETATION.

1. In these Rules, except where and in so far as something in the subject or the context requires some different connotation or denotation:

Meanings of terms.

"The Ordinance" means the Education Ordinance, 1887; The terms "the Governor," "Sub-inspector of Schools," "Sub-inspector," "the Board," "Board Rules," "managers," "school," "assisted school," "infant school," "primary school," "secondary school" and "training institution" have the same respective connotations and denotations as in the Ordinance;

The "Inspector of Schools" or "the Inspector" means the Inspector of Schools appointed under the Ordinance and includes his substitute under No. 50 of these Rules ;

"Industrial school" means school at which not less than twenty-five per cent. of the pupils devote at least ten hours a week to manual labour, as defined in Section 2 of the Ordinance ;

"Standard" means standard comprised in Schedule A to these Rules ;\*

"Stage" means stage comprised in Schedule B to these Rules ;

"School-year" means period from the first day of October in any year to the 30th day of September in the following year, both days being included ;

"Attendance" means attendance at school of a pupil, in the case of infant schools during not less than an hour and a half in either a morning or an afternoon, and in all other cases during not less than two hours in either a morning or an afternoon ;

"Average attendance" means the number found by dividing the number of openings, admitting of attendances, of a school during a school-year into the number of attendances at the school during the same school-year ;

Words importing the masculine gender apply to females as well as males ;

Words importing the singular number apply to several persons as well as one person and to several matters as well as one matter ; and

Words importing the plural number apply to one person or matter as well as to more than one.

## II. EXAMINATIONS OF SCHOOLS TO BE ASSISTED UNDER THE ORDINANCE.

**Schools to be examined annually.** 2. The Inspector of Schools shall annually hold an examination of schools with a view to schools being assisted under the Ordinance and the Board Rules.

**Subjects.** 3. At every such examination every pupil of any school under instruction in any Standard who shall be presented for examination in such Standard

*Schedule A.* shall be examined in such Standard ; the Standards of examination for infant schools shall be Standards I. and II., which may be called Sub-standards, and for primary schools, exclusively of any infant schools forming part of them, Standards III. to IX., inclusively, which may be called Primary

*Schedule B.* Standards ; every pupil of a secondary school under instruction in any Stage who shall be presented for examination in such Stage shall be examined in such Stage ; pupils of industrial schools under instruction in industrial subjects may be subjected to such tests in such subjects as the Inspector shall think fit ; and pupils of any school may be examined in elementary free-hand drawing ; provided that :

(1) No pupil shall be examined in any Standard or Stage in which such pupil shall already have passed at any examination of schools held under the Board Rules, or in any lower Standard or Stage ; and

(2) No pupil of a secondary school shall be examined in any lower Standard than No. VII.

**Books.** 4. Except in so far as the Board Rules may prescribe the use of particular books, the Inspector shall not be restricted, in examining any school under the Board Rules, to the use of books ordinarily used in the school, but may use any other books of approximately equal difficulty.

5. Hours . . . . .  
6. Notice . . . . .  
7. Presentee Lists . . . . .

\* For the Standards see above, pages 44-46.

8. The Inspector may, in the case of infant schools, and shall in all other cases, apply a scale of marks to the work of every candidate examined at any examination of schools held under the Board Rules, in each subject in which such candidate shall have been examined thereat; and one-half of the number of marks obtainable for such subject shall be sufficient, and less than one-half of such number shall be insufficient, for a pass in such subject; provided that:

Marks and passes.

- (1) No marks shall be given to, nor shall any pass be obtained by, any candidate for or in any work done by such candidate, at any such examination, in any Standard or Stage in which such candidate shall already have passed at any such examination, or in any lower Standard or Stage;
- (2) No pupil of a school examined, at any such examination, in any Standard shall be deemed for any purpose whatsoever to have obtained a pass, at such examination, either in such Standard, or in any of the subjects of reading, writing, arithmetic, grammar, history, geography, and plain needle-work, unless at such examination such pupil shall have become proficient, that is to say, have obtained at the least half-marks in two of the three subjects of reading, writing and arithmetic, of which reading shall be one;
- (3) No pupil of a school, examined at any such examination, shall receive any marks for, or be deemed to have obtained a pass in, needle-work, unless at such school needle-work be a compulsory subject for all female pupils above the age of seven;
- (4) No marks shall be given to, nor any pass obtained by, any pupil of a secondary school for any work done by such pupil, at any such examination, in any lower Standard than No. VII.;
- (5) No marks shall be given to, or pass obtained by, any pupil of a school not being a secondary school for any work done by such pupil, at any such examination, in any of the Stages; and
- (6) The Inspector may leave out of account any examination-work done, at any such examination, at any opening of any school by any candidate who shall have arrived late at such opening.

9. Report.

III. EXAMINATIONS FOR TEACHERS' CERTIFICATES.

10. The Inspector of Schools shall in every year hold at the least one examination of candidates for teachers' certificates.

Examinations for teachers' certificates to be held. Standards. Schedule E. Notice of candidature.

11. The standards of examination for teachers' certificates shall be those comprised in Schedule E to these Rules.

12. Candidates for teachers' certificates shall give to the Inspector not less than seven days' notice of their candidature.

IV. THE GRANTING OF TEACHERS' CERTIFICATES.

13. The Board may refuse to award a teachers' certificate in any case in which it is not satisfied that the applicant is a person of good character.

Discretion to Board to refuse certificates. Certificates obtainable by examination.

14. Subject to the last preceding rule, every person who shall have passed a successful examination in the first of the standards comprised in Schedule E to these Rules shall be entitled to receive from the Board a first-class teacher's certificate, every person who shall have passed a successful examination in the second of those standards shall be entitled to receive from the Board a second-class teacher's certificate, every person who shall have passed a successful examination in the third of those standards shall be entitled to receive from the Board a third-class teacher's certificate, and every person who shall have passed a successful examination in the fourth of those standards shall be entitled to receive from the Board a fourth-class teacher's certificate.

- Honorary certificates. 15. The Board may grant honorary teachers' certificates to fit and competent persons educated elsewhere than in the Colony.
- Special honorary certificates. 16. The Board may grant special honorary teachers' certificates to persons holding from the Board first-class teachers' certificates whom the Inspector shall certify to have conducted, or taught at, either an assisted school, or a Government school, in the Colony, with credit and success for two years at the least.
17. Forms of certificates.
- Forfeiture of certificates. 18. In case of serious misconduct on the part of any person to whom the Board shall have granted a teacher's certificate, the Board may by resolution declare such person to have forfeited such certificate : and thereupon such certificate shall be null and void to all intents and purposes.

#### V. APPLICATIONS FOR GRANTS IN AID OF SCHOOLS.

19. Applications for Grants in Aid of schools : when to be made ; . . . . .
20. To be accompanied by declaration and accounts . . . . .
21. Forms. . . . .

#### VI. ALLOWANCE OF GRANTS IN AID OF SCHOOLS.

- Allowance of grants in aid of schools, subject to what conditions. 22. Before any grant shall be made under the Ordinance and Board Rules, in aid of any school, it shall be necessary :
- (1) That the Board be satisfied that the conditions required in the case of the school by Section 13 of the Ordinance are fulfilled in the case of the school ;
  - (2) That every teacher of the school have held from the Board at the time of the last preceding examination of schools held under the Board Rules a teacher's certificate, and have been certified by the Inspector as competent to perform the duties actually performed by him in the school ; and
  - (3) That at the last preceding examination of schools held under the Board Rules not less than seventy per cent. of the pupils of the school under instruction in any of the Standards were presented for examination in such respective Standards, and not more than forty per cent. of such presentees failed to satisfy the examiner in the subjects of reading and either writing or arithmetic ;
- Provided that, where the Board shall expressly so resolve, a teacher may be deemed to be sufficiently certificated for the purposes of this Rule, if :
- (a) His having been uncertificated at the time of the last preceding examination of schools held under the Board Rules was not due to want of diligence on his part, and
  - (b) He shall have obtained from the Board a teacher's certificate not later than fourteen days after the conclusion of such examination, and
  - (c) He shall have been certified by the Inspector as competent to perform the duties actually performed by him in the school.

#### VII. RATES OF GRANTS IN AID OF SCHOOLS.

- Grants to be made annually in aid of schools. 23. Subject to the provisions of the Ordinance and Board Rules, the Board shall annually make grants in aid of schools.
- Rates of such grants. 24. The rates of such grants shall be those specified in Nos. 25 to 34, inclusively, of these Rules : provided that it shall not be obligatory upon the Board to make any grant under any but Nos. 25, 28 and 29 of these Rules.

25. The Board shall :
- (a) For every pass in any of the subjects of reading, writing, arithmetic, grammar, history, geography and plain needle work, obtained, at an examination of schools held under the Board Rules, in any of the Standards, by a proficient, not being a pupil of a secondary school ; and
- (b) In respect of each proficient, being a pupil of a secondary school, at any such examination, in any of the three highest Standards—grant the sum of two shillings in aid of the school of such proficient.
26. The Board may, for every pass in any of the Stages, obtained by a pupil of a secondary school at any such examination as aforesaid, grant, in aid of the school of the successful candidate, any sum not exceeding :
- (a) Four shillings, where the pass shall have been marked by the Inspector as fair ;
- (b) Five shillings, where the pass shall have been marked by the Inspector as good ; or
- (c) Six shillings, where the pass shall have been marked by the Inspector as excellent ;
- Provided that no grant shall be made in respect of :
- (1) Any work done in any of the Stages by any pupil who shall not have become proficient in the seventh or a higher Standard ;
- (2) Any pass in trigonometry obtained by any pupil who shall not already have passed in the fourth Stage of geometry ;
- (3) More than four passes in the Stages obtained at one and the same examination by any pupil who shall not have become proficient in, at the lowest, the eighth Standard ;
- (4) More than six passes in the Stages obtained at one and the same examination by any pupil who shall not have become proficient in the ninth Standard ; or
- (5) More than eight passes in the Stages obtained by any pupil at one and the same examination.
27. The Board may, for every pass, at any such examination as aforesaid, in elementary free-hand drawing, grant the sum of one shilling in aid of the school of the successful candidate.
28. The Board shall annually make, in aid of every school of which the Inspector shall have reported the organization and discipline as good, a grant of one shilling a head on the average attendance at the school.
29. Where the organization and discipline of any school shall have been reported by the Inspector to be good, the Board shall make in aid of such school :
- (a) If, at such an examination as aforesaid, sixty per cent. of the pupils of the school presented for examination in the Standards shall have passed, that is to say, have become proficient, in their respective Standards, a grant at the rate of sixpence for each such pass ;
- (b) If seventy per cent. shall have passed, a grant at the rate of one shilling for each such pass ;
- (c) If eighty per cent. shall have passed, a grant at the rate of one shilling and sixpence for each such pass ; and
- (d) If ninety per cent. shall have passed, a grant at the rate of two shillings for each such pass.
30. The Board may annually make, in aid of any school a grant, not exceeding two shillings a head, upon the average attendance.
31. In the case of infant schools, the Board may annually, in lieu of making any grant under any of the preceding Rules, grant four shillings a head upon the average attendance in aid of every school reported as fair by
- Grants for passes in the Standards.
- Grants for passes in the Stages.
- Grants for passes in elementary free-hand drawing.
- Grants for organization and discipline.
- Grants for general excellence.
- Grants for average attendance.
- Substitutional grants in the case of infant schools.

the Inspector, five shillings a head upon the average attendance in aid of every school reported as good by the Inspector, and six shillings a head upon the average attendance in aid of every school reported as excellent by the Inspector ; provided that this Rule, when applied, shall be applied to all infant schools.

**Additional grants in the case of industrial Schools.** 32. The Board may annually make, in aid of any industrial school, in addition to other grants, a grant of any sum not exceeding twenty-five shillings in respect of each pupil receiving industrial instruction (that is to say, devoting at the least ten hours a week to manual labour as defined in Section 2 of the Ordinance) at the school.

**Prizes for needle-work.** 33. The Board may annually award, under such conditions as it shall determine by resolution, sums not exceeding in the whole £10 as special rewards to individual pupils for proficiency in needlework.

**Special grant to premier school.** 34. The Board may annually make a special grant of any sum not exceeding £20 to the school at which it shall consider that the most thorough and practical work is done.

**Extra-ordinary grants in respect of school buildings and gear.** 35. In the case of newly-established schools, the Board may grant in aid of any school a sum not exceeding one-eighth of the cost of the buildings, furniture, books and apparatus of the school, upon the amount of such cost being proved by the managers of the school, by means of vouchers or otherwise, to the satisfaction of the Board, or, if the school be established in a town, village or place where a school was wanted, but none existed, then, either such sum as aforesaid, or any sum not exceeding £25 and not exceeding such amount as aforesaid proved in manner aforesaid ; provided that more than one-eighth of the amount of such cost as aforesaid shall not be granted in aid of any school at which the attendance shall have averaged less than thirty during the previous quarter, nor in aid of more than two schools in any one year. In the case of other schools, the Board may grant in aid of any school a sum not exceeding one-fourth of the amount shown by the managers, by means of vouchers or otherwise, to the satisfaction of the Board, to have been expended during the preceding school-year upon the increase, improvement and maintenance of the buildings, furniture, books, and apparatus of the school, or upon any of those objects.

#### VIII. RECORDS TO BE KEPT AT ASSISTED SCHOOLS.

36, 37, 38. . . . .

#### IX. STATISTICS TO BE FURNISHED BY MANAGERS OF ASSISTED SCHOOLS.

39. . . . .

#### X. GRANTS IN AID OF TRAINING INSTITUTIONS.

**Grants in aid of training institutions.** 40. The Board may grant a sum not exceeding £30 to every training institution in respect of each teacher trained at such institution who shall have received at the least two years' instruction thereat and shall hold from the Board a special honorary teacher's certificate.

#### XI. REDUCTION OF GRANTS-IN-AID MADE BY THE BOARD.

41. . . . .

#### XII. PAYMENT OF GRANTS-IN-AID MADE BY THE BOARD.

42. . . . .

**XIII. APPLICATION OF GRANTS-IN-AID MADE BY THE BOARD.**

43. All moneys paid to the managers of any school or training institution in respect of any grant-in-aid made by the Board shall be applied in such manner as the Board may direct; and, in the absence of any direction by the Board, and so far as shall be consistent with any direction of the Board, one-half, at the least, of such moneys shall be applied to increasing the remuneration of the teachers of the school or training institution.

Application of grant-moneys.

**XIV. SCHOLARSHIPS.**

44. The Board of Education may grant to any child of good character and conduct who shall have attended a primary school in the Colony for two years at the least, and who shall have passed a satisfactory examination in Standards V., VI. and VII., a scholarship of £10 a year to enable such child to attend a secondary school or secondary schools; provided that no such scholarship shall be granted for any longer period than four years, and that the amount to be payable in respect of such scholarships shall not, in any one year, exceed £50; provided also that the Board shall not award scholarships to children of well-to-do persons.

Scholarships may be granted to enable children to attend secondary schools.

45. Whenever the number of eligible candidates for such scholarships shall exceed the number of scholarships to be granted, the claims of such candidates shall be decided by examination.

Competition for such scholarships.

46. Every such scholarship shall be tenable only so long as the holder thereof shall attend a secondary school and remain of good behaviour; and the Board may at any time withdraw, or suspend, any such scholarship, without assigning any reason for so doing.

Determination of such scholarships.

47. The granting of any scholarship for any purpose other than that of enabling children to attend secondary schools, and all particulars and conditions thereof, shall in every instance depend upon the special circumstances of the case.

Scholarships for other purposes.

**XV. DUTIES OF EDUCATION OFFICERS APPOINTED UNDER THE ORDINANCE.**

48. The Inspector of Schools shall report to the Board in writing all matters which it shall be expedient for the Board to know in order that it may give full effect to the Ordinance and Board Rules.

The Inspector of Schools to furnish reports to the Board.

49. Subject to the Ordinance and the Board Rules, the Inspector shall at all times act in accordance with any special directions that he may have received from the Board.

General duties of the Inspector.

50. The Board may appoint any fit and competent person to do, perform and exercise respectively any of the duties, functions and powers of the Inspector under the Board Rules; provided that no special honorary teacher's certificate shall be granted, except upon the certificate of the Inspector himself.

Representation of the Inspector.

51. All other educational officers and their substitutes shall act under the directions of the Board, and, subject to any such directions, or in the absence of such directions, under the directions of the Inspector of Schools.

Duties of other education officers.

**XVI. MISCELLANEOUS.**

52. Every examination held under the Board Rules shall be conducted in the English language; provided that pupils of a school presented for examination in either of the Sub-standards shall be examined through the medium of Yoruba, instead of English, if the managers of the school shall so elect;

Language of examinations.

provided also that candidates for examination in any of the four lowest Primary Standards may, with the consent of the Board, and within the limits of such consent, be likewise examined through the medium of Yoruba, instead of English.

53. Duty of managers to furnish information generally. . . . .
54. And evidence, . . . . .
55. And to submit their accounts to audit, if required. . . . .
56. Representation of managers. . . . .
57. Incorporation of the schedules. . . . .
58. Repeal. . . . .

Short title. 59. These Rules may be cited for all purposes as "The Amended and Consolidated Education Rules, 1891."

Passed by the Board of Education at Government House,  
Lagos, on the 2nd day of April, 1891.

SCHEDULE A. THE STANDARDS. *See above, pages 44-46.*

SCHEDULE B.

THE STAGES.

BRITISH HISTORY AND GEOGRAPHY.

*First Stage.*

Elementary outlines of the history and geography of the British Empire.

*Second Stage.*

Outlines of the history and geography of the British Empire.

*Third Stage.*

History and geography of the British Empire.

ENGLISH LITERATURE AND PHILOLOGY.

*First Stage.*

To recite 100 lines from some standard poet and explain the words and allusions. To know the method of forming English adjectives and verbs from each other.

*Second Stage.*

To recite\* 150 lines from Shakespeare, Milton or some other standard author and explain the words and allusions. To know the meaning and use of Latin prefixes in the formation of English words.

*Third Stage.*

To recite\* 200 lines from Shakespeare, Milton or some other standard author and explain the words and allusions. To know prefixes and terminations generally.

ESSAY-WRITING.

*First Stage.*

To write intelligently an original anecdote or narrative occupying from ten to fifteen lines of foolscap paper.

\* The recitation may not include any matter presented by the candidate in a previous stage.



*Second Stage.*

To write grammatically, and, if required, in the form of a letter, a few simple observations on some subject of common experience.

*Third Stage.*

To write a theme with perspicuity and so as to show a fair notion of composition.

LATIN.

*First Stage.*

Grammar to the end of the regular verbs. Simple exercises in translation.

*Second Stage.*

The irregular verbs and first rules of syntax. Knowledge of *Delectus* or other first reading-book. Translation of simple sentences, of three or four words, from English into Latin.

*Third Stage.*

Grammar. Caesar *de Bello Gallico*, Book I.; Virgil's *Aeneid*, Book I.; or any portion, approximately equivalent to one of those books, of any author approved by the Inspector. Somewhat longer sentences to be translated from English into Latin.

GREEK.

*First Stage.*

Grammar to the end of pure uncontracted verbs. Simple exercises in translation.

*Second Stage.*

The irregular verbs and first rules of syntax. Knowledge of *Delectus* or other first reading-book.

*Third Stage.*

Grammar. Xenophon's *Anabasis*, Book I.; Homer's *Iliad*, Book I.; or any portion, approximately equivalent to one of those books, of any other author approved by the Inspector.

FRENCH.

*First Stage.*

Grammar to the end of the regular verbs. Simple exercises in translation from the French.

*Second Stage.*

Grammar. Translation of easy narrative sentences into English.

*Third Stage.*

Grammar. Knowledge of some easy French book approved by the Inspector. Translation of conversational sentences into French.

GERMAN.

*First Stage.*

Grammar to the end of the regular verbs. Simple exercises in translation from the German.

*Second Stage.*

Grammar. Translation of easy narrative sentences into English.

*Third Stage.*

Grammar. Knowledge of some easy German book approved by the Inspector. Translation of conversational sentences into German.

## ARABIC.

*First Stage.*

Reading from a first reader, with knowledge of the meaning of the words. Transcription of single words and short sentences. Elementary knowledge of grammar, exclusive of verbs.

*Second Stage.*

Grammar, exclusive of irregular verbs and syntax. Reading from a second reader. Translation of sentences of three or four words, Arabic into English and English into Arabic. Transcription of longer pieces, and writing of short sentences from dictation.

*Third Stage.*

Grammar, inclusive of irregular verbs and syntax. Reading from a third reader. Translation of longer sentences, Arabic into English and English into Arabic. Reading short and simple unvocalized passages. Copying out short stories. Writing longer sentences from dictation.

*Fourth Stage.*

Reading from any author. Translation of a few of Forbes' Miscellaneous Sentences and portions of his Fables of Tukuan and Historical Sketches. Reading local Arabic writing. Writing a short original letter in Arabic.

## ARITHMETIC.

*First Stage.*

Square root, cube root, involution and evolution.

*Second Stage.*

Stocks and shares. Logarithms and their application to compound interest. Annuities.

## ALGEBRA.

*First Stage.*

Notation, addition, subtraction, multiplication, division, G. C. M., L. C. M. and fractions.

*Second Stage.*

Simple equations involving one unknown quantity. Simple equations involving two unknown quantities. Easy quadratic equations.

*Third Stage.*

Equations solved like quadratics. Quadratic involving simultaneous equations. Involution. Evolution. Indices and surds.

*Fourth Stage.*

Ratio, proportion, variation and the progressions.

## GEOMETRY.

*First Stage.*

Euclid, Book I. to Proposition 26.

*Second Stage.*

Euclid, Books I. and II. Elements of Mensuration.

*Third Stage.*

Euclid, Books I., II. and III. More advanced Mensuration.

*Fourth Stage.*

Euclid, Books IV. and VI. and the definitions in Book V.

TRIGONOMETRY.

*First Stage.*

The different measurements of angles, and the ordinary relations of their trigonometrical ratios.

*Second Stage.*

The elementary formulæ connecting the trigonometrical ratios of two or more angles. The theory and application of logarithms.

*Third Stage.*

Solution of triangles, including the determination of their areas. The determination of heights and distances of inaccessible objects.

MECHANICS.

*First Stage.*

Bodies at rest (Statics). Definitions. Parallelogram of forces. Centre of gravity. Mechanical powers.

*Second Stage.*

Matter in motion (Dynamics). Definitions. Laws of motion. Parallelogram of velocities. Direct impact of two spheres.

*Third Stage.*

Fluids (Hydrostatics and Pneumatics). Definitions. Law of equilibrium of floating bodies. Hydrostatic press. Boyle's law. Air pump. Common pump. Barometer.

SOUND, LIGHT AND HEAT.

*First Stage.*

Propagation of sound. Elementary motions of vibrations and waves. Reflection of sound, echoes. Musical notes, simple instruments. Simple explanations of beats and modes.

*Second Stage.*

Sources and propagation of light. Intensity, shadows, and shadow photometer. Reflection, mirrors, refraction, lenses, elementary explanations of the microscope, camera obscura and magic lantern. Dispersion, prisms. The rainbow, reflecting and refracting telescopes.

*Third Stage.*

The three modes in which heat may be conveyed from place to place. Effects of heat on solids, liquids and gases. Expansion by heat. Elementary notions of specific heat. Heat produced by mechanical, chemical and vital action.

MAGNETISM AND ELECTRICITY.

*First Stage.*

Attraction, repulsion and polarity, as illustrated by the magnet. Terrestrial magnetism and the mariner's compass.

*Second Stage.*

Attraction of light bodies by rubbed sealing-wax and glass. Experimental proof that there are two forms of electricity. Attraction and repulsion. Gold-leaf electroscope. Construction of electrophorus, electrical machine and Leyden jar. Explanation of atmospherical electricity.

*Third Stage.*

Voltaic or chemical electricity. The voltaic battery and motions of a current.

## ANIMAL PHYSIOLOGY.

*First Stage.*

The build of the human body. Names and positions of the internal organs. The properties of muscle.

*Second Stage.*

The mechanism of the principal movements of the limbs and of the body as a whole. The organs and functions of alimentation, circulation and respiration.

*Third Stage.*

The general arrangement of the nervous system. The properties of nerve. Reflex action. Sensation. The organs and functions of touch, taste, smell, hearing and sight.

## BOTANY.

*First Stage.*

Characters of the root, stem, leaves and parts of the flower, illustrated by specimens of common flowering plants.

*Second Stage.*

Structure of wood, bark and pith. Cells and vessels. Food of plants, and manner in which a plant grows. Functions of the root, leaves and different parts of the flower.

*Third Stage.*

The comparison of a fern and a moss with a flowering plant. The formation of different kinds of fruits. The structure of a bean and of a grain of rice or corn. The phenomena of germination.

## CHEMISTRY.

*First Stage.*

Elementary and compound matter. Illustrations of combination and decomposition in such bodies as hydrochloric acid, water, oxide of mercury and rust of iron.

*Second Stage.*

Preparation and properties of the common gases, such as oxygen, hydrogen, nitrogen, and chlorine. The chemical character and constituents of pure air and pure water, and the nature of the impurities sometimes found in both.

*Third Stage.*

The properties of carbon and its chief inorganic compounds. Differences between metallic and non-metallic bodies. Combination by weight and volume. The use of symbols and chemical formulæ.

## TECHNICAL AGRICULTURE.

*First Stage.*

The principles influencing the supply of plant food in the soil, the necessity for cultivation, and the circumstances making tillage more or less effective.

*Second Stage.*

The principles regulating the more or less perfect supply of plant food. Manures as supplemental sources of plant food.

*Third Stage.*

The principles regulating the growth of crops, and the variations in their yield and quantity.

PHYSICAL GEOGRAPHY.

*First Stage.*

The nature of a river or stream, whence it is supplied, and what becomes of it. Evaporation and condensation. Rain, snow, hail, dew and mist. The atmosphere and its composition. Winds. An explanation of the terms "river-basin" and "water-shed."

*Second Stage.*

The ocean; its extent, divisions, depth, saltness and currents. Action of waves, sea beaches. The phenomena of the tides.

*Third Stage.*

Form and size of the earth and its motions. Day and night. The seasons of the year; how they depend upon the relative positions of the earth and sun. Moon's dimensions and distance. Explanation of her phases. General arrangement of planetary system.

AFRICAN MATTERS.

*First Stage.*

An acquaintance with the history and geography of the West Coast of Africa.

*Second Stage.*

An acquaintance with the history and geography of the interior lands of West Africa, and with the institutions, religions, traditions and customs of the various tribes.

*Third Stage.*

An acquaintance with the history and geography of Africa, particularly of Eastern and Equatorial Africa, and with the institutions, religions, traditions, and customs of the various tribes.

LOGIC.

*First Stage.*

Terms and their various kinds. The two-fold meaning of Terms—in Extension and Intention. Classification. Propositions and Conversions of Propositions. Rules of the Syllogism. Hypothetical Syllogisms. Fallacies in Deductive Reasoning.

*Second Stage.*

Inductive Reasoning. Observation and Experiment. Antecedents and Causes of Events. Methods of Agreement, Difference and Variation. Reasoning by Analogy. Fallacies in Inductive Reasoning.

SHORTHAND.

*First Stage.*

To show an acquaintance with the first fifty exercises of Pitman's Phonographic Teacher and to be able to read and write any piece with ease in the learner's style.

*Second Stage.*

To show an acquaintance with Pitman's Phonographic Teacher and to be able to read and write with tolerable ease any piece in the corresponding style.

*Third Stage.*

To be able to read any portion of "Self-Culture," to know "The Manual" and to be able to write from dictation in the reporting style.

**BOOK-KEEPING.***First Stage.*

Single entry.

*Second Stage.*

Double entry.

**FANCY NEEDLE-WORK.\****First Stage.*

Simple crotchet. Cross-stitch samplers. Outlining in crewels.

*Second Stage.*

Advanced crotchet. Crewel work. Wool work. Braiding. Knitting simple.

*Third Stage.*

Advanced kinds of all the matters included in Stage II. Embroidery of all kinds. Lace work. Knitting socks or stockings.

[SCHEDULES C-H not printed].

\* For female pupils only.

THE  
SYSTEM OF EDUCATION  
IN  
SIERRA LEONE.

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## THE SYSTEM OF EDUCATION IN SIERRA LEONE.

### I. INTRODUCTION.

Education in the Colony of Sierra Leone has been ever since the foundation of the Colony, not wholly, but to a very considerable extent, dependent upon the efforts of the religious bodies, notably the Church Missionary Society, that have laboured in the Colony and in places adjacent to it.

### II. EARLY HISTORY.

The Colony was founded in the year 1787 by a company called the Sierra Leone Company. Before that date the Portuguese had an establishment here among the aborigines for their trade in slaves, and the English a small one on Bance Island for a similar purpose.

The first colonists consisted of those black men who became outcasts in the streets of London after the indomitable and finally successful efforts of Mr. Granville Sharp with regard to the position of slaves brought by their masters from the West Indies to England. Granville Sharp's efforts were rewarded by the celebrated judgment of Lord Chief Justice Mansfield in 1772 that "the claim of slavery can never be supported. The power claimed never was in use here or acknowledged by the law." From which was established a legal principle that "as soon as any slave sets his foot on English ground he becomes free." It followed from this that the slaves who were then in England with their masters suddenly found themselves free; and as they were cast adrift their sufferings were great. About four hundred and seventy blacks of this class were eventually removed to Sierra Leone, and constituted the first settlers in the new Colony.

To this number there were subsequently added upwards of 1,100 Nova Scotians—Africans born in North America, who, during the War of Independence, had run away from their masters and taken side with the English, and were, after the war, taken over to Nova Scotia and there settled on lands granted to them. They were, however, not satisfied with the new conditions of things, and asked to be removed to Sierra Leone. They were landed here in 1793.

Another batch of five hundred and fifty persons was landed here in 1800, and settled at Granville Town.

On the abolition of the slave trade, slaves captured from time to time by British cruisers were put ashore and found a home at Sierra Leone. This was the main source from which the population of the Colony was supplied.

It is probable that the first efforts at education were made by the Nova Scotian Africans who were landed here in 1793. While First efforts.

they were in Nova Scotia these people spared no efforts for their mental improvement, parting with a portion of their earnings to put themselves to school. And when they were brought into the new Colony they found opportunity of putting to good use the education thus acquired by establishing classes for the instruction of their children and others in useful knowledge.

Efforts were made as early as 1795 by the Baptist Missionary Society. From 1797 to 1800 the Scottish and London Missionary Societies sent eight missionaries to the Colony and the neighbourhood, but from various causes the missions failed and were discontinued.

There was one Central School under the control of the Sierra Leone Company, which seems to have done fairly good work. Respecting this school and the nature of the work done by it, the Directors of the Company on the transfer of the Colony to the British Government in 1807 observed: "The Company have communicated the blessings flowing from a knowledge of letters and from Christian instruction to hundreds of negroes on the coast of Africa, and by a careful education in this country they have elevated the character of several of the African chiefs and directed their minds to objects of the very first importance to their country."

Acquiring a  
new lan-  
guage.

The great majority of the population consisted, as has been remarked above, of slaves emancipated by British cruisers. The avarice of the slave raiders fanned by the dealers in the trade had torn from their homes people of various tribes and languages whom British generosity now provided with a new home. They were a very mixed multitude, and had to acquire a common language as the medium of communication with one another and the rest of their fellow colonists. That language was the English. The children among those thus liberated had to be sent to school till they reached the age of twelve or fourteen years. The period of their stay in school thus depended on the age at which the child was accidentally brought into the Colony. But there was a regulation that the period of tuition was in no case to be less than one year.

It was unwisely arranged that these liberated children should be educated separately from the Colony-born children, and this did not fail to produce the inevitable result that it kept them from making that progress in the English language and in the habits of civilised life which they would have acquired by association with the others.

Work of Mis-  
sionary  
Societies.

The arrival of missionaries in connection with the two great Missionary Societies, the Church Missionary and the Wesleyan Missionary Society, in 1815 and 1816, gave a fillip to the work of education and christianisation that had been set on foot.

The Church Missionary Society commenced its labours on the Coast in 1804, but its early efforts were directed to the Rio Pongas till 1816, when they were withdrawn and centred in the Colony of Sierra Leone, "where such an obvious and promising field of usefulness presented itself."

So well did these societies do their work that in 1840, out of a population of 40,000, 6,000 children were attending the schools; or, if the number of those receiving weekly instruction only at the Sunday Schools be added, 8,000 children—one-fifth of the population—were being educated.

Condition of education in 1840.

At this period there were forty-two schools in the Colony, of which fourteen were Government Schools, six being attended exclusively by liberated African children and eight exclusively by colony-born ones; the remaining twenty-eight belonged to the Church and Wesleyan Missionary Societies.

The school hours then were from 9 a.m. till 2 p.m., the younger children being dismissed at 12 o'clock.

The schools were mostly mixed, the boys and girls being taught together in the morning in the rudiments of reading, writing and ciphering, and in "repeating catechisms, hymns and prayers, and singing psalms." In the afternoon the bigger boys and girls that continued at school were taught separately: the girls exclusively in needlework, while the boys were taught the higher rules of arithmetic chiefly, and in a few cases a little grammar and geography.

The school fees were in most cases a halfpenny a week; the few who continued in the afternoon paid one penny per week, and three halfpences for two or more when they were members of the same family.

The highest salaries paid to native teachers then were £25 and £12, the majority receiving the less amount.

The evils of the school system as pointed out by Mr. J. Miller, Inspector of Schools, in a Report submitted in 1841, were:

Defects of the school system pointed out by Mr. Miller, Inspector of Schools, in 1841.

1. The separation of the liberated African children from the Colony-born ones.

This was condemned as placing the liberated African children under a great disadvantage for acquiring a knowledge of the English language, and as promoting and inculcating ideas of caste; thus introducing those ideas which it was the aim of the founders of the Colony to remove.

2. The exclusively religious nature of the instruction imparted, the reading and writing done in the school being done wholly out of the Bible.

The Inspector of Schools thought that no opportunities should be omitted "to cultivate the reason, the observation, the imagination and the taste of our young pupils, by easy and interesting lessons from history, from the elements of science, and from English literature."

3. The third disadvantage pointed out was the difficulty of obtaining competent teachers, "a difficulty to be ascribed partly to the condition of the Colony, but very much to the small pecuniary remuneration to the teachers."

To remedy this evil "something positively requires to be done to form and raise a better class of instructors than are generally to be found in the Colony." For this purpose "only one plan can be suggested, that of a normal school; and it is now some time since a proposition was made in Council by Colonel Doherty, which has been referred by him to Her Majesty's Government, for establishing such a seminary in Freetown, under an European: a school, namely, for the training of colonial teachers." This was in 1841, sixty years ago!

Government  
Schools.

The six schools for liberated African children wholly cared for by the Government were two for boys, one at Gloucester containing 233 boys, one at Kent containing 212; the three girls' schools were one at Wellington of 78 girls, one at Hastings of 31, and one at York of 34; the sixth at Charlotte was a double school, containing 50 boys and 62 girls. The other eight Government schools for colony-born children, the teachers of which were paid by the Government, were located at Rokelle, Aberdeen, Lumley, Goderich, Hamilton, Dublin and Ricketts; there was also one near Freetown.

The Church Missionary Society was doing good work in the education of the liberated African children, but owing to the interference of the authorities on that account with some of their regulations they abandoned their work in that direction and confined their attention to the education of children born in the colony.

Expenditure  
of the Mis-  
sionary  
Societies in  
1840.

The "Chris-  
tian Institu-  
tion" at  
Fourah Bay.

The annual expenditure of the Church Missionary Society, in 1840, on churches and schools was £6,852 18s. 11d., and of the Wesleyan Society £1,483 0s. 5d.

About this time the Church Missionary Society established a school, the "Christian Institution," at Fourah Bay, "for training native schoolmasters," and it was under the care of Rev. E. Jones. But as the work in the schools was almost exclusively of a religious character, so the training of the masters was almost exclusively confined to the study of religious subjects.

The following statements of Dr. Madden, Her Majesty's Commissioner of Enquiry on the West Coast of Africa, with reference to some of the schools visited by him would give an idea of the standard of attainments reached by, at least, some of the schools. He visited a Church Missionary Society's school at Kissy Road, under the direction of Mr. and Mrs. Peyton (European missionaries), consisting of 254 boys and 149 girls. He stated that this school was certainly the most admirably conducted of any he had seen on the coast of Africa. He also visited a Wesleyan school in Zion Chapel, consisting of 230 girls, who were taught reading and needlework only. In the school in Bathurst Street, under the direction of a native teacher educated in England, "a man of superior attainments," he found a greater progress made in the education of the children than in any other school he had visited, "with the exception of Mr. Peyton's." "In reading, writing and geography the first class boys could hardly have been surpassed by those of any European school." The number of pupils here was 192.

In 1845 an important step in matters educational was made by the Church Missionary Society. This was the establishment of a grammar school, and an institution for the training of females exclusively. Establishment of a Grammar School, 1845.

It was the desire of the Society, no doubt, to free the character of the education generally imparted in the schools from the charge of being of a too exclusively religious character. For it was proposed to give in the grammar school a sound religious and general education to boys and youths who had received some previous training in the lower schools; and, as regarded native agency in connection with their work, it was to be a middle school between the lower or primary schools and the Christian Institution, subsequently called the Fourah Bay College. At this school most of the young men who eventually became schoolmasters in the colony received their education.

The educational condition of the Colony continued like this for a considerable time, the two Societies, the Church Missionary and the Wesleyan, doing the best they could in its aid. But it does not appear that much was done in the way of broadening the basis of the education imparted in the schools. For, in 1868, Mr. J. S. Laurie, Educational Commissioner sent out by the Duke of Buckingham and Chandos, then Secretary of State for the Colonies, to report on the state of education in Sierra Leone, remarked, after making exception of the upper sections of the schools, that "fair writing on slates, moderate reading in the Testament and passable spelling were the not remarkably rare achievements of the lower classes"; and from the returns made him of supply of books and apparatus, Bibles, Testaments and Catechisms constituted the principal items of such supplies. And even in 1870 Mr. T. H. Popplestone, Director of Public Instruction, reported that "the whole stock of class reading books in the great number of schools, especially those not connected with the Church of England, generally consisted of a few Bibles and Primers with two or three partially-defaced Reading sheets." Condition of Education in 1868.

Direct support of education by the Government had by this time been considerably diminished. The majority of the schools for liberated African children had been closed because the class of persons for whom they were intended were no longer forthcoming. Government schools for colony-born children were in 1868 to be found only in such hamlets as Macdonald, Kakanda, Campbell Town, Sussex, Russell, Ricketts, and John Obi, at each of which the Government expenses amounted to £12 per annum. Government Schools in 1868.

There was a Government school in Freetown which was reported by Mr. Laurie, in 1868, to be "above the average in regard to numbers and efficiency; but the premises are thoroughly bad."

A little before this the Government began to give an allowance to the Church Missionary Society for the education of the children of native chiefs. The amount spent in 1867 under this head was £138 6s. 8d. The total expenditure by the Government on account of education in that year was £726 19s. Education of children of Native Chiefs.

Report of  
Mr. J. S.  
Laurie, Edu-  
cation Com-  
missioner,  
1868.

Mr. Laurie was commissioned in 1868 to report on the condition of education in the Colony. He found ninety-five schools in existence! To arrive at this number, Mr. Laurie must have counted every possible collection of children, few or many, as a school. He remarked in his Report that the ordinary attendance at one was as high as 200, whilst in two cases he "found no more than eleven and five children respectively." Of course, these last are merely nominal schools, and a considerable portion of the ninety-five cannot be regarded in any other light. Further, he remarked that "the redundancy of schools is, in fact, most remarkable, and, when contrasted with the prevailing poverty of resources, can only be explained by the facility and cheapness with which they can be established and supported, and by the determination of every religious body, however small numerically, to have a school of its own for the training of the rising generation in its own form of faith. In a village containing but 500 souls I found three schools, when one ought to suffice. . . . It would doubtless be conceded that one well-found and efficiently-taught school is preferable to two, three, or any number of bad ones. It is, let us hope, safe to assert that, when education becomes a mockery, it proves a delusion and a snare."

Of the school teachers Mr. Laurie remarked, "the teacher up to the present moment has had comparatively little instruction and no training."

The gross average attendance in the schools was returned, on the requisition of Mr. Laurie, at 5,519. He thought this was larger than what from personal investigation he had been led to expect; and, indeed, for a total roll number of about 6,000 this is exceptionally high. The population of the colony at this time was given at 42,000.

Recommendations  
of  
Education  
Commissioner  
in 1868.

The following is a summary of recommendations made by Mr. Laurie, "with especial regard to simplicity, efficiency and economy combined."

1. The establishing by Government of a model practising school to include an infant class-room and a scheme of technical instruction.
2. The appointment of a superintendent of the model school and Director of Public Instruction.

The details of this recommendation had in view the provision of a means of affording "training" to the school teachers, a provision felt to be—as had been felt thirty years before—essentially requisite. But, however much the suggestions of Mr. Laurie might serve the purpose of "economy," they could not serve those of "simplicity" and "efficiency."

3. The payment of grants-in-aid for attendance and examination to approved schools, and that a teacher's salary be fixed at a minimum of £15 per annum exclusive of Government grants.

As a result of this commission and the foregoing recommendations:—

1. A Government model school was established, but it was not a practising school

2. A Director of Public Instruction was appointed.

3. A system of classification in "Standards" was introduced in the schools.

Mr. T. H. Popplestone, the Director of Public Instruction, in his first visits of inspection and examination, extending from December, 1869, to January 28, 1870, explained to the managers and teachers the manner in which future examinations would be conducted and made suggestions for re-classifying their schools.

Report and suggestions of Director of Public Instruction, 1870.

He adopted the conditions previously suggested by Mr. J. S. Laurie under which schools would be assisted by the Colonial Government. They were:

1. That the premises be sufficiently commodious, substantial, well-ventilated, clean and otherwise healthy.

2. That, whether chapels or not, they be fitted up as a school is required to be, *i.e.*, in accordance with a simple specified plan to be had on application.

3. That a stock of books, slates and other school materials in daily consumption be kept in store, and in quantities proportioned to the actual requirements of all the scholars in average attendance.

4. That the average attendance amount to thirty, except in cases where no public elementary school existed within one mile.

5. That the teacher be guaranteed a salary of not less than £15 per annum, which might include the school fees and emoluments for Sunday service, but which must exclude all public grants whatever.

6. That the principal teacher pass an elementary examination in reading, writing, arithmetic, English grammar, English history and geography.

7. That the responsible authorities formally agree to these proposals.

"The money thus granted is intended to assist voluntary efforts and will only be given when a proper proportion of the expense is borne by the inhabitants of the locality in which the school is situated, or by the religious body with which it is connected."

The rates of grants recommended by Mr. Laurie and adopted were a capitation grant at 6d. and a result grant at 6d. for each pass in each of the subjects of reading, writing and arithmetic for every child who had attended on fifty days during the six months preceding the examination.

It was shown by Mr. Popplestone after his first inspection that the rate of grant was small, and he proposed in either case a shilling instead of sixpence for each half-year; but this does not seem to have been approved.

One important remark among others in connection with his first visits of inspection was made by Mr. Popplestone. This is here quoted:—"A great difference was everywhere painfully manifest between the attainments of the boys and the girls. Indeed the little knowledge the latter possessed of numbers and the most elementary principles of Arithmetic was very marked, and, I confess, unaccountable. There seems to be a feeling amongst the

greater number of teachers that the girls *cannot* learn Arithmetic, and therefore efforts in that direction would be mis-spent. In very few instances did the girls attempt to write from dictation, and only a small number could copy from a printed book. . . . By the method of individual examination I believe we shall see a steady improvement in this particular defect as well as in the others I shall afterwards mention. In addition to this difference between the attainments of the sexes, a very undue attention is given to the upper section of the schools at the expense of the lower and far more numerous portion. This, of course, is a great evil, and produces its legitimate results. When the pupils reach the highest classes, the master has to expend efforts in inverse proportion to their previous training. Even worse than this is the fact that large numbers leave school without getting to the higher classes, and therefore carry away the barest rudimentary knowledge, and that of a kind more calculated to make them disgusted than to prove an incentive to future cultivation."

Government  
Inspection,  
1870-77.

Hence originated a system of inspection, but based upon no education law, nor upon any set of regulations having the semblance of law.

For some reason or other the Wesleyan denomination did not accept the offer of inspection, and so stood outside of the arrangements. The Church of England, United Methodist Free Churches and the Countess of Huntingdon's Connexion accepted the offer and placed their schools under inspection.

Cessation of  
Government  
Grants, 1877.

This was the condition of things from 1870 to 1877. In the latter year the Government suddenly stopped making grants to the schools, and consequently no inspections were held. But the new system introduced by the change had opened the eyes of the school managers to a more desirable state of things, and efforts were made to keep on in the new paths.

Education  
Ordinance,  
1881.

The schools were left without Government inspection and Government aid until the year 1881, when the first Ordinance for the promotion and assistance of education in the Colony of Sierra Leone was passed.

At this time the Government Model School was the only educational establishment supported by the Government, with a staff of teachers, but no Director of Education acting as its superintendent. The name was later on changed to Government Practising School, though it never served the purposes of a practising school, and was finally abolished in the year 1899, the last of its race. The Education Ordinance that was passed in 1881 was not set in motion, but was repealed by another passed in 1882.

### III. THE PRESENT SYSTEM (1882-1900).

#### A.—PRIMARY EDUCATION.

The present system of education was established by an Ordinance passed in 1882 by Sir A. E. Havelock. A similar ordinance was



passed at the Gambia, Gold Coast and Lagos. In fact, all the schools in British West Africa, from the Gambia to Lagos, were, as far as Government assistance was concerned, included in one Inspectorate, officered by one Inspector and a Sub-Inspector of Schools. It will be seen that such grouping could not last longer than was deemed absolutely necessary, from whatever standpoint it was viewed. Accordingly, as occasion arose, as regards either the Sub-Inspector or the Inspector, Lagos and the Gold Coast severed themselves from this connection, so that by 1893 each became independent. Only Sierra Leone and the Gambia remained connected. They have continued so down to the present time; but it seems likely that even this will not last much longer. In each Colony the system is directed by its own Board of Education, but with one Inspector of Schools for both.

The Education Ordinance, 1882, provided for:—

Education  
Ordinance,  
1882.

1. The establishment of a Board of Education, to consist of the Governor or Officer administering the Government, of the members of the Executive Council and four other persons, to be nominated by the Governor, the Board to have the power of making rules.

2. Government schools to be established and maintained entirely by the Government.

3. The giving aid from the Public Funds of the Colony under expressed conditions to schools established by private persons, or by some acknowledged society, body or corporation.

4. The establishment of Industrial Schools in these terms:

"Schools in which all the pupils devote not less than two hours of every school day to manual labour on a regular and approved system shall be considered to be Industrial Schools, and in any such school the payment of fees shall not be required as a condition of receiving a grant-in-aid. Manual labour shall be understood to mean any kind of handicraft, manufacturing process or agricultural work."

"To every Industrial School as aforesaid an addition may be made to the capitation and proficiency grants to which they may be entitled under the Ordinance, equivalent to one-half of the amount of such grants."

5. The training of teachers on an economical basis, as suggested by Mr. J. S. Laurie:—

"A grant from Public Funds, the amount of which shall be fixed from time to time by the Board of Education, may be made to any Training College, School or Institution in which teachers are trained, for every teacher who shall have proved his competency to teach by obtaining a certificate from the Board of Education: Provided that every such teacher shall have received at least two years' instruction in such Training College, School or Institution, and shall give a Bond to the Governor . . . to teach either in a Government school or a school receiving a grant-in-aid for a period of five years."

The Board Rules framed under this Ordinance provided for—

1. The examination of teachers and classification of certificates.

2. Grants for school-houses, furniture and apparatus.

3. Rates of grants-in-aid to schools for results and industrial training.

4. Three special grants to schools showing "the highest standard of excellence by obtaining the highest percentage of passes."

On these bases the present system of education was founded. As time went on and experience was gained they were now and again modified.

The Ordinance of 1882 was repealed by that of 1895, and the Rules have been twice revised, in 1895 and 1899.

Education  
Ordinance,  
1895.

The Ordinance of 1895 introduced no particularly new feature, but chiefly rearranged the provisions with a view to greater clearness. It enlarged the constitution of the Board of Education so as to include the Inspector of Schools, and made the appointment of the "other" persons as members of the Board rest in the Governor-in-Council.

Education  
Rules, 1899.

The Rules became more comprehensive and introduced some important items. They were again revised in 1899, and now contain the following provisions among others:—

Classification  
of Teachers.

The teachers recognised by the Board are (a) probationers (b) pupil-teachers; (c) assistant teachers; (d) provisionally certificated teachers; (e) certificated teachers.

Probationers.

The engagement of probationers may commence at any time. They must not be less than fourteen years of age at the time of their engagement, must be approved by the Inspector, produce the usual certificates, and have passed the Fourth Standard at least. They are not permitted to teach more than half the time the school is open. Neglect of these provisions forfeits the recognition of the Board of such probationer as a member of the staff of the school.

Pupil-  
Teachers.

The engagement of a pupil-teacher can only begin on January 1st. He need not have served as probationer, but must not be less than fifteen years of age at the time of his engagement. He must have been approved by the Inspector, produced the necessary certificates, and have passed a qualifying examination in Standard VI. at least.

The length of the engagement of a pupil-teacher is ordinarily three years, during which time the Managers are expected to see that he is properly instructed. At the end of each year he is required to pass the examination specified for that year; two consecutive failures to pass the examination required, or failure of his health, or Managers' neglect of their duty to him will cause the Board to cease to recognise such pupil-teacher.

At the termination of his appointment a pupil-teacher may become a student in a recognised training college, an assistant teacher or a provisionally certificated teacher.

Students in a  
Training  
College.

Before pupil-teachers can be admitted as students in a recognised training college they must have passed the third year's examination for pupil-teachers.

\* See also Extract from Colonial Reports. Annual. No. 369. Sierra Leone. Report for 1902 on page 90, below.

These rules thus aim at introducing and establishing the pupil-teacher system, and the success of the present scheme for the training of masters largely, if not wholly, depends on it. This is the second year of its trial and the outlook is not very promising, though there is hope of its ultimate success. Pupils are so impatient of continuing at school after they have passed the Fourth Standard that it is difficult to get them to qualify for pupil-teacherships.

Persons who have passed the third year's pupil-teachers' examination or teachers who hold a third-class certificate under the previous Board Rules may be recognised as assistant teachers. Assistant Teachers.

Provisional certificates may be issued by the Board of Education for such periods as the Board may decide, and are forfeited if the holders of them are twice reported to be inefficient by the Inspector. Such certificates are issued to persons specially recommended by the Inspector when there are not sufficient certificated teachers. Provisionally Certificated Teachers.

Teachers' certificates are issued to students who have passed the first and second years' examinations at a training college. Teachers' certificates may be issued also to the following persons: teachers who, subject to the necessary conditions, have passed the first year's examination for students, and for a year subsequently have held situations under certificated teachers; and teachers who hold a second-class certificate under the previous Board Rules, and, being in charge of a school, have had two favourable reports from the Inspector, provided they successfully pass the second year's examination for students. Certificated Teachers.

Parchment certificates are awarded to certificated teachers who have obtained two favourable reports from the Inspector after two years' consecutive work in one and the same school. Parchment Certificated Teachers.

The minimum school staff requires a certificated teacher for all schools having an average attendance of sixty; an additional certificated teacher for an additional average attendance of eighty; an assistant teacher or a provisionally certificated teacher for every additional average attendance of sixty; a pupil-teacher for an additional average attendance of forty, and a probationer for an additional average attendance of twenty. Minimum School Staff.

Grants are made on account of pupil-teachers at the rates of £2, £3 and £4 respectively for a "good pass" at the first, second and third year's examination, and £1, £2 and £3 for a "fair pass." Grants-in-Aid of Pupil-Teachers.

To encourage the formation of central or other classes for the instruction of existing teachers desiring to qualify for certificates, under certain prescribed conditions a grant of £10 is made to be applied to the funds of any such school or classes on account of each teacher belonging to any such school or classes who shall succeed in passing the second year's examination for a certificate. Of Existing Teachers qualifying for Certificates.

Grants at the rate of £15, £10 and £6 per annum respectively are made in aid of the salaries of teachers according to their status as parchment certificated, certificated or assistant teachers; provided that they receive each a minimum salary of £60, £40 or £23 from the Managers of their schools. Of Teachers' Salaries.

Annual  
Grants-in-  
Aid of  
Schools.

The following are some of the conditions to be fulfilled before a grant can be made in aid of a school :—

- (a) The accommodation must be sufficient, and the premises healthy and properly constructed.
- (b) The Managers must render an accurate statement of the school's income and expenditure.
- (c) The school must have met at least 380 times in the year.
- (d) A minimum of 40 per cent. of the scholars presented for examination must pass the annual examination.

The grants are based on the average attendance and the results of individual examination, except in the case of infant schools or classes.

In addition, an award is made where the organisation and discipline are satisfactory ; and to schools in which the results of examination are good, and 60 per cent., 70 per cent., 80 per cent., or 90 per cent. of those presented for examination pass in all the three elementary subjects of reading, writing and arithmetic, special grants are made in addition to the foregoing.

The optional subjects are geography, history, grammar and drawing. Sewing is obligatory for girls. For each of these separate awards are made according to the results of examination in them.

Grants for  
Infant  
Schools.

Grants are made for infant classes at the rate of one shilling or sixpence, according to proficiency shown at a collective examination, in addition to those for average attendance, organisation and discipline. Infants for whom proficiency grant may be made are those between the ages of four and seven. Where arrangements are made for the instruction of the infants in such a way as not to disturb the older scholars in their work, whether by being taught in a separate building, or if in the same building not on the same floor, or if on the same floor in a separate room, the partition walls of which are constructed with a view to exclude noise from other parts of the school, the grants may be two shillings and sixpence, or two shillings per head according to the efficiency of the work done, instead of one shilling or sixpence as otherwise provided.

Application  
and Limita-  
tion of  
Grants-in-  
Aid.

The grants made to a school are to be applied (a) to the improvement or maintenance of the building, furniture or apparatus, and (b) to increasing the remuneration of the teachers of such school. But the amount to be paid as grant-in-aid to any one school is limited to one half of its annual income from all sources.

Building  
Grants.

Grants are not now made in aid of repairs of a school-house, but only for the erection of new buildings or the enlargement of existing ones ; provided that before the work is taken in hand the consent of the Board of Education is obtained and estimates are submitted for its approval. This grant is fixed at one-tenth of the estimated or actual cost of the work.

Training  
Colleges.

The desirability of having a training college for the professional training of teachers for the schools of the Colony was felt so far back

as 1840, but only by the Rules of 1899 has a real attempt been made towards realising that long-felt want. For the purposes of these Rules a training college is defined to be an institution either for boarding, lodging and instructing, or for merely instructing students who are preparing to become certificated teachers in elementary schools. It must include, either on the premises or within a convenient distance, a practising school in which the students may learn the practical exercise of their profession.

The candidates for admission into a training college are pupil-teachers who have completed their third year and passed the examination of that year, otherwise called the Government Scholarship Examination. The number to be admitted in any one year is limited to six, viz., four resident and two non-resident; provided that the Board of Education may, with the consent of the Governor, increase the number according to the demand for teachers in the elementary schools of the Colony.

The grant to an approved training college shall be £50, payable quarterly, for each student in residence, and £20 for each day student. An additional £20 may be spent for each student of the latter class towards his support during his period of training.

Before a student is admitted into a training college he, together with one approved surety, shall give a bond to the Governor binding him to be of good behaviour during his course of training, and to teach for a period of five years at least either in a training college, Government school, or an assisted school, after the conclusion of his course of training. In each case of a student failing to pass the year's examination, the amount due for the last quarter on account of such student shall be forfeited to the Government, unless he or she has been excused such examination on account of illness or other cause accepted as satisfactory by the Board.

The Mohammedan section of the community are, like any other, admissible to the provisions of the Education Ordinance and Board Rules, and may erect schools of their own and claim the same assistance given to the others, or may send their children to existing schools. This they can do, inasmuch as by the terms of the Education Ordinance an assisted school must be open to all children. "irrespective of race or religion," and "no pupil may receive any religious instruction to which the parent or guardian of such pupil objects."

Mohammed-  
an Educa-  
tion.

But, from either disinclination or inability, no schools were established by them; and only a small proportion of their children sought the advantages of education in the Christian schools.

In 1891, to encourage the Mohammedans to establish their own schools for teaching English, a grant of £48 per annum was offered them on easy terms, namely, to obtain a certificate from the Inspector of Schools that the school for which a grant is claimed had been open during the quarter, and that school work (in English) had been done.

Only one school received this grant for several years. For the last two years the number has been three.

The total number on the roll of these schools is about 500, and the average attendance about 300.

There is now a Director of Mohammedan Education, who has instituted special classes for the training of teachers.

Elementary  
School  
Scholarships.

Three scholarships, of the aggregate value of £30 a year, are open for competition to the pupils of assisted schools. A successful candidate "must consent to attend a Secondary School approved by the Board of Education during the currency of the scholarship, but may elect the school he desires to attend."

Each scholarship is tenable in the first instance for one year only, but may, upon its being shown to the satisfaction of the Board that the scholar continues to be of good character and conduct, and is persevering in and benefiting from the instruction received, be extended from year to year for a further term of two years.

To be eligible a candidate must present a certificate signed by the principal teacher of the school he has last attended, that he is of good character and conduct, and that his parents and guardians are themselves unable to provide him with further education. He must also have been in regular attendance at some primary school in the Colony, and have passed in Standard V. or VI.

Result of the  
present  
system of  
Education.

As a result of the present system, education is certainly more general among the masses, though the standard of attainments is not so high as may be desired. This is owing to causes which have been referred to, and which, though difficult of removal, are not insuperable.

The great difference, "painfully manifest" to Mr. Popplestone in 1870, between the attainments of the boys and girls has been very considerably reduced; both receive the same kind of instruction, and generally the same amount of attention, and the girls often compete with the boys with conspicuous success.

The teacher's attention is more evenly distributed over the school, instead of being confined to the upper section at the expense of the lower and far more numerous portion. Thus have been fulfilled Mr. Popplestone's anticipations, that by the method of individual examination we should see improvement in those particular defects.

There has also been a great improvement in the position of the masters.

#### B. SECONDARY AND HIGHER EDUCATION.

Secondary  
Education.

Secondary education receives no support from the Government. All the secondary schools are supported by denominational societies, viz., Fourah Bay College, Grammar School, and Annie Walsh Memorial School for girls, by the Church Missionary Society; two High Schools for boys and girls by the Wesleyan Methodist Society; and the Convent School by the Catholic Mission.

They are semi-public schools, none of them being strictly denominational, that is, attended only by children whose parents are connected with the religious body that maintains them.

The Fourah  
Bay College.

The Fourah Bay College is affiliated to the University of Durham, which has enabled some of its *alumni* to attain to the B.A. degree

without having been in England. The course of studies in the College is now essentially theological, the students chiefly pursuing the course for a licence in theology. There is also a department for the training of school teachers, which is at present the recognised "Training College" for teachers in the Colony. It has an English normal master, and there is a practising school in the grounds of the College.

**C. TECHNICAL EDUCATION.**

There is no scheme of technical education in connection with the educational system of the Colony.

¶The Government has made unsuccessful attempts to introduce some such scheme by offering grants-in-aid to the religious bodies, separately or collectively, for any plan that could be suggested, but nothing practicable was arrived at.

The only assistance that is given in this direction is a subsidy of £120 per annum paid in aid of the Diocesan Technical School.

This school was established in 1895. Its curriculum embraces the various branches of drawing, carpentry, joinery and the principles of building construction generally. It is doing a good work, but the classes are not largely attended. Classes for the instruction of teachers in drawing are held here. A series of forty lectures are given, extending over a period of five months. At the conclusion of the course examinations may be held, at which the successful teachers receive certificates qualifying them to be teachers of drawing.

**D. STATISTICS.**

The population of the Colony is 76,655; the number of children of school age is given at 13,853.

The following is a table for the last ten years of the roll number and average attendance at the inspected schools:—

	ROLL NUMBER.	AVERAGE ATTENDANCE.
1891	8,526	5,964
1892	8,102	5,943
1893	8,389	5,956
1894	8,337	6,023
1895	8,290	5,926
1896	8,416	5,863
1897	8,835	6,086
1898	8,358	5,707
1899	8,103	5,690
1900	7,870	5,661

The number of schools inspected in 1900 was seventy-seven.

Income and Expenditure. The total income of the schools from all sources, for the year 1900, was £4,887 15s. 6d., to which the Government contributed in grants-in-aid £1,533 10s., and the total expenditure for the same time was £4,565 3s. 11d.

The total estimated cost to the Government for education for the current year, including administration and sundry other charges, is £3,665, of which £1,620 is for grants-in-aid of elementary schools, and about £600 in aid of the Training College for teachers.

M. J. MARKE,

Inspector of Schools.

Education Office.

Freetown, Sierra Leone.

December, 1901.

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EXTRACT FROM COLONIAL REPORTS. ANNUAL No. 389. SIERRA LEONE. REPORT FOR 1902. (Cd. 1388.13.)

"The openings in the Government Departments both here and along the coast for entrance to the Government Service have affected the teaching profession by offering inducements to some masters to discontinue their services as teachers, and more especially by drawing away a considerable number of lads who were expected to remain at school and qualify as pupil-teachers to enter a training college with a view eventually to recruit the ranks of masters.

"The Board of Education has had to reconsider the provisions contained in the Education Rules in regard to pupil-teachers, and in the hope of offering better inducements to candidates by a more liberal scale of remuneration, and by providing a surer and more appreciable means of preparatory training, a set of proposals drawn up by a sub-committee of the Board was discussed in detail and approved by the Board and strongly recommended for adoption by the Government. It is self-evident that the educational work done in the schools cannot be effective until a constant supply of reliable and competent men as teachers is secured."

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APPENDIX A.

THE EDUCATION ORDINANCE, 1895.

AN ORDINANCE TO CONSOLIDATE AND AMEND THE LAW RELATING TO THE PROMOTION AND ASSISTANCE OF EDUCATION IN THE COLONY.

(ORDINANCE No. 3 OF 1895.)

Whereas it is expedient to consolidate and amend the law relating to Preamble. the promotion and assistance of Education in the Colony :

Be it therefore enacted by the Governor of the Colony of Sierra Leone Enacting with the advice and consent of the Legislative Council thereof as follows : Clause.

I. In this Ordinance unless the context otherwise requires :

Interpreta-  
tion of terms.

"Managers" means such person or persons resident in the Colony as are the governing body of the school who if not the owners of or having the legal interest in the school building vested in them are the representatives of or appointed by the person or persons owning the school building or having the legal interest therein vested in him or them.

"Local Managers" means the person or persons appointed by the Managers or by the person or persons who are the owners of or have the legal interest in the school building vested in them to have the immediate management of any assisted school.

"Primary School" or "Elementary School" means school or department of a school in which elementary instruction is given in accordance with rules framed by the Board of Education.

"Secondary School" means a school of higher education approved as such by the Board of Education.

"Industrial School" means school at which either all the pupils, or a proportion of them fixed by the Board of Education devote not less than ten hours a week to manual labour, that is to say, to some handicraft, manufacturing process, or agricultural work, or in the case of females, domestic economy on a plan approved by the Board.

"Training Institution" means any college school or institution in the Colony in which teachers are trained.

II. It shall be lawful for the Governor to appoint an Inspector of Schools, Appointment and such other educational officers as may be requisite for the purposes of this Ordinance. of educational officers

III. There shall be a Board of Education which shall consist of the Governor, of the members of the Executive Council except the Officer Commanding the Troops and of the Inspector of Schools and of other persons not exceeding four in number appointed by the Governor-in-Council. Constitution of Board of Education.

IV. It shall be lawful for the Governor, in the case of the illness, incapacity, or temporary absence from the Colony, of any appointed member of the Board, to appoint some other person to act temporarily in his stead. Power to appoint substitutes during absence of approved members.

V. Primary Schools, Industrial Schools, and Training Institutions shall be entitled to receive from the public funds of the Colony grants-in-aid under this Ordinance. Grants-in-aid to Schools, &c., and Institution.

Power to Board to make Rules.

VI. The Board may, subject to the approval of the Legislative Council from time to time, make, alter and revoke, rules for—

- (a) the conduct of their business ;
- (b) regulating applications for and allowance of grants-in-aid of Primary Schools, Industrial Schools and Training Institutions ;
- (c) fixing the different rates of grants and the payment and application thereof ;
- (d) determining the proportion of grants payable by the Managers towards the remuneration of Teachers ;
- (e) the examination of assisted schools and the Teachers thereof and the granting of certificates of competency to such Teachers ;
- (f) the keeping of record books [including account books] by Managers, Local Managers and Teachers ;
- (g) the furnishing of statistics [including accounts] by Managers, Local Managers and Teachers ;
- (h) the awarding of grants-in-aid to Primary Schools, Industrial Schools and Training Institutions ;
- (i) the granting and holding of scholarships ;
- (k) the establishment and management of School savings banks ; and
- (l) Generally for carrying out the provisions of this Ordinance.

Such rules shall on being approved by the Legislative Council and published in the *Sierra Leone Royal Gazette* form part of this Ordinance.

As to Infants

VII. No assistance shall be given to any school in respect of any infant under the age of four years.

Conditions of Assistance to as Schools.

VIII. Until otherwise provided by rules made under this Ordinance aforesaid no assistance shall be given to any Primary or Industrial School, unless under the following conditions :—

- (1) That the management of the school be vested in Managers or Local Managers as may be decided by the Board who shall be responsible for the payment of the teachers' salaries and all other expenses of the School ;
- (2) That the head teacher hold a certificate from the Board ;
- (3) That the school obtain the percentage of proficiency determined by the Board ;
- (4) That the school be at all times open for inspection by any member of the Board ;
- (5) That the school be open to all children irrespective of race or religion ;
- (6) That Reading, Writing, Arithmetic, and, in the case of females, plain Needlework be taught at the school ;
- (7) That the average number of pupils attending the school during the last preceding school year be not less than thirty daily, unless the Board otherwise determine ;
- (8) That the teacher receive school fees from each pupil at the rate of not less than one penny per week : provided that where more than one child of the same family attend the same school the fees may at the discretion of the Managers or Local Managers be reduced by one-half for each additional child of that family ;
- (9) That the proportion of school fees required by the Board be obtained ;
- (10) That no pupil receive any religious instruction to which the parent or guardian of such pupil objects, or be compelled to be present when such instruction is being imparted ;

- (11) That children approved by the Board on the ground that their parents or guardians are unable to pay the ordinary school fees be received and taught gratuitously or upon such terms as the Board may think fit :—

Provided that the Board may dispense with the conditions contained in Sub-sections 8 and 9 in the case of :—

- (a) Industrial Schools ;  
(b) Schools maintained by voluntary contributions mainly for the instruction or training of orphan or destitute children ; and  
(c) Schools in respect of which it can be shown to the satisfaction of the Board that the required proportion of fees has not been paid by reason of the poverty of the parents or guardians of the pupils of such school :

IX. The Board may refuse to make a grant or may make a less grant than what but for this section a school would be entitled to, or it may withhold altogether or for a time the whole or any portion of a grant made to any school :—

- (1) Where the Board considers the establishment of the school superfluous by reason of the existence of an assisted school in its vicinity ; or  
(2) Where the school yields a profit to its proprietor or is able to support itself ; or  
(3) Where the Managers or Local Managers have not  
(a) Properly maintained the school ; or  
(b) Kept the premises in a good and sanitary condition ; or  
(c) Duly paid the expenses of the school ; or  
(4) Where the books required to be kept by Managers, Local Managers or Teachers or the statistics to be furnished by the Managers, Local Managers or Teachers have not been kept or furnished or where any statement in such books or returns has been falsified by the Managers, Local Managers or Teachers ;  
(5) Where the Managers, Local Managers or Teachers have failed to comply with any of the requirements of the rules made under this Ordinance.

X. The appointment of the Local Managers of an Assisted School shall be communicated in writing as soon as possible to the Board by the Managers making such appointment, and any change in the appointment shall likewise be so communicated.

XI. The Managers and Local Managers of every school shall be liable to refund to the Board all moneys or any part thereof paid to them in respect of any grant or portion thereof :—

- (1) Where the conditions precedent contained in Section VIII. of this Ordinance have not been fulfilled ; or  
(2) Where any Manager, Local Manager or Teacher of the school shall have made any false written representation whereby the grant was obtained ; or  
(3) Where such moneys or any part thereof shall have been misapplied.

XII. If any teacher shall be convicted of any criminal offence or be proved to the satisfaction of the Board to be leading a disreputable or immoral life, or shall falsify any school record or return, or make any false written declaration or statement with reference to the conditions in Section VIII. of this Ordinance, the Board shall cancel the certificate of such teacher.

Establishment of Scholarships XIII. The Board may, out of Funds specially voted by the Legislative Council for that purpose, grant scholarships to pupils who shall have attended :—

- (a) Primary Schools in the Colony to enable them to attend Secondary or Industrial Schools within the Colony ; and  
 (b) Primary, Secondary or Industrial Schools in the Colony to enable them to receive technical instruction within or without the Colony.

Power to sue, &c. XIV. The Board may sue and be sued in the name of the Board of Education.

Grants to be laid before Legislative Council. XV. The Colonial Treasurer shall on or before the 31st of March in every year lay before the Legislative Council a statement of grants made by the Board during the previous year.

Repeal of Ordinances and Rules. XVI. " The Education Ordinance, 1882," " The Education Amendment Ordinance, 1887," " The Education Amendment Ordinance, 1890," " The Education Amendment Ordinance, 1891," and all Rules made thereunder are hereby repealed.

Commencement of Ordinance. Short Title. XVII. This Ordinance shall come into operation on such day as the Governor shall notify by Proclamation, and may be cited for all purposes as " The Education Ordinance, 1895."

Passed in the Legislative Council of Sierra Leone this eighth day of January, 1895.

## APPENDIX B.

### EDUCATION RULES, 1899.\*

RULES PASSED BY THE BOARD OF EDUCATION UNDER THE AUTHORITY OF THE EDUCATION ORDINANCE, 1895 (NO. 3 OF 1895).

#### I. DEFINITIONS.

Meaning of terms 1. In these Rules, except where the context requires some different meaning :—

- " The Board " means the Board of Education ;  
 " The Ordinance " means the Education Ordinance, 1895 ;  
 " A Schedule " means any schedule annexed to these Rules ;  
 " An Assisted School " means a primary or elementary school which is in receipt of a grant-in-aid ;  
 " The Standards " means the standards comprised in Schedule A to these Rules ;  
 " A Pupil Teacher," is a boy or girl engaged by a manager or loca manager of a school on condition of teaching during school hours under the superintendence of the principal teacher and receiving instruction out of school hours ;

\* A Copy of the Education Rules, 1899, may be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

- "School year" means the period from the 1st day of January to the 31st day of December in any year, both days inclusive ;  
"Attendance" means attendance at a school of a pupil of not less than two hours at either a morning or afternoon meeting ;  
"Average Attendance" means the number found by dividing the total number of attendances made during any period by the number of times for which the school has met during such period ;  
"Elementary Subjects" shall mean and include reading, writing and arithmetic ;  
"Inspector" means the Inspector of Schools.

## II. MEETINGS OF THE BOARD.

2. The Board shall meet as often as the President shall think fit to convene it, and four of the members thereof, including the President, shall form a quorum. In the absence of the President, the member deputed by him shall preside.

## III. EXAMINATION OF SCHOOLS.

3. The Inspector shall annually hold an examination of all assisted schools, at the end of every school year.

At such examination every pupil of a school shall be qualified to be examined who shall have attended that school for at least the last three months in the preceding school year ; provided that no pupil shall be examined in any standard in which he shall already have passed.

4. The standards of examination for Infant schools or classes shall be those denoted sub-Standards a, and b, and for other schools or classes the Standards I. to VII. (Schedule A). The pupils of any school shall be examined in the obligatory subjects, namely :—The Elementary subjects and, as regards the girls, plain Needlework. They may also be examined in the following optional subjects, viz. :—English Grammar, Geography, History of the British Empire or of Sierra Leone, and in elementary Free-hand Drawing. Plain Needlework shall be compulsory as a class subject for all girls above the age of seven, and shall be taught according to the plan set forth in Schedule D.

5. The Inspector shall not be restricted, in examining any school, to the use of books ordinarily used therein, but may use any other books of approximately equal difficulty.

6. The Inspector shall, before the examination of a school, give to the local managers thereof not less than seven days' notice in writing of the day fixed by him for such examination.

7. A pupil is held to have passed a standard when he or she has passed in the elementary subjects in that standard, and he or she shall then be called a proficient.

8-11.

12. After every such examination as aforesaid the Inspector shall furnish to the Board such a report in writing as shall enable it to determine the amount, if any, to be awarded under the Ordinance to each school that has been examined.

## IV. TEACHERS.

### Classification.

13. The teachers recognised by the Board are—(a) Probationers ; (b) Classes of Pupil-teachers ; (c) Assistant Teachers ; (d) Provisionally Certificated Teachers ; (e) Certificated Teachers.

### Probationers.

14. (a) Candidates for the office of pupil-teachers may be recognised as probationers until they are eligible to be pupil-teachers ; provided they have been presented to the Inspector for approval, have produced a certificate of good conduct from the local managers and one of punctuality, diligence, obedience and attention to their duties, from the master or mistress and have passed an examination in Standard IV. or V.

- Age. (b) Probationers must not be less than fourteen years of age at the commencement of their engagement.
- Engagement. (c) The engagement of probationers may commence at any date after they have passed their examination.
- Limit as to teaching. (d) Probationers whose engagement commences on or after the passing of these rules will not be permitted to be employed in teaching during more than half the time that the school is open.
- Responsibility of Managers. (e) The managers are bound to see that the rules respecting the employment of probationers are properly observed, and the Board, if satisfied that this duty is neglected in the case of any probationer, may decline to recognize such probationer as a member of the staff of the school in which he is employed.

*Pupil Teachers.*

- Age. 15. Pupil-teachers must not be less than fifteen years of age at the beginning of their engagement.
- Commencement of engagement. 16. The engagement of a pupil-teacher can only begin on the 1st January.
- Candidates. 17. Candidates, in order to be engaged as pupil-teachers, whether at the end of a period of probation or without probation, shall be presented to the Inspector for approval, have produced the certificates specified in Rule 14 *a*, and have passed an examination in Standard VI. or VII., at which they must have obtained at least 50 per cent. of the aggregate marks allotted to the subjects taken up by them and not less than 33½ per cent. of the marks allotted to any one of these subjects.
- Length of engagement. 18. The length of the engagement of a pupil-teacher shall ordinarily be three years, but may be two or one, provided the candidate passes for admission the examination fixed for the first or second year, and the end of the reduced term of service falls beyond the completion of the candidate's eighteenth year.  
Candidates may be admitted for a one year engagement, provided that (a) they are holders of proficiency certificates approved by the Board from the College of Preceptors or from the University of Durham for not more than two years previously, and (b) the end of this engagement falls beyond the completion of the candidates' eighteenth year.
- Central Classes. 19. Central or other classes for the instruction of pupil-teachers shall be open at all times to the inspection of the Inspector, and the Board must be satisfied with the premises and general arrangements.
- Duties of Managers. The local managers are bound to see that the pupil-teacher is properly instructed during the engagement, and the Board, if satisfied that this duty is neglected in any school, may decline to recognize any pupil-teacher as a member of the staff of such school.
- Certificate and Examination. 20. (a) Pupil-teachers are required at the end of the first and the second year of their engagement to produce the certificates specified in Rule 14 (a) and to pass an examination in the subjects specified in Schedule C. Pupil-teachers of the third year are required to pass the Government Scholarship Examination as specified in Schedule C., and to produce similar certificates of character to those required in the second year.
- After two failures no longer recognised. (b) After two consecutive failures to pass the examination required, unless from illness or other sufficient cause, or to produce the required certificate, a pupil-teacher will no longer be recognized by the Board.  
(c) Pupil-teachers may in any case continue to be recognized until the end of the month in which the decision of the Board of Education as to their certificates and the result of their examination is announced to the manager.
- Examination of pupil-teachers. (d) The collective examinations of pupil-teachers shall be held in December.  
(e) The Inspector will inform the managers of the time and place at which the collective examination of their pupil-teachers will be held.

(f) The final examination of pupil-teachers will be the Government Scholarship Examination. A pupil-teacher of the third year may postpone his final examination for another year but not unless his engagement as pupil-teacher is extended for that year.

(g) Notice shall be given to the Board by the local managers of the names of the pupil-teachers who desire to attend either of the annual examinations referred to in paragraphs (a) and (f) of this rule one month previous to the date fixed for such examination.

21. The Board is not a party to the engagement of pupil-teachers, and Board only ascertains whether the prescribed certificates are produced and the prescribed examination passed.

22. Whatever other questions arise upon the engagement may be referred to the Board provided that all the parties agree in writing to be bound by the decision of the Board of Education as final: otherwise they must be settled as in any other hiring or contract.

23. At the termination of their engagements pupil-teachers who elect to continue in the profession of elementary school teachers may, under the conditions stated in the following rules, become—

- (a) Students in a recognised Training College.
- (b) Assistant Teachers.
- (c) Provisionally Certificated Teachers.

#### V. EXAMINATION FOR ADMISSION TO TRAINING COLLEGES.

24. The examination of candidates for admission into a training college, called "The Government Scholarship Examination," will be held in October at a Training College. The names of all candidates must be notified to the Board on or before the 15th of September.

25. The examination shall extend to all subjects in which pupil-teachers during their engagement are required to be instructed as specified in Schedule C.

26. (a) Candidates attending the examination must be either pupil-teachers entering for their final examination under Rule 20, or, not being pupil-teachers, persons not less than eighteen years of age on the 1st January next following the date of examination.

(b) Candidates who have failed twice to pass the Government Scholarship Examination shall not be again examined.

27. Candidates who pass the examination shall be arranged in three classes in order of merit. To be in the first class they will have to obtain at least 75 per cent., in the second 60 per cent., and in the third class 40 per cent., of the aggregate marks allotted to the subjects taken up by them and not less than 33½ per cent. of the marks allotted to any one of these subjects.

#### Assistant Teachers.

28. Persons who have passed the Government Scholarship Examination and holders of third class certificates as teachers under the Education Rules of 17th January, 1895, may be recognised as Assistant Teachers.

#### Provisionally Certificated Teachers.

29. The following persons may be recognised as "provisionally certificated teachers," provided they are specially recommended by the Inspector on the ground of their practical skill as teachers, and that there are not sufficient certificated teachers:—

- (a) Pupil-teachers who, after the satisfactory completion of their engagement, have obtained a place in the first class of the Government Scholarship Examination.
- (b) Persons who have passed the first year's examination for certificates (Rule 34 (1) a).

(c) Persons who hold a second class certificate under the Education Rules of 17th January, 1895.

30. [Temporary Certificates issued to provisionally certificated teachers.]

Lapse of  
recognition.

31. Provisionally certificated teachers may cease to be recognized as such if the schools or classes of which they are in charge are twice reported to be inefficient by the Inspector.

*Certificated Teachers.*

32. Candidates for certificates shall, except where it is otherwise provided in these Rules, have passed the first and second year's examination at the Training College.

Examina-  
tion.

33. The examination will be held in January at a Training College. A syllabus of the examination may be had on application to the Board.

34. (1) The first year's examination is open to—

- (a) Students who have been enrolled and who have for at least one year received continuous training in a Training College;
- (b) Teachers who being upwards of nineteen years of age have been employed for at least one year as assistant teachers under Rule 28 in assisted schools under certificated teachers and have obtained a favourable report from the Inspector on their skill in teaching, reading and recitation.
- (c) To gain a pass in the above examination a student will have to obtain at least 60 per cent. of the aggregate marks allotted to the subjects taken up by him, and not less than 33½ per cent. of the marks allotted to any one of these subjects.

(2) The second year's examination is open to—

- (a) Students who have passed the first year's examination, or have been excused such examination on account of illness or other cause accepted as satisfactory by the Board and have subsequently completed a second year of training as specified in Rule 34 (1) a.
- (b) Teachers who have passed the first year's examination not less than a year previously and, subsequently to such examination, have held situations for at least one year as provisionally certificated teachers or assistant teachers under Rule 28 in assisted schools under certificated teachers or in central classes as specified in Rule 19, and teachers who hold second class certificates under the Board of Education Rules of 17th January, 1895, and, being headmasters or mistresses of assisted schools, have obtained a second favourable report from the Inspector on their skill in teaching, reading and recitation.
- (c) To gain a pass in the above examination a student will have to obtain at least 75 per cent. of the aggregate marks allotted to the subjects taken up by him, and not less than 40 per cent. of the marks allotted to any one of these subjects.

35. Candidates who at the time of the examination are not teachers in schools under inspection shall be recommended by the authorities of the college or by the managers of the school in which they last served.

Notification  
of names.

36. The names of all candidates for examination must be notified to the Board before the 1st of December and accompanied by a certificate of good character for each candidate either from the authorities of the Training College or the managers of schools as the case may be.

37. The examination under Rules 20, 24, and 34 will be conducted by Boards of Examiners, the members of which shall be appointed by the Governor and paid for their services a fee of one guinea each for each examination, or at such other rate as the Board may, under special circumstances, fix.



38. (a) Teachers who have passed the second year's examination shall be recognized by the Board as certificated teachers from the first day of the month succeeding the close of the examination and shall obtain a certificate in the [prescribed] form. Recognition as certificated teachers.

(b) Teachers who, on or before the passing of these rules, held first-class certificates shall be recognized as certificated teachers in the position they held at the time of the passing of these rules.

39. Lists will be published in *The Sierra Leone Royal Gazette* showing the successful candidates in each year's examination, whether students or not.

40. A teacher who has been employed as a certificated teacher for not less than two years in one and the same school or in a Training College, and has obtained a favourable report from the Inspector at the end of each year, shall be awarded a certificate to be called "Parchment Certificate" in the [prescribed] form.

41. The certificates held under previous rules will continue to be recognized; but any further advancement as regards status and certificates can only be obtained under these rules.

*Report of Inspection.*

42. The Inspector shall report each year on the efficiency of all teachers engaged in a school, and particularly on the efficient discharge of their duty towards the pupil-teachers under them. Inspector's Reports.

*Recall or Suspension of Certificates.*

43. A certificate may at any time be recalled or suspended, but not until the Board have informed the teacher of the charges against him and given him an opportunity of explanation.

44. There shall be kept in the Inspector of Schools' Office a complete record of certificates granted by the Board. Any person applying shall be allowed to see such record within office hours and on payment of a fee of one shilling, and an official copy of a certificate from such record shall be evidence that a certificate was so granted as therein stated and that such official copy is a true extract from the record and for such official copy a fee of one shilling shall be payable. Records of certificates to be kept.

The fees referred to in the preceding paragraph shall be paid into the Treasury.

**VI. SCHOOL STAFF.**

45. The recognized teachers employed in any school form the school staff.

46. Before the commencement of the school year a list of the school staff shall be submitted to the Board which, if approved by them, shall be entered in the log-book and signed by the local manager. The entry will show the school staff at the beginning of the school year. An entry must be made of any change in the staff occurring during the school year. Board to decide.

47. In estimating what is the minimum school staff required, the Board consider the Principal Certificated Teacher to be sufficient for an average attendance of sixty; each additional certificated teacher for an additional average attendance of eighty; each assistant teacher or provisionally certificated teacher for an additional average attendance of sixty; each pupil teacher for an additional average attendance of forty; each probationer for an additional average attendance of twenty. Minimum School staff.

Schools with an average attendance of below sixty and infant schools as defined in Rule 71 are not included in the above arrangement, but the Board expect that managers will make suitable arrangements for the scholars in such schools.

48. On and after the 1st of January of the third year following the passing of these rules, no school shall be recognized by the Board as an assisted school in which the staff is less than the minimum recognized by the Board under Rule 47.

49. Where vacancies in the office of any teacher, other than the principal teacher, occur in the course of a school year, and are duly reported to the Board, probationers employed in the place of the teachers causing the vacancies may be recognized as part of the school staff, each probationer being accepted as equivalent to a pupil-teacher, provided always that the vacancies are supplied not later than the first day of the next school year by the appointment of duly qualified teachers.

50. Notice shall at once be given to the Board of any change in the school staff occurring during the school year; and the date of birth of the new teacher and the name of the school in which he or she was last employed, and of that (if any) in which he or she served as pupil-teacher shall be specified.

#### VII. APPLICATIONS FOR ENROLMENT OF SCHOOLS.

51-52. . . . .

#### VIII. ANNUAL GRANT.

Conditions of annual grants. 53. The conditions required to be fulfilled by a school in order to obtain an annual Government Grant are those set forth in "The Education Ordinance, 1895," and in these Rules. The Board's decision whether these conditions are fulfilled in any case shall be final and conclusive.

Conditions. 54. Before any grant shall be made in aid of a school, the Board shall be satisfied—

- (a) That the school fulfils the conditions contained in Section 8 of the Ordinance;
- (b) That the school premises are healthy, properly constructed, and supplied with suitable offices, and contain sufficient accommodation for the scholars attending the school;
- (c) That the local managers of the school have furnished a proper and accurate statement of its income and expenditure;
- (d) That at the last preceding examination of the school not less than 40 per cent. of the presentees were proficient;
- (e) That the school has a sufficient staff and is adequately provided with furniture, books, maps and other apparatus for elementary instruction.

Grants to be annual. 55. The Board shall annually make grants-in-aid of schools at the respective rates specified in these Rules. Provided that under Rules 56, 58 and 59, no grant shall be made on account of any pupil who is not a proficient at the examination.

Grants for passes in elementary subjects. 56. The Board shall, for every pass obtained by the proficient in any of the subjects mentioned in Rule 4 (except plain needlework), make a grant of two shillings, and for every pass in plain needlework, one shilling; and in any of the standards above the second in which no less than one-half of the pupils examined under such standards shall individually obtain a good pass in each of the elementary subjects, an additional award of sixpence

Grant for a "good pass." for every subject pass obtained by each proficient in that standard.

Grant for drawing. 57. The Board shall, for every pass in drawing, make a grant of two shillings and sixpence in aid of the school of the successful candidates.

58. The Board shall award to every school of which the Inspector shall have reported the organization and discipline as *good* a grant of ninepence for each unit, or as *fairly good* a grant of sixpence for each unit of average attendance at such school.

Grant for organization and discipline.

For the purpose of this grant the Inspector will have special regard to the moral training and conduct of the children, to the neatness and order of the school premises, furniture and apparatus and to the proper classification of the scholars both for teaching and examination. The local managers and teachers will be expected to satisfy the Inspector that all reasonable care is taken, in the ordinary management of the school, to bring up the children in habits of punctuality, of good manners and language, of cleanliness and neatness, and also to impress upon the children the importance of cheerful obedience to duty, of consideration and respect for others and of honour and truthfulness in word and act.

Conditions to be fulfilled.

59. Where the organization and discipline of a school shall have been reported as *good*, and not less than 80 per cent. of the pupils under instruction in the standards have been presented for examination, the Board shall award to such school for every proficient pass in a standard subject :—

Grants for a high standard of excellence called Merit-grants.

- (a) If no less than 60 per cent. of such presentees shall have passed, an extra grant at the rate of sixpence for each such pass.
- (b) If no less than 70 per cent. shall have passed, an extra grant at the rate of one shilling for each such pass.
- (c) If no less than 80 per cent. shall have passed, an extra grant at the rate of one shilling and ninepence for each such pass ; and
- (d) If no less than 90 per cent. shall have passed, an extra grant at the rate of two shillings for such pass.

Provided that these extra grants shall not be made unless the majority of the proficientes making up the percentage of proficientes shall consist of pupils who were then examined for the first time in their respective standards.

60. The Board shall award to every school a grant of two shillings for each unit of average attendance.

Average attendance.

61. Whenever it is proposed to erect an elementary school building or to add to or enlarge an existing elementary school building, a grant may be made in aid of the cost of the erection or extension thereof of not more than one-tenth of the estimated or actual cost of building whichever may be least, or of such less sum as the Board may have previously determined in every particular case, where before the commencement of the building—

Grants in respect of school buildings, furniture and apparatus.

- (a) The approval of the Board has been obtained for the erection of or addition to or enlargement of the school building, for the plans and estimated cost for the same, and the position of the proposed site ; and
- (b) Security has been given to the satisfaction of the Board to the amount of the grant-in-aid that the building shall continue to be used as an elementary school until the said grant has been repaid or an order has been obtained from the Board authorising the discontinuance of such school building for the purpose of an elementary school.

Provided that the Board shall not signify its approval as provided in *Proviso* (a) unless it is satisfied that the accommodation to be provided is actually requisite, having regard to that already existing in the district, and that no grant shall be paid unless the Board has been satisfied that the buildings have been erected in accordance with the approved plans (except so far as any variation therefrom may be approved by the Board) and vouchers have been produced to its satisfaction in support of the expenditure incurred.

Building  
Rules.

The Board will require—

1st.—A Block Plan of the site drawn to scale, which must indicate :

- i. The position of the school buildings ;
- ii. Out buildings ;
- iii. Entrances ;
- iv. Boundry walls or fences.

2nd.—A plan of each floor of the schoolroom also drawn to scale.

3rd.—A detailed specification.

All school buildings must be fitted with sufficient number of hat-pegs and a separate latrine for boys and girls which must be at a suitable distance from and not attached to the school.

*Pupil Teachers' Grants.*

62. A grant according to the following scale is made in respect of each pupil-teacher who has passed a good or fair examination at one of the examinations of pupil-teachers or has obtained a place in the first or second class in the Government Scholarship Examination.

	First Year.	Second Year.	Government Scholarship.
For a good pass	£2	£3	£4 (1st Class)
For a fair pass	£1	£2	£3 (2nd Class)

To pass a good or fair examination in the first or second year a pupil-teacher must obtain at least 75 per cent. or 50 per cent. respectively of the aggregate marks allotted to the subjects taken up by him and not less than 33½ per cent. of the marks allotted to any one of these subjects, and with respect to the Government Scholarship he must obtain for a good or fair pass the proportion of marks laid down respectively for passes in the first or second class in Rule 27.

The grant under this Rule may be applied towards the expenses of central or other classes for the instruction of pupil-teachers or divided between the principal teacher and the pupil-teacher, should the latter have been instructed by the former, in such proportion as the managers think fit.

*Grant on passing Examination for Certificate.*

63. A grant of ten pounds will be made in respect of each teacher who has passed the second year's examination for a certificate under Rule 24, 2 (b) and (c). The grant under this Rule shall be applied to the funds of any school or central or other class in which the teacher may have been prepared for the examination.

*Teachers' Grants.*

65. The grants in respect of the teachers of assisted schools will be made as follows :—

Parchment Certificated Teachers	-	-	-	-	-	£15
Certificated Teachers	-	-	-	-	-	£10
Assistant Teachers	-	-	-	-	-	£ 6

Provisionally certificated teachers will receive the same grant as certificated teachers whilst acting on a recognized school staff as certificated teachers.

66. For the purpose of these grants certificated teachers under the Board of Education Rule 7 of the 17th January, 1895, will be classed as follows :

A teacher holding a first-class certificate as a parchment certificated teacher, a teacher holding a second-class certificate as a certificated teacher, and a teacher holding a third-class certificate as an assistant teacher.

67. No grant will be given in any case in respect of teachers, classified as in Rule 13, or certificated teachers under the Board of Education Rules of 17th January, 1895, unless they are holding situations in a school staff recognised under Rule 48.

68. Teachers' grants shall be paid in each case quarterly at the end of every quarter for which payment is claimed.

*Teachers' Salaries.*

69. From and after the 1st of January, 1900, the salaries of teachers in assisted schools shall be paid as under; and no school shall after that date be recognized as an assisted school in which such salaries are not paid.

A parchment certificated teacher shall be paid by the managers a salary of not less than £80 a year, which with the teacher's grant [Rule 65] makes a total salary of not less than £75 a year.

A certificated teacher or a provisionally certificated teacher shall be paid by the managers a salary of not less than £40 a year, which, with the teacher's grant [Rule 65], makes a total salary of not less than £50 a year.

An assistant teacher shall be paid by the managers a salary of not less than £28 a year, which, with the teacher's grant [Rule 65], makes a total salary of £34 a year.

The above payments shall be exclusive of the remuneration a teacher may earn under Rule 76.

*Grants-in-Aid for Infant Schools.*

70. A separate register shall be kept for such infants between the ages of four and seven who are not sufficiently advanced for the Standards. Register.

71. The conditions of the average attendance grant [Rule 60] shall be equally applicable to them. Average attendance grant.

72. Where the Inspector is satisfied that proper arrangements have been made for their instruction, and that they have been suitably taught, the Board shall award a grant of one shilling on account of every such infant who shall have attended that school for at least the last three months in the preceding school year and was present at the examination: but where the Inspector is not so satisfied the Board may award a grant of sixpence. Grant for teaching, &c.

73. Where instruction in an infant school shall have been imparted continuously during the preceding school year— Grant for teaching in suitable building, &c.

- (a) In a separate building, or
- (b) In the same building but not on the same floor, or
- (c) On the same floor but in a separate room, the partition walls whereof are sufficiently thick to exclude the sound of teaching from other parts of the school, and
- (d) By a competent adult teacher by means of object lessons, lessons in form or colour or a variety of useful and instructive employments, in addition to the subjects specified in Schedule A, the Inspector may, if satisfied, recommend a grant of 2s. 6d. on account of every such infant who shall have attended that school for at least the last three months of the preceding school year, and was present at the examination; or, if only partially satisfied, he may recommend a grant of 2s. per head.

**IX. PAYMENT OF GRANTS-IN-AID MADE BY THE BOARD.**

**How and to whom to be made.** 74. There shall be paid to the managers or local managers of assisted schools, as the Board directs, as soon as may be after the receipt by the Board of the Annual Report of the Inspector of Schools, as an advance towards the grants-in-aid, a sum not exceeding one-half of the amount of the grant reported by the Inspector as having been apparently earned by them, and the balance of the grants-in-aid, if any, shall be paid to such managers or local managers as the Board directs as soon as may be after the actual amount of grants to which such schools are entitled shall have been finally ascertained. Provided always that if it shall appear that any school, on behalf of which an advance has been made, is entitled to no grants-in-aid under these Rules, or to a less grant than the amount advanced, the managers or local managers of such school shall be called upon to repay the amount of the advance made to them, or such portion thereof, as, in the opinion of the Board, they may not have been entitled to as aforesaid. And in the event of their not repaying the same within one month of the date of such application as aforesaid, the amount demanded by the Board shall be recoverable from the managers or local managers of the school concerned in a summary manner as liquidated damages, upon proof of such demand having been sent to such managers or local managers by the Clerk of the Board in a registered letter addressed to any one of such managers or local managers.

**X. APPLICATION OF GRANTS-IN-AID MADE BY THE BOARD.**

**Grant money to be applied to educational purposes.** 75. All moneys paid to the managers or local managers of any school in respect of any grant-in-aid made by the Board shall be applied to the improvement or maintenance of the building, furniture or apparatus, and to increasing the remuneration of the teachers, including pupil-teachers of such schools, and to such other purposes as the Board may sanction either generally or in any particular instance.

**Remuneration to teachers of assisted schools.** 76. Unless otherwise provided by the Board under the powers reserved to it under Section VI. of the Ordinance, not less than one-half of the grant-in-aid earned by any school under the following grants shall be devoted to increasing the emoluments of the teachers as classified in Rule 13; namely—

- (a) Average attendance, Proficiency, Good pass, Organisation and Discipline, and Merit; and
- (b) Sewing.
- (c) Drawing.

**Distribution.** In the case of grants in class (a) at least a quarter of the total grants earned shall be assigned to the principal teacher of the school, and in class (b) at least a half, and in class (c) at least three-fifths, of the grant earned in each subject shall be assigned to the principal teacher in the subject for which the grant is given; but before a teacher can be considered qualified to instruct in Drawing he must either be an Assistant or Certificated teacher who has passed the course of instruction laid down in these Rules or, if a teacher under the Rules of the 17th January, 1895, have passed an examination in Drawing to the satisfaction of the Board.

**Proviso.** Provided always that it shall not be incumbent on the managers or local managers of any school to pay any portion of the grant-in-aid to any teacher who shall have been connected with the school for any term less than six months in the school year for which the grant is made, or who has been dismissed from, or has resigned his connection with such school by reason of serious misconduct. Any teacher, who would have been entitled to receive a portion of the grant under this Rule had he not resigned or been dismissed, may, if dissatisfied with the decision of the managers or local managers, appeal in writing to the Board, within any period not exceeding one month from such decision, and thereupon the Board shall inquire into the case and decide whether any and if so what

portion of the grant shall be paid to such teacher ; and the decision of the Board shall be final and binding upon all parties concerned.

77. As a provisional measure and until the Board determines, classes will be held at the Technical School for the instruction of teachers desirous of qualifying themselves as instructors in drawing.

The course will consist of forty lectures extending over a period of five months, and each teacher attending it will be required to pay in advance a fee of three shillings and sixpence, and the Board shall grant at the conclusion of such course to the Technical School fifteen shillings for each student who may have obtained a pass. Provided that the number of students who enter for the course shall not be less than five. If the sum of the grants so earned added to that of the students' fees for any one course is less than £9, which amount is calculated to be the expenses which have to be defrayed in connection with the course of lectures by the Technical School, then the Board shall award a sufficient sum to make up the amount to £9.

In the event of the sum of the grants and the students' fees exceeding £9 the surplus shall go to the funds of the Technical School.

XI. LIMITATION TO GRANTS-IN-AID.

78. The proportion of fees to be recovered and obtained under Section VIII. of the Ordinance shall be not less than two-thirds of the total fees payable by the children in attendance at the school.

No annual grant-in-aid to any school shall in any case exceed half of Grant-in-aid its annual income derived from all sources : Provided however that this not to exceed shall not affect the share of the grants to which teachers are entitled on the half of Inspector's Annual Report, but the same shall be paid to them as otherwise school's annual income provided in these Rules.

XII. MINIMUM NUMBER OF MEETINGS.

79. No school shall receive a grant unless it shall have met no less than Minimum 380 times during the preceding school year and instruction has been given number of in the subjects mentioned in Schedule A for at least two consecutive hours meetings. at each such meeting.

XIII. RECORDS TO BE KEPT AT ASSISTED SCHOOLS, AND STATISTICS TO BE FURNISHED BY MANAGERS OF ASSISTED SCHOOLS.

80-87.

XIV. SCHOLARSHIPS.

88. The following regulations will be observed in granting scholar-ships under the provisions of Section 13 of the Ordinance, provided that sufficient funds have been voted by the Legislature for the purpose. Granting of Scholarships under section XIII. of Ordinance.

- (1) When there are sufficient eligible candidates there shall in every year be granted under sub-section (a) of Section XIII. of the Ordinance, three scholarships of the annual value of £10 which shall be tenable in the first instance for one year only, but may, upon its being shown to the satisfaction of the Board that the scholar continues to be of good character and conduct and is persevering in and benefiting from the instruction received, be extended from year to year for a further term of two years : Three Scholarships of annual value of £10.  
Provided that the Board may at any time suspend or withdraw any scholarship without assigning any reason for so doing.

- (2) Every candidate for one of the above scholarships must fulfil the following conditions—

The candidate must present a certificate signed by the principal teacher of the school he has last attended, to the following effect :—

- (a) That he is of good character and conduct, that his parents or guardians are unable of themselves to provide him with further education ;

- (b) That he has been in regular attendance at that or some other primary school in the Colony for the two school years immediately preceding his candidature, and has within that period passed a satisfactory examination in Standard V. or VI. under these Rules.
- (3) The candidate must consent to attend a Secondary school approved by the Board during the currency of the scholarship, but may elect the school he desires to attend.
- (4) The candidate must pass an examination in Standard VII. at which, in order to qualify, he must obtain at least 60 per cent. of the aggregate marks allotted to the subjects taken up by him and not less than 33½ per cent. of the marks allotted to any one of these subjects, and whenever the number of eligible candidates exceeds the number of scholarships to be granted, the above examination shall be deemed to have been competitive, and the scholarship shall be awarded to the candidates who having qualified obtained the highest aggregate marks.
- (5) Every such scholarship shall be tenable only so long as the holder thereof shall attend a Secondary school within the Colony and remain of good behaviour.
- (6) The granting of any scholarship under sub-section (b) of Section XIII. of the Ordinance, and all particulars and conditions thereof, shall in every instance depend upon the special circumstances of the case.

Scholarship under sub-section (b) section XIII. of Ordinance.

#### XV. TRAINING COLLEGES.

89. A Training College is an institution either for boarding, lodging and instructing, or for merely instructing students who are preparing to become certificated teachers in elementary schools. Training Colleges are required to include, either on their premises or within a convenient distance, a practising school in which the students may learn the practical exercise of their profession. Only those institutions will be recognised by the Board as Training Colleges which have been approved of by the Government and which continue to fulfil the conditions required by the Government.

#### *Admission into Training Colleges.*

90. The recognized students in a Training College are called Government Scholars.

91. The authorities of a Training College or a manager may propose to the Board for admission as a Government Scholar on or before the 15th of December any candidate who has obtained a place in the first or second class at the last preceding Government Scholarship Examination (Rules 25, 26 and 27).

92. The Board shall in each year on or before the 30th September fix the number of Government scholars whom it will accept to be trained during the ensuing year in a Training College. The number to be trained will be selected from those candidates proposed for admission under the preceding rule.

93. Before a candidate is admitted into a Training College he, together with one approved surety, shall give a bond to the Governor binding him (a) to be of good behaviour during his course of training, and (b) to teach for a period of five years at least either in a Training College, Government School or an Assisted School after the conclusion of his course of training whether at the end of the first or the second year. Provided that if the candidate should be dismissed for misbehaviour before the conclusion of his course of training he and his surety, separately or together, shall forfeit to the Government the sum of £13 in the case of a resident student, or £50 in the case of a day student: and similarly they shall forfeit the sum of £50 if the candidate shall fail to teach for five years as hereinbefore mentioned: such payment to be recoverable from them in a summary manner as liquidated damages.

Government Scholars. Qualifications for admission.



94. The authorities of a Training College may settle their own terms of admission for a student as far as the discipline and regulations of the college are concerned, and upon proof by such authorities that students have not fulfilled the conditions signed by them on admission into the college the Board may refuse to recognize them as certificated teachers.

95. The period of training shall be two years, which period shall commence in January of each year.

96. Students who are Government scholars and are qualified to attend the examinations for certificates (Rule 34 (1) a and 34 (2) a) are required to attend such examinations, unless prevented by illness or other cause approved by the Board.

97. The number of Government scholars for whom grants will be allowed in each year will be four resident students and two day students, provided however that the Board may with the sanction of the Governor at any time increase the number according to the requirements for teachers in Elementary schools.

The Government Scholarship in any year will be open to competition by the pupil-teachers attending the Government Scholarship Examination (Rule 20 f) in the preceding year.

*Grant to a Training College.*

98. The annual grant to a Training College shall be £50 for each student in residence as a Government scholar, and £20 for each day student enrolled for continuous training as a Government scholar throughout the year for which it is being paid. In the case of a day student the Board may grant a sum not exceeding £20 per annum towards the support of such student during the period of his training.

In case such day student does not desire to attend the Scripture classes at the Training College he is to enter, the manager by whom he may be recommended must guarantee to provide the necessary instruction in the Scriptures for such student.

99. The annual grant to a Training College will be paid to the authorities of such College as follows :—

- (a) An instalment of £13 on 31st March, 30th June, and 30th September, in respect of every Government scholar in residence for continuous training throughout the year.
- (b) An instalment of £5 on 31st March, 30th June, and 30th September, in respect of each day student enrolled for continuous training throughout the year.
- (c) The payment of the balance for each student will be contingent on his or her passing successfully the year's examination.
- (d) In each case of a student failing to pass the year's examination the balance will be forfeited to the Government unless he or she has been excused such examination on account of illness or other cause accepted as satisfactory by the Board.

100. Notwithstanding anything contained in these Rules it shall be lawful for the Board of Education to make such arrangements as may be necessary to allow of the admission of Candidates into a Training College during the year 1900, and such arrangements when published in *The Sierra Leone Royal Gazette* shall have the same force and effect as if they were embodied in these Rules.

101. These Rules may be cited for all purposes as "The Education Rules 1899."

102. "The Education Rules, 1895," are hereby cancelled.

Made and passed by the Board of Education this Fourth day of December, 1899.

(The Education Rules 1899.)

SCHEDULE A.—

Sub-Standards.		I.	II.	III.
a.	b.			
READING.	To know the alphabet; appearance and powers of letters; combinations of two and of three letters.	To read a short paragraph from a book, not confined to words of one syllable.	To read a short paragraph from an elementary reading book.	To read a short paragraph from a more advanced reading book than under Standard II.
	To write on black-board or slate, small letters.	To write on blackboard or slate, small and capital letters.	To copy correctly, in round hand, a few lines of print.	To write on paper from dictation, a passage of not more than six lines from a corresponding book, read slowly once and then dictated in single words. Copy-books, large and half text-hand, to be shown.
WRITING.				
ARITHMETIC.	To know numbers up to 50. Very simple mental calculations.	Knowledge of days of the week and months of the year. Addition and Subtraction of numbers not more than two figures. In Addition, not more than five lines to be given. Sums to be copied from black-board.	To name the days of the week and months of the year. Addition and Subtraction of numbers not more than two figures. In Addition, not more than five lines to be given. Sums to be copied from black-board.	Notation and numeration up to 10,000. Simple Addition and Subtraction. Multiplication and Division tables.
				Sums in simple rules, as far as and including Long Division and money tables.
GRAMMAR.				Nouns and Verbs: the limits as in Mason's First Notions of Grammar, pp. 5-24, will be sufficient.
HISTORY.				
GEOGRAPHY.				Size and shape of the world. Geographical definitions, explained on a map. Uses of the lines on a map of the world. Collins' New Code Standard Geography, pp. 1-4.

\* The weights and measures taught to children should be only such as are really useful.

SCHEDULE B

THE STANDARDS.

IV.	V.	VI.	VII.
<p>To read with intelligence a short paragraph from a more advanced reading book than under Standard III.</p>	<p>To read with intelligence and expression a few lines of poetry or prose at the choice of the Inspector.</p>	<p>To read with intelligence and increased expression a few lines of poetry or prose at the choice of the Inspector.</p>	<p>To read with intelligent appreciation, from any book or periodical selected by the Inspector, passages of ordinary difficulty.</p>
<p>To write on paper, from dictation, a passage of not more than six lines from a corresponding book, read slowly once and then dictated a few words at a time. Copy-books, capitals and figures large and small hand to be shown.</p>	<p>To write from dictation a short paragraph from some modern narrative read once and dictated a few words at a time. Copy-books to be shown.</p>	<p>To write from memory the substance of a short story read out thrice. Spelling, handwriting and grammatical construction to be considered. Copy-books to be shown.</p>	<p>To write a theme of letter on an easy subject. Composition, spelling and handwriting to be considered. Copy-books and all exercise books to be shown.</p>
<p>Sums in the compound rules, reduction, tables of weights and measures.*</p>	<p>Vulgar Fractions, Practice (simple and compound).</p>	<p>Decimal Fractions, Proportion (simple and compound). [Sums may be set, at the Inspector's option, testing fractional combinations. A knowledge of fractions may be found useful in problems of simple and compound proportion.]</p>	<p>Simple and Compound Interest, Discount, Profit and Loss, with a general knowledge of the principles of Averages and Percentages.</p>
<p>Previous requirements and the remaining parts of speech with elementary parsing as treated in Mason's First Notions of Grammar, pp. 35-68.</p>	<p>Previous requirements with conjugation of Verbs and Parsing. Mason's First Notions, pp. 67-130.</p>	<p>The same as for Standard V. with analysis of simple sentences. First Notions of Grammar, pp. 121-146.</p>	<p>The same as for Standards V. and VI. with more difficult analysis. First Notions of Grammar, pp. 147-166. Mason's Word Framing.</p>
<p>English History up to Norman line (1066), Meiklejohn's Short History, pp. 1-19.</p>	<p>History of territories adjacent to the Colony, English History up to 1622, Meiklejohn's Short History, pp. 19-62.</p>	<p>English History to 1660, Meiklejohn's Short History, pp. 62-108.</p>	<p>English History to present time. Meiklejohn's Short History, pp. 109-172.</p>
<p>Preceding requirements and Collins' New Code Standard Geography, pp. 6-18. Map pointing.</p>	<p>Preceding requirements and pp. 19-35 British Possessions in Africa, more fully. Map pointing.</p>	<p>Preceding requirements and pp. 36-51. Map pointing.</p>	<p>Preceding requirements and pp. 52-90. British possessions more fully. Blank maps. Map pointing.   <i>and</i>  <i>Writing Or-</i>  <i>thographic Pro-</i>  <i>jections</i>  <i>Map</i></p>

e.g., avoirdupois weight, long measure, time-table and square and cubical measures.

NOT PRINTED.

## SUBJECTS FOR PUPIL

	READING AND RECITATION.	ENGLISH GRAMMAR.	ENGLISH COMPOSITION.	ARITHMETIC.
FIRST YEAR.	To read with fluency, ease and expression a book previously announced, and to recite 50 lines of Standard poetry from a selected book.	A general acquaintance with Mason's "First Notions of Grammar" with parsing and analysis to the extent to which they are therein taught.	Writing from memory the substance of a fairly long story read twice, correct spelling and expression are required.	Reduction of Weights and Measures, Practice, Bills of Parcels and Vulgar Fractions generally.
SECOND YEAR.	To read as above and to recite 70 lines of poetry.	Mason's "Outlines of English Grammar" the <i>Introduction</i> and <i>Etymology</i> with exercises relating thereto. Parsing and Analysis as above.	(a) As above. (b) To write in prose form a short piece of narrative poetry. Correct spelling and expression are required.	Vulgar and Decimal Fractions, and their application to Problems and Proportion, Simple and Compound Proportion; Simple Interest.
THIRD YEAR.	To read as above and to recite 80 lines of poetry or 50 lines of standard prose.	Mason's "Outlines of English Grammar" generally; specially <i>Syntax</i> with the exercises. Parsing and analysis. Word-building.	(a) To write a letter or a short composition on a common subject, or on some familiar object. (b) To paraphrase a short piece of poetry. Correct spelling and expression required.	Compound Interest, Discount, Profit and Loss and Averages.

GEOGRAPHY

\* The weights and measures.

In Drawing either Freehand or Practical Plane Geometry

DULE C.

TEACHERS' EXAMINATIONS.

MATHEMATICS.	GEOGRAPHY.	ENGLISH HISTORY.	TEACHING.	DRAWING.*
Mensuration of Triangles. Euclid: Definitions.	Europe (British Isles specially).	Outlines of British History to the death of Edward I. (Meiklejohn's "Short History of England.")	The various methods of teaching reading. (Gladman's School method).	Freehand:— Taylor's exercises on (a) Squared paper. (b) Straight lines. (c) Use of set squares and rules. (d) Drawing from definitions. Practical Plane Geometry. Carrol's Geometry to chapter xv. (inclusive).
Mensuration of Triangles and Parallelograms. Euclid: Definitions and Props. I-XV. Algebra to Division inclusive.	Asia (India specially).	From Edward II. to Revolution of 1688. (Meiklejohn's "Short History of England.")	(a) To answer questions on the mode of teaching the elementary subjects. (b) To conduct class before the Inspector in one of those subjects.	Freehand:— (1) Proportion. (2) Geometric Forms. (3) Taylor's Freehand up to Standard IV. Questions on the method of teaching up to that standard. Practical Plane Geometry: Carrol's Lessons Chapters XIV. to XVIII. (inclusive).
Mensuration of Triangles and Parallelograms. Euclid I.-XXVI. Algebra: (a). As above. (b). Simple Equations and Fractions.	Africa, America and Australasia. (British possessions specially).	From accession of William and Mary to the present time.	(a) Greater proficiency in the above, also in the management of an infant school and in giving lesson to infants in form, colour or number, or on some familiar objects. (b) Notes of lessons.	Freehand:— (a) Taylor's copies for Standards V. & VI. (b) Model drawing of single simple solids. (c) Practical Plane Geometry:— Carrol's Chapters XXIX. to XXXV. (inclusive), and Chapter on Solids (omitting Orthographic Projection and Graphic Arithmetic.)

may be taken up at the option of the pupil-teacher.

## SCHEDULE D. NEEDLEWORK.

Division i.	Division ii.	Division iii.	Division iv.	Division v.	Division vi.
Hemming, Seaming and Felling.	Greater proficiency in the work of the previous division.	The work of the previous divisions and stitching.	The work of the previous divisions, gathering, stroking, and setting in of gathers, and marking on canvas.	The work of the previous divisions, knitting, marking on calico and herring-boning.	The work of the previous divisions, patching, general mending, button-holing and cutting out.

## SCHEDULES E. F. G.

(FORMS FOR TEACHERS' CERTIFICATES.)

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THE  
SYSTEM OF EDUCATION  
IN  
SOUTHERN NIGERIA.

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APPENDIX.

Extract from Colonial Reports—Annual. No. 405. Southern  
Nigeria. Report for 1902.

## THE SYSTEM OF EDUCATION IN SOUTHERN NIGERIA

### I. HISTORICAL AND INTRODUCTORY.

The educational system of Southern Nigeria is still in the embryonic stage, though educational work of some kind has been going on for more than half a century within the region now administered by the Protectorate Government. In 1846 a Mission in connection with the United Presbyterian Church of Scotland established itself on the Old Calabar River and gradually set up a number of schools for the instruction of the natives in the surrounding districts. At the beginning of 1902 there were sixteen of these schools, giving instruction to 730 pupils (girls and boys). Also about the middle of the century the Church Missionary Society established stations at Bonny on the Coast, and later at Onitsha on the Niger, and from these centres in like manner a number of schools were planted over the surrounding districts. In 1886 Roman Catholic Missionaries began to work at Onitsha, and later at Asaba, and about the same time an Irish Protestant Mission sent an Agent to Ibeno on the Kwa-Ibo River. Both these Missions also now maintain a number of schools.

From the beginning the Missions made it part of their work to teach the natives to read the Bible in their own language, and usually also to write and count a little. Many of their schools are still confined to this simple curriculum; but in others all the usual subjects of elementary education are taught.\*

In the beginning of 1902 there were fifty schools maintained by these various agencies and by the Native Pastorate Church which has grown out of the labours of the Church Missionary Society.

For the history of these Mission schools only the scantiest materials exist. The majority were and are 'hedge schools' of the most primitive type, and no regular record has been kept of numbers attending or work done. Until quite recently there was little organisation even among the schools maintained by one Mission. In most cases the management of each appears to have been left entirely in the hands of the local representative of the Mission. These institutions have doubtless done invaluable service in breaking soil for future educational workers; but until quite recent years the effect of the secular part of their teaching was not very visible. Within the last ten years, however, more serious efforts have been made by the Missions to organise a sound system of secular education. Thus the Church Missionary Society has adopted in its schools a modified form of the Education Code of Barbados, W.I., and has an Inspector to examine and report on these schools. Similarly the Presbyterian Mission some years ago drew up a Code for their elementary schools, and in 1895 established at Old Calabar, under the name of The Hope Waddell Training

\* In July, 1903, there were 61 Mission schools. (See Colonial Reports - Annual. No. 405. Southern Nigeria. Report for 1903.)



Institution, a school for more advanced instruction, for industrial training, and for the training of teachers and Mission Agents. But until 1902 no attempt was made to co-ordinate these several educational activities.

A British Protectorate of the regions now comprised under the name Southern Nigeria was proclaimed in 1885, but no regular administration can be said to have existed until the Niger Coast Protectorate was established in 1891.

The new administration began the practice of giving grants to the Missions to assist them in their educational work, but no system of inspection or Governmental control was instituted. It was not till 1900, when the territories under British administration were re-organised into the new Protectorate of Southern Nigeria, that the Government began to take any direct part in the education of the people under its protection. In that year, on the initiative and through the efforts of the High Commissioner, Sir Ralph Moor, K.C.M.G., a school for native children was established near Bonny, to be managed by a Board of which the High Commissioner is Chairman and the majority of the members are Government officers. The revenue from fees was to be supplemented, for the first few years at least, by contributions from the native Chiefs of the surrounding districts: an annual Government grant was also promised, and subscriptions from two British firms trading at Bonny—Messrs. Alex. Miller Bros. and Company, and the African Association, Limited. In the following year the High Commissioner established at Benin City an elementary school of a somewhat different type, the management in this case being entirely in the hands of the Government, though the revenue is partly contributed by the local Chiefs. In December, 1901, an Inspector of Schools was appointed and the first steps taken towards organising a public system of education in the Protectorate.

## II. PRESENT SYSTEM.

Central  
Authority.

As at present constituted the central administration of education is vested in the Inspector of Schools, an officer appointed from England through the Colonial Office. There is no legislative enactment defining his office and functions, but he acts under direct instruction from the High Commissioner.

Local  
Authority.

No local authorities in the usual sense exist. The School Board at Bonny is merely an advisory body, entrusted with a vague control over the expenditure of the school, but with no legal status or definite power or responsibility. This Board consists of the High Commissioner, three resident Government officers, one representative of each of the subscribing European firms, and representatives of the native Chiefs. As a matter of fact, the native members have never taken any part in the deliberations of the Board. This is the only attempt that has been made to set up any sort of local authority. The Mission schools are managed, not by any body appointed *ad hoc*, but by the general executive body of the Mission.

No tolerably accurate statement of the total amount spent on education in the Protectorate is obtainable. Until the year 1902 no return had ever been asked for, even from the aided schools: according to returns then furnished, the total amount expended on all schools in the Protectorate during 1901 was £7,362. In some, at least, of the minor schools, however, the accounts do not show strictly educational expenditure, but include items belonging to the general cost of maintenance of the Mission. On the other hand, the cost of some of the school material is defrayed, and the salaries of some of the teachers paid out of general Mission funds; and as these items do not appear in the school accounts, the sum above quoted must be regarded as merely a rough approximation. Towards this total cost, the Government contributed during the corresponding financial year a sum of £1,028 13s. 1d. The revenue from fees was returned as £1,416, of which £236 16s. 3d. was paid by the Protectorate Government for pupils maintained at the Presbyterian Mission School at Old Calabar. The only schools in which fees were regularly charged were those established by the Government at Bonny and Benin City. In the other schools practically free education is given to such as care to have it. Indeed, in at least one Mission school, it seems to be the practice to pay the parents a fee for allowing their children to attend! All but some £400 of the sum above mentioned is paid at the Presbyterian School at Old Calabar and the Bonny School, and at both a considerable portion of the fees charged is for board rather than for education.

Finance:  
Total Cost of  
Education.

Government  
Contribu-  
tion.  
Fees.

Voluntary contributions given locally (including some £400 paid by native chiefs towards maintenance of schools at Benin City and Bonny) were returned as amounting to £563, but the sum actually obtained from this source was probably somewhat larger. The cost of the Mission schools was defrayed chiefly from Mission funds subscribed in Great Britain and elsewhere.

Voluntary  
Contribu-  
tions.

The extreme laxity in the matter of records that obtains in most of the schools makes it difficult to estimate the number of children actually receiving instruction. The number of names on the rolls in 1901 was returned at 2,217; but it is not probable that more than 1,600 of these were in anything like regular attendance. The returns show 734 girls as being on the rolls, but in many schools no separate return of girls was made, and the number was probably considerably greater. In the majority of schools attendance is exceedingly variable. Education being for the most part free, the native sets but little value on it, and has little conception of the necessity of regularity. If a child can at any time be profitably employed on an odd job, such as fishing, carrying, etc., most parents make no scruple about withdrawing the child from school for a few days. Then in the 'farming' season the whole family removes from the 'town' to the 'farm' and the education of the children is temporarily suspended. In the present condition of the country it seems impossible to devise any method of securing

Educational  
Statistics.  
Number of  
Scholars.

Regularity  
of Attend-  
ance.

**Advantages of Boarding Schools.** general regularity of attendance. Boarding schools must remain for some time the only approximate solution of the difficulty, and it is to this class of school that the administration is giving most support and attention. Unfortunately, taking their children away from their homes and normal surroundings tends often to induce a declasement of a serious kind. They are apt to lose some of the most valuable instincts and characteristics of their race and to fall out of touch with their people. They are thus disqualified for taking a useful place in their native community and become merely parasitic on European civilisation. As the number of inhabitants of Southern Nigeria is practically unknown and no trustworthy data exist for calculating it, it is impossible to give any useful guess at the fraction representing the proportion of school children to population. It certainly cannot be greater than 1 in 1,000 and is probably much less.

**Their Disadvantages.** From what has been said in the historical introduction it will be seen that the great majority of existing schools are private elementary schools under the various religious denominations. The only higher grade private schools are the Hope Waddell Training Institution already mentioned, the "Training College" at Onitsha, maintained by the Church Missionary Society, and the recently-opened High School in connection with the Roman Catholic Mission at the same place. Even in these schools the instruction given is rather that of the higher standards in an English elementary school than that of secondary schools properly so called.

**Private Schools: Elementary.** One of the most serious obstacles in the way of education in Southern Nigeria is the difficulty of obtaining competent teachers. The schools in the Protectorate have not yet succeeded in producing any considerable number of *alumni* capable of being entrusted with the work of instruction. Attempts have been made to obtain teachers from the older British settlements along the coast; but so many more profitable or more congenial occupations are open to the educated natives as traders, clerks in Government offices, &c., that the supply of competent persons willing to be teachers in these settlements is hardly adequate to meet their own needs. In consequence very few of the teachers in schools in the Protectorate hold any certificate or have received any training as teachers. They are for the most part mission agents, of whose duties teaching in the Mission school forms only a part, and no definite educational qualifications or attainments are required of them. In the few schools managed or controlled by the Government, the principal teacher must be certificated, and receives from £100 to £120 per annum: assistants from £60 to £70. There seems to be no uniform scale of pay in the Mission schools. In some the (native) teacher only receives maintenance and no salary, and is in fact a volunteer missionary worker. Where salaries are paid it is impossible to say how much is paid to the teacher as a teacher, and how much as a missionary. The remuneration in Mission schools appears, however, to range from £5 to £30 per annum in the

**Higher grade.**

**Teachers:**

**In Mission Schools.**

**In Government Schools. Scale of pay.**

case of native teachers, and from £120 to £200 in the case of the few Europeans engaged in teaching. It is scarcely necessary to say that no regular course of training for teachers as yet exists, nor has any system of pupil teachers been organised, though there is a certain number of pupil teachers receiving training instruction at the Hope Waddell Institution at Old Calabar, and in the Government-managed schools at Bonny and Benin City.

Singing is taught in most of the schools in the Protectorate and the children seem to have some aptitude and considerable natural liking for it. Drawing has only just begun to be taught in one or two of the schools. Cookery is not likely to be included in the general curriculum for some time to come, as it would be difficult even if advisable to wean the natives from their present primitive, but apparently adequate, culinary methods. For similar reasons domestic economy has not yet been made a subject of instruction. It should, however, be mentioned that in the Roman Catholic Mission at Onitsha "girls are taught cooking and many branches of household work" and certain boys "receive training to qualify them to enter the service of Europeans as cooks and house-boys."

Instruction in handicraft is given in connection with several elementary schools, but it is of a more directly practical kind than that usually associated with such schools elsewhere. After a boy has passed the third or fourth standard, he may, if it be so desired, enter the Industrial Department of the school as an apprentice to some trade while continuing to receive the standard teaching during certain hours of the day. The instruction given is thus rather technical than elementary in character. This system was for a time followed in the school at Bonny. There the trades taught were carpentry and coopering, which are the two most required in the district. But the native Chiefs would send only their less promising boys to be instructed in these trades, partly because the great local industry of buying and selling palm-oil and other native produce is more profitable, partly because they have the idea that manual labour is degrading and suitable only for slaves. Also it was found that there was not sufficient variety of work available in the neighbourhood of the school to give the carpentry apprentices suitable practice in their trade. The industrial training has therefore been abandoned. In future instead of a few apprentices receiving such training in a separate department, all the pupils above a certain standard will be instructed in wood-work and the use of tools on lines similar to those followed in elementary schools in Great Britain.

The Industrial Department in connection with the Training Institution of the Presbyterian Mission at Old Calabar has been somewhat more successful. There, carpentry, tailoring, printing, and elementary engineering and agriculture are taught: and a Government grant of £200 per annum is made to assist in maintaining the Department. The following table gives the details for 1901:—

Trade.	Number of Apprentices.
Carpentry - - - - -	12
Tailoring - - - - -	6
Printing - - - - -	3
Engineering - - - - -	1

The method of instruction is entirely practical, *i.e.*, the boys are employed on certain pieces of work under the guidance and supervision of European artisans and the course is determined more by the actual work in hand at the time than by any definite scheme of instruction. The apprentices work at their trade during sixty hours a week, and receive one hour's instruction in school each day. The Department has produced a certain number of fairly competent workmen in the various branches; but the results cannot be said to have been commensurate with the money or the labour expended.

The Missions on the Niger also devote considerable attention to handicraft. The Church Missionary Society has an excellently equipped industrial department in connection with their school at Onitsha. There carpentry, cabinet-making, brick-making and building are taught by European artisans with considerable success. An annual subsidy of £120 is received from the Government. The Roman Catholic Mission gives instruction of a simpler kind, but in a greater variety of occupations. In addition to the industries mentioned above, they train their pupils in gardening, poultry-keeping, tile-making and various kinds of household work. For eight years past the Irish Mission at Ibeno has maintained, almost entirely out of funds supplied by the Government, a number of apprentices in carpentry. This part of the work, however, is in danger of being abandoned, as experience has shown that few of the apprentices after completing their training are willing to enter regular employment. They prefer to return to the ordinary local occupations of fishing and trading, and use their knowledge of carpentry merely for occasional small local jobs. The Government has therefore decided to discontinue their subsidy. On the whole it cannot be said that these attempts at Industrial Training have produced the desired results. The Nigerian native has as yet no great taste for regular work at a craft and is inclined to despise the occupation of an artisan. For a youth of intelligence sufficient to make a tolerable artisan, trading offers a more profitable, and a clerkship a more respectable, employment. The administration of the Protectorate has, however, recognised that manual training and instruction in the crafts of civilised life form a very important element in the education of the natives, and every encouragement will be given to schools of whose programme such training and instruction forms a part.

No Continuation schools or classes as yet exist, nor has any provision yet been made for Secondary Education.

It is the intention of the Government to establish a Technical School as soon as may be practicable. But the scheme has not taken any definite form, and is scarcely likely to be realised for four or five years to come. It is also to be hoped that some system of training in Agriculture and Forestry will be introduced to enable full advantage to be taken of the great resources of the country in the way of forest products and exuberant vegetation. So far, however, practically nothing has been done to give instruction of this sort in schools. The methods of cultivation practised by the native population are of the most simple and primitive nature, but apparently yield an adequate food-supply, and with an almost inexhaustible supply of vegetable wealth from the various oil- and rubber-producing plants of the forest ready to hand there is not likely to be much cultivation for export purposes within the next few years.

Probably no one has yet had sufficiently long or varied experience to speak with confidence as to the curriculum best adapted for the native population of Southern Nigeria. It is clear, however, that at the present stage to impart information is a less important aim of education than to stimulate mental and physical activity and develop practical interests. As a race, the natives are strongly characterised by a disinclination to take an initiative, to think or act for themselves. In school this trait shows itself in an addiction to subjects success in which depends largely on memory and the imitative faculties. To counteract this failing should as far as possible be the object of education. From this point of view "book" subjects are of comparatively minor importance; while object-lessons which require the scholar to observe and draw conclusions for himself, and instruction in handicraft, which may give a practical bent to his interests and engender a pride in manual dexterity, will probably be found to be of more fundamentally educative value.

March, 1903.

C. J. M. GORDON,  
*Inspector of Schools.*

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APPENDIX.

EXTRACT FROM COLONIAL REPORTS, ANNUAL NO. 405.  
SOUTHERN NIGERIA. REPORT FOR 1902. (Cd. 1768-10).

"The short description above given of the educational establishments existing in the Protectorate in 1902 shows that although a considerable amount of educational work was being done, yet that further progress demanded the creation of a system under which the primary schools could be relied upon for giving systematic education in the lower standards to a sufficient number of scholars to render it possible to establish and maintain schools for the higher standards large enough to justify the engagement of a thoroughly competent teaching staff. The system decided upon provides for primary schools, a class which would include the Mission Schools above referred to and also schools similar to that established at Benin. The annual expenditure

on these schools would be under £100 (one teacher, one pupil-teacher, books and upkeep), and at them a commencement would be made in teaching the three 'R's,' especial care being taken to prevent the children learning by rote—a fault to which African children are, by reason of their remarkable memory, specially prone. The system next provides for intermediate schools, within which class would be included the non-Mission School at Ougumanga. The pupils at these schools would, previous to their arrival, have passed three years at a primary school, and the intention is that at an intermediate school a boy should receive a sound education up to the level of Standard V. under the Scotch Code, and that then he should, if showing sufficient aptitude, pass on to the High School, or that, if more fitted for life as an artisan, be apprenticed at one of the Government workshops. With a view to finding in which direction a boy's bent lies, manual training in woodwork and the use of tools is given as soon as he has passed the two lower classes, but no attempt is made in the direction of industrial training. The staff at an intermediate school would include a manager, headmaster, two assistants, three pupil-teachers, and a carpenter, and the estimated annual expenditure would be about £1,500, a sum which necessitates a minimum of 150 pupils, the majority of whom would be boarders. The system is completed by provision being made for a High School at which the boys would be given higher education of a general character as well as special instruction in certain branches of industrial work. It was arranged that this High School should be established in connection with the Hope Waddell Institution above referred to, and that the scheme of work should be settled by a Board of Education, of which the resident principal of the Institute would be a member. The High Schools will receive boarders and day scholars, all of whom will have to attend daily prayers, but none of whom will receive any special religious instruction if the latter is objected to by the parents or guardians. The cost of the necessary buildings was estimated at £15,000, of which £5,000 has already been expended under the authority of the United Free Church Mission, it being arranged that the balance should be granted by the Government. The annual expenditure is estimated at £3,556, and although it was thought that the High School would become self-supporting at an early date after its establishment, it was arranged that the Mission should bear any loss up to £2,000 per annum, the Government undertaking, on its part, to provide funds for any expenditure over and above that amount, whether required for general maintenance or upkeep, or for building purposes. Having determined the educational system above-mentioned, the High Commissioner also caused steps to be taken for its introduction, and at the date of this report (July, 1903) the new buildings for the High School are nearing completion; through the liberality of merchants and others in England, £4,500 has been subscribed towards the cost of the new buildings for the Ougumanga Intermediate School; and, finally, a comprehensive Education Code has been passed, under which attendance and result grants will be earnable by all the schools comprised in the system, and, with this monetary aid, there is reason to hope that the primary schools, whether managed by the Missions or by Committees of the Chiefs, will be able to prepare a certain and sufficient supply of pupils for the higher schools."

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THE  
SYSTEM OF EDUCATION  
IN  
BASUTOLAND.

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## THE SYSTEM OF EDUCATION IN BASUTOLAND.

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### I. BRIEF ACCOUNT OF THE COUNTRY, ITS INHABITANTS AND HISTORY.

Basutoland is a native territory in South Africa, situated approximately between the 29th and 30th degrees of South latitude and between the 27th and 29th degrees of East longitude.

The country is a portion of the continuous elevated plateau which includes the Orange River Colony and the highlands of the Transvaal. Lying as it does at a minimum altitude of 5,000 feet above the level of the sea, and embracing the highest portion of the great Drakensberg mountain range, of which the most lofty peaks reach an elevation of from 10,000 to 12,000 feet, the scenery is wild and rugged and the cold in winter severe. On the whole the climate is healthy, although the great range of temperature and the altitude are said to be somewhat trying to European constitutions.

The country enjoys the advantage of a fairly regular and abundant rainfall, and the soil is fertile and, even under the primitive native system of cultivation, produces large quantities of wheat and other grain crops.

The inhabitants of Basutoland are a branch of the great African Bantu race which peoples the Southern portion of the African Continent. They are physically a strong and hardy race, speaking a language closely resembling the Sechwana, and they are ethnologically related to the Bechuana tribes of South Africa. They are conspicuous for industry, shrewdness and political sagacity, and in general intelligence do not suffer by comparison with any of the South African tribes. They retain unbroken their organisation under their Chiefs.

Little is known of the history of the numerous clans or tribes now included in the term "Basuto" before the commencement of the nineteenth century, but since then Basuto history may be roughly divided into three periods:—

- (1) The early struggles of some scattered tribes against native enemies and their consolidation into the nation known as Basuto, under the wise rule of the great Chief Moshesh.
- (2) The appearance in the country of Boer emigrants from the Cape Colony and the resistance of the Basuto to the new comers.
- (3) The period since the recognition of the Basuto as British subjects.

### II. THE MISSIONS.

It was towards the close of the first of the above periods that certain missionaries of the Paris Evangelical Mission Society, who were journeying towards Kuruman with the intention of establishing

a Mission among the Bechuana, who were then being harried by Moselekatse (the father of the late chief Lo Bengula), were invited by Moshesh, through Dr. Phillip, of the London Missionary Society, to turn aside and come to Basutoland to instruct his people. The story goes that Moshesh sent a present of cattle to induce the strangers to listen to his request. The cattle never reached their destination, being captured by some of the lawless bands that infested the country at that unsettled time, but the missionaries received the message of Moshesh and, being at the time prevented from continuing their journey by one of the then incessant native wars, they accepted the invitation of Moshesh. This was in, or about, the year 1833, and with this incident the account of the history of Education in Basutoland may be said to begin.

The three missionaries above referred to were MM. Casalis, Arbousset, and Gosselin; they were well received by Moshesh, and established their first Mission station at Morija, which has ever since been the headquarters of the Society in Basutoland. The progress of the educational work of the Mission is alluded to in the Report on the Paris Evangelical Mission Schools. (See also below, Section VIII.)

Other Mission Societies have since established their stations in Basutoland, and have sent into the country devoted and energetic missionaries who have done much for the cause of Education; but without overlooking such efforts, it is hardly too much to say that the history of Education in Basutoland has been practically the history of the work of the Paris Evangelical Mission Society, which, during sixty-eight years, has developed a complete and efficient system of Native Education.

In the year 1864 a Mission of the Roman Catholic Church was established at a spot since known as Roma, and this Church has since added to the number of its Mission stations and extended and developed the scope of its work. (See also below, Section IX.)

In 1876 the first permanent station of the English Church Mission was opened at Thlotse Heights in the Leribe District; other stations of this Mission have since been added and much attention paid to educational work. (See also below, Section X.)

Since the year 1897 a Native Church known as the African Methodist Episcopal Church has been working in Basutoland. It is a branch of, or connected with, the American Negro Churches, and its Ministers and Deacons in South Africa are, as a rule, men who have resigned (or sometimes, it is to be feared, have forfeited) their membership of other recognised Churches working under European Missionaries. Its object seems to be the founding of an independent Native Church free of European control, and it is noticed in this report on account of its having established schools in connection with its chapels and congregations. (See also below, Section XII.)

From the first the directors of the Mission Societies appear to have recognised the necessity for providing for the secular instruc-

tion of the natives, and have carried on the work of Education with almost as much zeal as they have devoted to their efforts in the direction of religious instruction.

### III. GOVERNMENT AID AND CONTRIBUTIONS TOWARDS EDUCATION.

After several years of warfare with the Boers, at the close of which the Basuto were reduced to such straits as to be in danger of losing their country and their existence as a people, the Basuto were declared British subjects by proclamation dated 12th March, 1868; but the country remained in a very unsettled condition until it was annexed to the Cape Colony by an Act of the Cape Legislature dated 1871. A Chief Magistrate, entitled the Governor's Agent, and a staff of District Magistrates were appointed.

The Governor's Agent inaugurated the system of supporting the then existing educational work of the Missions by Annual Grants to the Mission Societies. The returns published in the year 1879 show that these grants were distributed in the following proportions:—

Paris Evangelical Mission Society .. ..	87	per cent.
Roman Catholic Mission .. ..	11	..
English Church .. ..	2	..
	100	

These grants were administered at that time by the Educational Department of the Cape Colony.

During the year 1878 a model undenominational school, maintained and controlled by the Government, was established and placed under the charge of Mr. Sidwell, who on the 10th January, 1879, reported as follows:—

"On commencing my duties I found the school in a very unsatisfactory state. The organisation was bad; there was want of method in the teaching; the discipline was lax; the furniture badly arranged; those faults, due chiefly, I believe, to the want of practical experience on the part of the native teacher before entering on his work here, have been remedied. The whole school has been re-organised, the children re-classified, and a regular routine introduced; the teaching power is better applied, and the establishment brought into better working order. There are two departments, an upper and a lower. In the former, English grammar, geography, reading (English and Sesuto), writing and arithmetic form the subjects of instruction. In the lower department, reading (English only), writing, arithmetic, and elementary geography are taught. In a school so lately founded the teaching must necessarily be of an elementary character, though good progress has already been made in all the branches taught.

"The registers for the last half of the year show an increase of sixteen in the number of scholars. In April there were forty-seven children on the books, with an average attendance of thirty-six; in December the number on the books was sixty-three, the average attendance forty-nine. The greatest number on the books at any time during the year was seventy-two. It is to be regretted that a boarding-house was not attached to the

Annexation of Basutoland to the Cape Colony, 1871.  
Annual Grants to Mission Societies.

Model Government Undenominational School.

school. From all sides we hear of natives, anxious to learn, prevented from attending school here on account of the want of a lodging place. Twelve of the present scholars are inhabitants of villages distant twenty, thirty, or even fifty miles from Maseru, and have come here to work in order that they may at the same time receive some education. Eight children have left the school lately, their parents, residing in far-away districts, being unable to afford the expense of keeping them here longer.

"Many cases have come under my notice during the short time I have spent in Basutoland showing the desire for education which exists among a great part of the population."<sup>1</sup>

M. Emile Rolland had been appointed Inspector of Education in 1877.

Basuto  
Rebellion  
("Gun War"),  
1880.

At the close of 1880 commenced the rebellion by the Basutos against the authority of the Cape Government, known as the "Gun War," the cause of the war being the refusal of the Basuto to give up their arms in obedience to the provisions of the Disarmament Act. The rebellion resulted practically in the overthrow of the authority of the Cape Government, and the recovery of their independence by the Basuto Chiefs. Needless to say the war and the time of unsettlement and disorganisation following it were serious checks to the progress of Education. The Model School at Maseru was burnt in an attack on the town, being the headquarters of Government, and a period of retrogression is recorded by those who had been labouring for the improvement and instruction of the Basuto.

Imperial  
Control of  
Basutoland  
resumed, -  
1884.

In March, 1884, direct Imperial control of Basutoland was resumed, and with the appointment of Sir Marshal Clarke as Resident Commissioner a system of administration was inaugurated which has had very successful results, and under which the extension of the work of Education has been very marked.

Government  
Grants to  
Mission  
Institutions.

The Imperial Administration has adopted the same method of aiding and supporting educational work. Sir Marshal Clarke, having the administration of but a small revenue raised in Basutoland from Hut-Tax and a few other sources, wisely abstained from the creation of an expensive Education Department, and perpetuated the system of grants to Mission Institutions. With an increase of population and a return of peace and order it has been possible to increase the amounts of these grants, in some measure in proportion to the increase in the number of schools and scholars in the country. The grants are grants in "aid" only, and do not by any means suffice to support the Mission Schools. As will be seen in the reports of the Directors of Missions, the Government grant is approximately one-third of the annual expenditure in Education.

Statistics,  
1891-1903.

The subjoined table shows the amount of annual grants given in support of Education, with certain statistics for the period 1891-1903. The normal amount of grants made to Missions has not, as a rule, varied from year to year, but an annual adjustment of the amount of grants to the special needs of each Mission has been accomplished by a system of giving special grants for particular purposes, such as building, etc., etc.

The year ended 30th June.	No. of Schools in Basutoland.	No. of Scholars on Rolls.	Average Attendance.	Amount of Government Expenditure on Education.
1891	113	6,932	4,560	£ 3,491
1893	133	7,192	4,652	3,708
1894	137	6,939	4,405	3,680
1895	144	7,543	5,131	3,799
1896	144	7,930	5,427	3,869
1897	163	8,458	5,827	3,810
1898	163	9,714	6,910	3,746
1899	169	10,348	7,228	4,449
1900	177	11,134	7,804	4,358
1901	188	11,356	7,844	4,748
*1902	197	13,021	9,057	5,212
*1903	206	14,171	10,024	6,660

The population of Basutoland is estimated at 262,000, therefore 4½ per cent. of the population are at present under instruction.

In addition to grants to Mission Schools the Government makes an annual grant to one native undenominational school established as a private enterprise by a native Chief with the co-operation of a native teacher trained by the Paris Society. This school has in itself been useful, but it is the only one of its kind. The teaching is of course elementary, but the school has occasionally prepared successful candidates for the Teachers' Examinations, held in connection with the Educational Department of the Cape Colony. (See also below, Section XI.)

The Native Undenominational School.

There are also five night-schools at Magistracies for the instruction of the native policemen and shepherds, whose occupation prevents their attending day-schools. The night-schools are subsidised by the Government in the form of grants to the native teachers and certain expenditure for lighting, repairs of buildings, etc. (See also below, Section XI.)

Night Schools.

For many years it has been the custom for the Basutoland Government to maintain, for secondary education and industrial and technical training, a certain number of more advanced native scholars at Training Institutions in the Cape Colony. The Zonnebloem College, at Cape Town, which was originally intended by Sir George Grey and Bishop Gray of Cape Town to be a place for the higher education of the sons of native Chiefs, has been usually selected for young Basutos connected by birth with the Chiefs of the tribe. Many of the most important Chiefs in the country have received some education at Zonnebloem, and have no doubt been intellectually benefited by their stay there, even if the moral advantage derived by them is not very apparent.

Scholarships for advanced native scholars.

At present there are but two youths, sons of Jonathan Molappo, supported as Government scholars at Zonnebloem.

A number of Basuto youths have at different times been sent to

\* From Colonial Reports—Annual No. 390. Basutoland. Report for 1901-1902. Cd. 1383-4 and No. 408. Basutoland. Report for 1902-1903. Cd. 1768-13.

the Kaffir College at Grahamstown, and to the Trappists' Institution in Natal. At present about twenty pupils are maintained by the Government at the Lovedale Institute, where they are prepared for the examinations of the Cape Education Department and the Cape University, and where a certain number of them receive industrial training.

↳ The parents of boys sent to either of the above institutions contribute the sum of £7 10s. each, annually, towards the support of their sons; the total cost of sending, maintaining and clothing a boy is from £20 to £25 per annum.

#### IV. INSPECTION

**Inspection by District Commissioner.** All schools sharing in the distribution of Government grants are inspected at least once annually by the District Commissioner or his Assistant. The reports of such inspections are forwarded to the Resident Commissioner for consideration.

**General inspection by the Rev. H. R. Woodrooffe, in 1892 and 1898.** In 1892 and 1898 it was, by courtesy of the Superintendent-General of Education in the Cape Colony, arranged that a general inspection of schools in Basutoland should be made by the Rev. Canon H. R. Woodrooffe, an inspector of schools in the Cape Education Department.

It is contemplated to arrange for an annual inspection either by the appointment of an inspector or by obtaining the services of a trained inspector from one of the neighbouring territories.

**The Standards.** The standards of the Cape Education Department are in use throughout the schools (see Appendix A), and the Teachers' Certificates for which the more advanced pupils are prepared are those issued by the Superintendent-General of Education in the Cape Colony.\* It is right to place on record that Dr. Muir, the Superintendent-General at Cape Town, and his predecessor, Sir Langham Dale, have ever taken the most kindly interest in the work of Education in Basutoland, and have furnished the most generous assistance when appealed to.

**Attendance.** Attendance is voluntary, and is not as regular as might be desired. The scholars being the children of native peasants, who constantly require their service in agricultural work, it is difficult to maintain a high average of daily attendance in the Elementary Schools. There are no school fees except in the higher schools at Morija and Masite, etc., etc.

#### V. SECONDARY EDUCATION AND INDUSTRIAL TRAINING.

**Work of the Paris Evangelical Mission Society.** The Paris Evangelical Mission Society (see also below, Section VIII.) has provided for the training of more advanced native students as teachers at the Normal College at Morija, where more than 100 young men and boys are being prepared for the Teachers' Examination. The fees are £6 per annum for first year, £5 for subsequent years.

\* For Regulations (1900) for Teachers' Certificates in Cape Colony see in Vol. V. of Special Reports on Educational Subjects.—Report on Education in Cape Colony, Sec. V. (Also issued as a separate reprint.)

At Morija there is also the Bible School, at which the theological studies of young natives who are being prepared for the work of Catechists of the Missions are conducted under the supervision of a French missionary. Such students pay an annual amount of £5. There is a special class for training candidates for the Native Ministry. Bible School  
at Morija.

The Morija Printing and Bookbinding Establishment employs seven trained natives. At this institution, which is also in charge of a Missionary of the Society, is issued fortnightly the "Lese-linyana," a small newspaper published under the direction of the missionaries in the native language. Morija  
Printing and  
Bookbinding  
Establishment.

A considerable quantity of Government printing is done at Morija, as also printing and bookbinding for the traders and European settlers in the neighbourhood.

The Leloaleng Industrial School, at present under the Rev. H. Bertschy of the same Mission, is situated in the extreme south of Basutoland. It is an excellent institution, and is reported on by Canon Woodrooffe. The annual fee for apprentices is £2. Leloaleng  
Industrial  
School.

The girls' training school at Thaba Bosigo, conducted by three French ladies, is designed to give some instruction in cookery, needlework and household duties generally to young native women, and to fit them to be good wives to educated natives. The idea is admirable and it is well carried out. The site of the Girls' Training School is to be removed to new and more commodious premises at Thabana Morena. There are no fees charged at this school, except for girls whose parents do not live in Basutoland. In such cases an annual fee of £3 is charged. Girls'  
Training  
School at  
Thaba  
Bosigo.

The Roman Catholic Mission has not made provision for Secondary Education for the reasons stated by Father Cenez in his report (see Section IX. below). The girls at the Roma boarding school are taught spinning, knitting, needlework, cooking, etc., by the nuns of the Mission. Work of the  
Roman  
Catholic  
Mission.

Until the year 1898 there had been an attempt to conduct an industrial school in connection with the Mission at Roma, and special grants had been made to the Society in support of the enterprise; but the Director of the Mission in 1898 formally reported that the difficulties in the way of successfully conducting such an institution had proved so great that he had abandoned the school as a definite branch of the Mission work, and no longer felt justified in applying for a grant for that particular purpose.

The English Church Mission has, at its educational headquarters at Masite, provided for the training of more advanced students for the first year's Examination for Pupil Teachers; and, at St. Mary's College, Hlotse (Thlotsi), on a small scale but efficiently, students are prepared for the final examination for their Teachers' Certificates and are also given industrial instruction in carpentry, shoemaking, and gardening. Work of the  
English  
Church  
Mission.

At Maseru, a very devoted lady, a Deaconess of the Mission, has a school for training native women in laundry work.



## VI. EUROPEAN SCHOLARS.

Schools for  
European  
Children at  
Maseru and  
Mafeteng.

The English Church Mission has also control of the Government-aided schools for European children at Maseru and Mafeteng.

The permanent school at Maseru for children of European parentage is under the charge of a fully-qualified lady teacher and shares in the distribution of the Government grant made to the English Church Mission.

Refugee  
Schools.

There are at Maseru and Mafeteng two schools for white children which have, under the English Church Mission, been opened to afford instruction to the children of those political refugees from the Orange River Colony who are, owing to the circumstances of the war, so numerous in Basutoland at the present time. The instruction is of an elementary character, but a very useful purpose is fulfilled by these refugee schools.

The normal European population of Basutoland is estimated at 600, no census having been taken since 1891. European children, away from such centres as Maseru or Mafeteng, are under considerable educational disadvantages being dependent on private instruction by governesses and tutors.

Bursary for  
European  
Children.

At the time of the Diamond Jubilee of Her late Majesty Queen Victoria, a sum of money was collected for the purpose of establishing some Memorial of the occasion. This money was devoted to providing a small bursary, to be competed for triennially by children of European residents in the country. This bursary, of the value of £18 per annum, is for the second time to be offered for competition under conditions regulated by trustees—the principal condition being that the sum is to be employed for the further education of the child during the three years following the competition.

## VII. GENERAL REMARKS.

There is probably no African native tribe for which more has been done in the way of Education than for the Basuto. At the present time it is possible for a native to obtain free education for his children at the smaller day schools and Mission stations until Standard IV. (of Cape Standards) has been reached.

The secondary instruction in the Normal School at Morija, or at Masite, with board and lodging, is provided by the Missions upon payment of an annual sum, which, though probably considerable from a native point of view, is by no means beyond the means of the prosperous Mosuto, and is, of course, much less than the annual cost to the Mission of the maintenance of a pupil. Having arrived at this stage it is open to the native scholar to study for the Pupil Teachers' Certificate or for the Examinations of the Cape University.

Theoretically the career of learning is as open to the native as to the son of the European colonist. But few have the ability and perseverance to get beyond a moderate pass for the Teachers' Certificate or the Schools Elementary Examination of the University. With the young native the attainment of the years of manhood

appears to be accompanied by an arrest of intellectual development, an increased dominance of the appetites, and an inability to discern advantage in studies that do not appear to afford prospect of immediate and tangible remuneration. The domestic environment of the natives also is hardly favourable to the pursuit of knowledge.

This is less to be regretted as it is very doubtful if there is any place in Africa for the educated native; for opinion, in the Colonies and at the labour centres, tends toward the belief so often expressed that the native educated is the native spoiled, and that what is known as the "raw Kaffir" is a more useful member of society than his educated brother. The native territories are looked to for a supply of unskilled labour, there is a disposition to be shy of the native clerk, telegraphist or skilled artisan, and the best friends of the native must regretfully admit that justification for such prejudices is too often to be found in the disappointing failure of some of the promising pupils of the training schools.

It would be a mistake to ignore the fact that the vast majority of South African natives are, and will remain, peasants and labourers on the soil or in the lower ranks of industry. In these spheres they are happy, contented, and useful, and for them their best friends can desire nothing better than the most elementary education, sound moral training and encouragement in the habits of steady industry.

But there is a demand arising from the natives themselves for some provision for higher education, and it would be unwise altogether to repress such ambitions; rather does it appear the plain duty of those, to whom the natives have a right to look for guidance, that all attention should be given to the efficiency of the educational system and the adaptability of the curriculum to native needs and reasonable prospects.\*

A great change has taken place in the conditions of native life since the days when Moshesh sent a present of cattle to attract a band of missionaries to his country. The Basuto have lived through an eventful period of South African history, they have seen the rise and fall of the Boer Republics, many thousands of them have come in contact with the phase of European civilisation represented by the mining communities of the Diamond and Gold Fields, telegraphs, railways, newspapers and the penny post have become features of their daily lives, and they have not escaped the influence

\* While I fully recognise that there does not appear to be in South Africa at present any useful career for more than a very limited number of young natives with any degree of higher education, on the literary side, it would be a mistake to overlook the probability that, if they cannot find nearer home some outlet for their aspirations in this direction, they will seek for it elsewhere. I believe a certain number of young natives from the Colony have already proceeded to America for educational purposes. Under these circumstances, it appears to be well to afford opportunities to a certain proportion of the youths for continuing their studies under wise direction and discipline, and this object is, I believe, obtained satisfactorily in the higher schools of the Basutoland Missions. (Colonial Reports—Annual, No. 404. Basutoland. Report for 1902-3. Cd. 1768-13.)

of the American Negro Methodists who have visited South Africa and have attempted the formation of an independent Native Church. There are not wanting signs that some of them are beginning to think for themselves and to feel that they are able to choose the things that are good for them. There is possible danger in such ideas and a certain inconvenience in dealing with them, but it would be vain to ignore their existence.

One of the more healthy manifestations of such a disposition in Basutoland has been an expressed desire of the Paramount Chief Lerothodi for the establishment of an industrial school in a more central part of the country than the Mission School at Leloaleng. Practical effect was given to this idea by a spontaneous collection by Lerothodi of the sum of £3,000 for the building and equipment of such a school. This sum has been lodged with the Government, and the commencement of the work awaits more settled times in South Africa.

The inauguration of such an industrial training institution will be a most hopeful development of the work of education.

#### VIII. THE PARIS EVANGELICAL MISSION SOCIETY.

The Rev. Henry Dyke, Secretary of the Basutoland schools of this Society, contributes the following report :—

Growth and  
organisation  
of educa-  
tional work.

The Paris Evangelical Missionary Society commenced work in this country in 1833. A few years after schools were started for the children. About 1837 Miss Lyndall, who had made special study of the Pestalozzi system in England, and who started the Infant school work in Cape Town, became the wife of one of the missionaries. She made the school at Beersheba a great success, and it became the model school from which the other schools of the country took ideas. Day schools were established on all the Mission Stations, but it was not until about 1860 that schools were established on out-stations under native direction. Wars at various times interrupted the work; especially was this the case from 1865 to 1868. Before peace was concluded the missionaries had already taken steps for the establishment of a Normal School for the training of native teachers. Soon after the occupation of the country by the British Government grants were issued by the Cape Colonial Government in aid of this institution and the day schools. It was also found necessary at this time to start a girls' institution for industrial education, and this school was placed at Thaba Bosigo.

In 1875 there were sixteen teachers in charge of day schools, receiving grants from the Government ranging from £10 to £12; for this year [1901] the total amount of the grants received for education throughout the country was £724. The work went on developing rapidly until 1880, when the Gun War stopped it for the time being. There were then forty-nine day schools and three special institutions—Morija had about 100 boarders, Thaba Bosigo sixty, and the industrial school for teaching trades to young men, then in its infancy, had twenty. The grants to these institutions at that time amounted

to more than £1,300 per annum, and the grants to the day schools amounted to £1,600, making a total of £2,900.

In 1885, after the Imperial Government took over the direction of the political affairs of the country, the total amount of grants issued to the schools was £1,600. These grants have gradually increased until in the present year, 1901, the total sum received by the Paris Evangelical Missionary Society for education is £3,244, of which sum the three above-mentioned institutions receive £1,020, and the day schools, which now number eighty-nine, receive £2,204. Besides these eighty-nine schools in receipt of Government aid, there are, however, fifty-seven schools which are carried on at the expense of the Paris Evangelical Mission Society, but for which regular returns are sent to the Government quarterly.

When the Imperial Government took over the country the total number of scholars on the roll was under 2,000, and the average attendance less than 1,500. In September, 1901, there were on the roll 10,547 scholars with an average attendance of 7,400. Out of these, 250 are boarders attending the above-named institutions.

In 1886 the want of regular inspection by a Department of Education was keenly felt by the missionaries, and in order to test the attainment of the various schools a written examination Standards III. and IV. was established. Since then this examination has been carried on from year to year.

Printed questions are sent to the various centres throughout the country, each sitting being supervised by a missionary. The answers are returned and valued at Morija, and a printed report is issued. For copies of questions set in 1901 in certain subjects see Appendix A. The examination has always been entered into with a great deal of zest both by the teachers and pupils, and is looked forward to as the event of the year. It being competitive, and the results being published, has been a great stimulus to educational work.

The use of the vernacular as a medium for imparting knowledge, especially in lower classes, has been found of the greatest benefit. By this means we have avoided the evil with which some other Missions have to combat—namely, the stultifying of the minds of the younger scholars by the excessive use of mechanical processes, instead of appealing to their intelligences in a language which can be understood by them.

The total cost of the educational work of the Mission and the amount of such cost borne by:—

- (a) The general funds of the Mission.
  - (b) The Government.
  - (c) Parents of scholars, i.e., school fees, etc.
- (a) The total disbursements by the Mission for educational work during 1901 amounts to about £4,950.
- (b) The total amount of grants received by the Mission from the Government for 1901 amounts to £3,244.
- (c) £700 is paid by parents as school fees.

Establishment of Annual Examination.

Use of Vernacular.

Cost of Educational Work.

	Thus the total cost of educational work carried on by the Paris Evangelical Mission Society amounts to nearly £9,000.
Teachers.	Teachers are appointed by the various superintending missionaries. The training of teachers is carried on at the Normal School, Morija, and the Girls' School, Thaba Bosigo. Each institution has a staff of three European teachers, besides native assistants. The prescribed course for Pupil Teachers (P.T.)* laid down by the Cape Department of Education is strictly adhered to, and the pupils are regularly entered for the examinations every year. This year, at Morija, forty-two were entered for the Candidates' examination; thirty-one for the first year P.T.; eleven for the second year P.T.; nine for the third year P.T. examinations.
Singing.	Singing is taught in all schools, and special training is given at the Normal Schools. Theory of Music is included in the syllabus of the teachers' course.
Cookery.	A limited training in Cookery is given at the girls' institution at Thaba Bosigo.
Industrial Training.	At the Leloaleng Industrial School there are forty apprentices receiving instruction in building; each apprentice spends two years at stone work and two years at carpentry, enabling them thus to erect and complete dwelling-houses. All boarders at the Training Institutions are obliged to do two hours' manual work per day, under the supervision of the various teachers.
Drill and Physical Exercises.	All pupils are trained at the Normal School in Drill and Physical Exercises, and are annually inspected by the examining officer of the Cape Colony.
Secondary Education.	The Normal Institutions might perhaps come under the heading of provision for secondary education, as the pupils are being technically trained.
Statistics.	Besides this a class for Theological Training exists, the admission to which is a pass at the teachers' examination. Comparative Returns for a few years only:—

Year.	Mission Work started by the P.E.M. Society.				
	1837. Schools started on the Mission Stations.				
—	No. of Schools.		Enrolment.	Average Attendance.	Total Amount of Grants.
	Institutions.	Day Schools.			
1875.	2	16	†	†	£ 724
1880.	3	49	2,000 †	1,000 †	2,900
1885.	3	46	2,591	1,531.3	1,600
1890.	3	94	6,003	3,844	12,550
1901.	3	146	10,547	7,393	3,224

\* For regulations (1900) for Pupil-teachers' examinations, see in Vol. V. of Special Reports on Educational Subjects.—Report on Education in Cape Colony, Section V. (Also issued as a separate reprint.)

† Plus an extra £450 for this year only, for building, &c.

SUMMARY OF RETURNS OF SCHOOLS  
OF THE P. E. M. S.

IN

BASUTOLAND FOR QUARTER ENDED 30TH SEPTEMBER, 1901.

No. of Schools	PARISH.	Sex. Girls, Boys.	Number on Roll during Quarter.	Admitted during Quarter.	Withdrawn during Quarter.	Highest weekly aver- age during Quarter.	Lowest weekly aver- age during Quarter.	Mean average during Quarter.
6	Qalo ... ..	Mixed	192	41	31	128.5	108.3	132.5
10	Leribe ... ..	"	599	100	46	485.4	303.0	407.7
3	Kuoneng ... ..	"	179	30	23	146.5	92.4	119.1
3	Cana ... ..	"	375	122	79	465.3	347.3	402.8
7	Borra ... ..	"	670	109	70	477.3	347.4	418.2
3	Maseru ... ..	"	576	216	69	485.0	319.6	405.7
13	Thaba Bosigo ... ..	"	876	131	80	649.2	464.0	565.3
16	Morijsa ... ..	"	1,225	220	111	975.6	718.2	853.9
6	Letsunyane ... ..	"	203	19	16	174.4	121.2	148.6
4	Kolo ... ..	"	449	95	42	372.0	303.1	335.5
8	Likhoele ... ..	"	703	75	58	546.1	427.1	493.9
8	Hermon ... ..	"	1,145	215	113	815.8	594.6	711.3
4	Siloe ... ..	"	548	128	39	497.5	390.9	449.0
11	Th. Morena ... ..	"	707	132	46	614.0	494.3	565.6
10	Maphutseng ... ..	"	517	97	35	446.6	315.6	342.4
9	Masitisi ... ..	"	517	101	63	377.9	292.5	337.7
9	Sebapala ... ..	"	241	21	11	211.5	153.4	181.7
5	Tebellong ... ..	"	153	23	4	124.0	92.6	112.9
1	Qasbas Nek ... ..	"	83	27	1	74.8	67.0	72.4
4	Schonghong ... ..	"	33	3	10	26.0	11.8	17.9
3	Molomong ... ..	"	100	22	8	95.1	64.8	72.5
146			10,288	1,917	955	8,188.7	6,029.3	7,147.6
	INSTITUTIONS.							
	The Bosigo Girls' ...	Girls	33	0	0	33	30	33
	Morijsa Training ...	Boys	113	4	1	112	108	110
	" Bible ... ..	"	58	17	0	58	55	57.5
	" Printing Office ...	"	7	0	0	7	6	6.5
	Leloaeng Industrial ...	"	40	8	0	40	39	39.6
			251	29	1	250	233	245.6
	GRAND TOTAL...		10,539	1,946	956	8,438.7	6,267.3	7,393.2

All day schools are inspected once a year by the Assistant Commissioner or Sub-Inspectors attached to each of the eight Magistries. From time to time one of the Colonial Inspectors has visited the country and inspected a fair proportion of the schools. This Inspector comes annually to examine the pupil teachers of the Normal Training Institution at Morijsa in the practical part of the Teachers' Examination.

Government Examination arrangements.

Perhaps it might be of interest to add that the Basutos are very keen upon education. The earnings of the average Mosuto being small, it often needs the revenue of the father for the whole year to keep his son at the Normal School for the same period. Some

pupils manage to pay their fees by devoting their holidays to earning money.

In day schools it is not infrequent to find grown-up men of over thirty years of age taking their place in class with children of nine and ten.

#### IX. THE ROMAN CATHOLIC MISSION.

The following notes are by the Rev. Father Cenez, Prefect Apostolic and Director of the Schools and Churches of the Missions :—

Instruction  
*versus*  
Education.

“ I should like just to put down the principle on which we have acted in our work. We think that there is a distinction to be made between instruction and education, and that we must sacrifice the former to the last whenever they are incompatible. We hear nearly every day people complaining that a young man out of school is worse than a raw Kaffir, because he has not much more useful knowledge, but plenty of pride that makes him disagreeable. We think, therefore, that, the time boys remain at school being so limited, it is better for them and for society to leave the school with a little less knowledge and a better education.

“ That will explain (1) Why, although it is very expensive, we like to take boarders. It is impossible to educate children who come to school a few hours a day, and that not regularly ; they can perhaps be taught a little reading and writing, that is all ; they keep their manners. (2) Why we have few native teachers. (3) Why we do not push the scholars, especially to the higher standards.

“ I do not know much about the history of our schools, but I see that from the beginning it has always been very difficult to have good boys' schools. When only little children they are wanted by their parents for herding ; when a little bigger, they want to get money and go to the gold or diamond fields, sometimes against the will of their parents, sometimes because parents do not see the use of instruction.

“ Girls come well, but it is better for them, when they know how to write and read their own language, to be taught cooking, sewing and knitting than too much arithmetic and geography, although that is all the inspector will ask of them.

No provision  
for higher  
Education.

“ Boys being so difficult to keep a long time, and instruction higher than the Third or Fourth Standard being useless for girls, we have made no provision for higher education. Another reason of it is that we agree with some inspectors who say that natives do not know how to keep a school.

“ We have tried it and found that a native, with a few exceptions, is good only for assisting a teacher but not for superintending a school himself, so that we do not like to found schools to be put into the hands of natives only. On the other hand, there are very few places of employment in the Government offices or stores where they could make use of their learning, so that, things being as they are, they have very little chance of making up by a better pay for the time spent in a school. But if there was

a change in the condition of the country, and higher education could be of more use to them, I hope we could answer to the need they would then feel.

"In order to give the children a better and more regular education, we keep as many boarders as we can; it is also the only way of giving them some industrial training. We have about 250 boarders—160 girls and 90 boys—which, at £2 per head and per year, gives £500, that being spent for food and clothing, and no allowance being made for the teachers. We count twelve teachers. If we should give each as much as to the native teacher we have at Roma (£30), it would make a total of £360, which, added to the £500 spent for boarding, makes £860, of which the Government has paid till 1900 £250, and the Mission £610. Since then the Government has added an extraordinary grant of 20 per cent.; that addition we put aside for building new schools. The parents of scholars do not give a penny for the work, not even for boarders. I have tried here at Roma to make them pay £1 a year, or two bags of grain for food; but the following year the school would have been empty if I had stuck to that rule.

"Of the 753 children on the books, 246 only are boys and 507 are girls, which shows that those who want most instruction do not get it, and that by their own fault.

"Among the scholars actually in our hands I think that about thirty or forty could pass the Fourth Standard, 150 the Third, 200 the Second, and 200 the First; the others would be under. The mean attendance is about 600.

"We have no special method of appointing teachers, all our teachers but one being European; this one is under the supervision of the missionary. He is paid £30 a year, and although it seems much, he does not find it very encouraging when he compares himself with carpenters or stone-cutters, who have learned their trade here very easily, and get at least five shillings a day.

"Singing is taught in all our schools, especially at Roma; a few boys can play the harmonium, and we hope soon to have a little band. Big girls learn cookery; they work in turn, one or two at a time, for a week with the cook in the kitchen.

"A few boys learn carpentering or blacksmithing and tailoring; all the boarders give a hand in the manual work of the Mission. All girls are taught spinning, knitting, sewing and housework as much as anything else. There is no particular physical exercise, but the boys are drilled before and after school.

"There have always been a few European girls at school here, but there are none for the present, although a few want to come as boarders. We could receive them if there were a few more, as it is as much trouble to keep two as to keep ten; for, of course, they are kept, fed and taught separately."

The return for the Quarter ended 31st December, 1901, shows that this Society has twelve schools supervised in every case either by the Brothers of the Order, or Nuns and ladies attached to the Mission. The rolls show a total number of 753 scholars with an average attendance of 600.



## X. THE ENGLISH CHURCH MISSION.

The Rev. Spencer Weigall, Superintendent of English Church Schools in Basutoland, furnishes the following notes:—

History.

The Mission was begun in 1876. Since that time schools have been opened first of all at the central stations, and later on at many of the out-stations. In 1898 a superintendent of English Church Schools was appointed whose business it is to report on educational work connected with the Mission, to visit the various schools, distribute the Government grants, to furnish the Government with statements of such distribution and quarterly returns, and also to provide for the education of European children where necessary.

Children are taught up to Standard IV., inclusive, in the day-schools. At Masite Boarding School provision is made for preparing them for the first year's Teachers' Examination, and at St. Mary's College, Hlotse, ten Students are trained for their Teachers' Certificates—the standard of admission to the college being Standard IV.

Cost

TOTAL COST OF MISSION WORK.		SOURCES OF INCOME.	
Native Day Schools	- £600 0 0	General Mission Funds	£870 0 0
Native Boarding „	- 500 0 0	Government Grants	- 400 0 0
School Requisites	- 100 0 0	S.P.C.K. Grant	- 100 0 0
Three European Day Schools	- 250 0 0	Fees (Native)	- 100 0 0
Superintendent's Salary	50 0 0	Fees (European)	- 150 0 0
		Sale of books	- 20 0 0
	<u>£1,500 0 0</u>		<u>£1,500 0 0</u>

There was a 20 per cent. increase on the Government Grants last year which does not appear in the above estimate, it not having been ascertained yet whether such increase is to be expected in future or not.

## STATISTICS.

Statistics.

Number of Day Schools (Native)	- - - -	15
(European)	- - - -	3
Number of Boarding Schools (Native)	- - - -	2
		<u>20</u>
Number of Teachers in European Schools	- - - -	5
„ „ Native „	- - - -	22
		<u>27</u>

Total number of names at present on School Books—1,076; of which sixty-two are European pupils and forty native boarders.

Teachers.

Teachers are appointed to all the schools by the Clergy in charge of the various districts.

There is one Training College for native teachers at St. Mary's, Hlotse, for ten students, whose board is provided by the S.P.C.K. amount of £100. A few boys are sent sometimes to be trained

as teachers to institutions outside Basutoland, *i.e.*, Grahamstown, Zonnebloem, and Umtata.

The scale of payment of teachers is not fixed, but averages from £24 to £35 per annum. A married teacher with full Teachers' Certificate would receive £40.

Singing (Sol-fa method) is taught at all schools for half an hour daily. Singing.

The only regular industrial training for boys is at St. Mary's, Hlotse, where they are taught carpentry, cobbling, and gardening. Industrial Training.

At St. James', Maseru, a small laundry has been erected, and a few girls are being instructed in laundry work.

At Masite Boarding School all the boys do regular manual work of various kinds—wall-building, digging out stone, gardening, etc. Elementary drill is taught at Masite Boarding and Day schools.

The only provisions for secondary education are afforded by St. Mary's, Hlotse, and Masite Boarding School. Secondary Education.

There are two European Schools at Maseru, one for better, the other for poorer class children. European Schools.

At Mafeteng there is one European School.

#### XI. THE UNDERNOMINATIONAL SCHOOLS.

The aided Night Schools at the Magistracies are as follows:—

At Qacha's Nek	- 20 scholars with average attendance	13.2
At Moyeni	- - 14 " " "	5.3
At Mohales Hoek	- 45 " " "	35.
At Mafeteng	- - 71 " " "	35.
At Maseru	- - 28 " " "	17.

The native school at Matedile supported (with Government aid) by the Native Chief Seiso Letsie and independently conducted by Native Teacher Cranmar Matsa, receives an annual grant of £44.

The latest return shows:—in boys' department, eighteen scholars, average attendance 15.9; in girls' department, thirteen scholars, average attendance 10.85.

#### XII. THE AFRICAN METHODIST EPISCOPAL CHURCH.

This body renders returns for two schools. At Moruthanes a mixed school (boys and girls) under William Mokalapa, a native catechist. On the books are nineteen boys and thirty-two girls with an average attendance of 33.6.

A return is also sent of a school at Moquala in the Mohales Hoek District. This school was built by the local chief Lebona, and is under Native Teacher Chas. J. Methola. It has on the books thirty-one boys with an average attendance of 17.28.

The above schools of the African Methodist Church have not been inspected nor do they receive grants.

Resident Commissioner's Office,  
Basutoland.

February, 1902.

## APPENDIX A.

SPECIMEN PAPERS SET AT THE EXAMINATION FOR  
THE SCHOOLS IN CONNECTION WITH THE PARIS  
EVANGELICAL MISSION SOCIETY, BASUTOLAND,  
13TH NOVEMBER, 1901.

## STANDARD IV.

## ENGLISH.

## A.—GRAMMAR.

- I. Conjugate the verb "see," Active Voice, Indicative Mood, present, past, and future tenses, all persons and numbers.
- II. Give the plural of : tooth, story, life, toy, cow.
- III. Analyse : (a) My father is very poor.  
(b) Did you see Jonathan yesterday ?  
(c) I have a beautiful horse.
- IV. Correct grammatical errors in the following, and give your reasons :  
(a) I am old than my brother.  
(b) How many money have you ?  
(c) My uncle has three knives.

## B.—TRANSLATE INTO SESUTO.

One night, in the beginning of winter, an old man, living at Boqate, thought he heard the feeble cries of a child. As he was naturally kind-hearted, he rose and struck a light ; and, going out of his cottage, looked about on every side. It was not long before he saw an infant on the ground. The old man stood wondering at the sight, and knew not what to do.

## C.—TRANSLATE INTO ENGLISH.

A mo nkela matsohong a hae, 'me a lemoha hobane ke moshemane e motle leha a mpa a apere likatana. Eare ha a mo isitee ka tlung, a qala ho makala hore na o tla mo fumanela liyo kae. Hona hoo, a qala ho hopola poli ea hae, e neng e lahlehetsoe ke potsanyane ; a nka nguana eo, a mo tsuarella ho eona, 'me a thaba ha a bona nguana a anya yualeka boya eka o fumane 'm'ae.

## DICTATIONS.

The eye, the ear, and the nostril stand simply open ; light, sound, and smell enter, and we are obliged to see, to hear, and to smell ; but the hand selects what it shall touch, and touches what it pleases. It puts away from it the things which it hates, and beckons toward it the things which it desires.

weapon	accept
encourage	human
succeed	agree
language	appoint
dominion	obey.

Ka baka leo, ba motse ba phahamisa mantsue ho ba omanyane. Ba bang ba ba rohaka, ba bang ba re ba otloe. Ebile lerata le tota haholo, ha re mee kahohle. Mong a motse a tsebisoa, 'me eena a phakisa ho romela ho tšuara le ho botsisisa ba etsetsoang lerata taba tsa bona. Eaba ba isoa khotla, 'me ba khotla ba ba botsa moo ba tsuang le moo ba eang.

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#### ARITHMETIC.

- I. Express the following numbers in words, and find the difference between them: 19064002 and 72307.
- II. Divide 15 lb. 7 oz. 8 drs. by 8 oz. 4 drs.
- III. 731579 ÷ 294 (short division).
- IV. Multiply 3 tons 14 cwt. 2 grs. 14 lb. 12 oz. by 38.
- V. Find by practice the value of 2,240 articles at £7 16s. 9d. each.
- VI. If 7 doz. boxes of sardines cost 3 guineas, what is the value of five boxes?

#### GEOGRAPHY.

- I. How many and which motions has the earth? What is its shape?
  - II. How would you find the Cardinal Points?
  - III. Define the terms: *Tributary, strait, latitude* and *mountain*.
  - IV. Make a map of the Cape Colony, showing the situation of Cape Town, Port Elizabeth, East London, Grahamstown, Kimberley, Paarl, King Williamstown and Queenstown.
- 

#### STANDARD III.

##### ARITHMETIC.

- I. Add together: Thirty thousand two hundred and eight; eighteen thousand and seventy-five; twenty thousand and sixty-one; two thousand and sixteen; two hundred and nineteen; and twenty one.
  - II. Find the difference between £800 9s. 0d. and £111 11s. 1½d.
  - III. Reduce £5 16s. 9d. to threepences.
  - IV. How often is 1s. 3d. contained in £1 10s.?
  - V. Reduce 37 yards 2 feet 7 in. to inches.
  - VI. How many hours are there in 5000 seconds?
- 

#### ENGLISH.

##### A.—GRAMMAR.

- I. What "part of speech" is each word in the following? *O! my careless servant lost this spade in the garden yesterday.*
- II. Define these terms: *Noun, adjective, verb.*

III. Divide each sentence into *subject* and *predicate*.

- (a) The pleasant place is glad.  
 (b) We must work.  
 (c) The roof was low.  
 (d) I am ready.  
 (e) Have they arrived ?

## B.—TRANSLATE INTO SSESUTO.

We are called. The eyes of the camel are beautiful. Do not laugh. I do not understand you. How many sheep has your cousin ? Men must reap the things they sow. She hides her face. His son wrote the letter. This is my village. His sister whispers.

## C.—TRANSLATE INTO ENGLISH.

Mahlo a ka a khathetse. Ke batla liyo. Molisana o il'o batla linku. Tisa katiba eo ea ka. Lebese le felile. Ke hatlela mateoho. A nke ke bone setšuantšo seo. Se k'a 'na ua nkhatatsa tje hle !

## DICTATIONS.

One fine morning, a cat and a fox, which were old friends, started off on a journey together. On the road, they paid little visits to cottages and to farm-houses that they had to pass, and picked up whatever they could find. They made off with hens and chickens, with ducks and ducklings, bits of cheese and scraps of bacon.

honey	autumn
watch	enemy
lazy	allow
careful	fierce
enough	punish.

Ho tsua ba le baeti ba baholo ba ileng ba etela mose o kuano ho leotle ka khueli tse tsua feta. Baeti bao ba tsamalle libakeng tse ngata tsa lefatše, 'me hohle moo ba fihlileng teng, ba ile ba etsetsoa mekete e mehoho ea kamohelo, le ea hlompfo. Marena a lichaba tse ngata a ne a phuthetsetse ho ea tsana le ho bonana le bona, 'me a khutla a bolela botle ba kamohelo eo baeti bao ba ileng ba e etsetsoa.

Dutch be taken only the half of the English and the half of the Dutch Reading Book

	STANDARD V.	STANDARD VI.	STANDARD VII ¶
Intelli- ard IV. rdinary other	To read fluently and Intelli- gently from a Standard V. Reading Book, or a passage from any standard historical author.	To read fluently and Intelli- gently from a Standard VI. Reading Book, or a prose dialogue from any standard author.	To read fluently and Intelli- gently a dialogue in blank verse from any standard author.
poetry, mean-	To recite 60 lines of poetry, with knowledge of meaning and allusions.	To recite 80 lines of poetry, with knowledge of meaning and allusions.	To recite 100 lines of verse from a standard dramatic author, with knowledge of meaning and allusions.
aper six hs read	To write on paper to dictation <i>Working Diagrams for Manual Training.</i> (1) Drawing (full size).—(a) Pro- jection of simple rectangular solids. (b) The plans and ele- vations of the exercises for the year. (c) simple isometric drawing. (2) Theory.—(a) To name a few common kinds of hard and of soft wood, and to tell where they are chiefly grown. (b) The construction and use of the tools required in the exer- cises for the year.	To write on paper to dictation <i>Working Diagrams for Manual Training.</i> (1) Drawing (full size or to a larger scale).—(a) Simple solids in plan, elevation and section. (b) Construction of plain scales. (c) The plans, elevations and sections of the exercises for the year. (d) Isometric drawing. (2) Theory.—(a) The felling, seasoning and uses of the common varieties of hard and soft woods. (b) The construc- tion and use of the tools required in the exercises for the year.	To write on paper to dictation <i>Working Diagrams of Manual Training.</i> (b) to use the tools required for this and to sharpen a chisel or plane iron. (2) Drawing (to scale).—(a) More difficult examples in orthographic and isometric projection. (b) The plans, elevations, sections and iso- metric projections of the exercises for the year. (3) Theory.—(a) The growth, felling, seasoning and uses of the common varieties of hard and soft woods. (b) the use of nails, screws and pins. (c) The construction and use of the ordinary woodworking tools.
nd II. in	Freehand and geometrical drawing up to Standard III. in Morris's book.	Freehand and geometrical (scale) drawing up to Standard IV. in Morris's book.	Freehand, geometrical and model drawing up to Standard V. in Morris's book.

the latter book need not belong to the pupils, but to the school.  
and in Philip's *Stone* upright, Nelson's *Royal*, Chambers' *Government* and, Collins' *New*

To face

THE  
SYSTEM OF EDUCATION  
IN  
SOUTHERN RHODESIA.\*  
(1890-1901.)  
ITS ORIGIN AND DEVELOPMENT.

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SOME EVENTS IN RHODESIAN POLITICS DURING THE YEARS 1890-MARCH 31ST, 1901.

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\* The word "Rhodesia" is often used in the *Journal of Rhodesia* and bears this sense wherever it occurs in this volume.  
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Education of Natives of Southern Rhodesia.

**VICES :—**

Map showing the position of the principal Schools in Southern Rhodesia in March, 1901.  
b Education Ordinance, 1899.  
c Education Ordinance, 1903.



SOME EVENTS IN RHODESIAN POLITICS DURING THE YEARS  
1890-MARCH 31ST, 1901.

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1890. Rhodesian Pioneers occupy Salisbury. (September 12th.)
1892. Beira Railway Company formed, and Fontesvilla-Salisbury Line started.
1893. Bechuanaland Railway Company formed.  
Matabele War (October-December 25th).  
Bulawayo occupied (November 4th).  
Matabeleland annexed to Southern Rhodesia (December).
1894. Beira Junction Railway Company formed to construct line Beira, Fontesvilla.  
Line Vryburg-Bulawayo reaches Mafeking (October).  
Line Fontesvilla-Salisbury reaches Chimoio (December).
1895. Beira-Fontesvilla line completed.
1896. Rinderpest (February-September).  
Matabele Rebellion (March-October).  
Mashona Rebellion (May-September, 1897).
1897. Mashona Rebellion ends (September).  
Municipal Councils granted to Salisbury and Bulawayo.  
Line Vryburg-Bulawayo completed, and formally opened (November 4th).
1898. Line completed from Beira to Umtali (January).
1899. Line completed from Beira to Salisbury and formally opened (May).  
South African War commences (October 12th).
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## PREFACE

Southern Rhodesia consists of the provinces of Mashonaland and Matabeleland, or in other words of those portions of the Chartered Company's South African Territories which lie South of the River Zambesi.

The area of Southern Rhodesia is 143,830 square miles which is almost evenly divided between the two provinces, Matabeleland being the larger by only about 2,000 square miles.

The number of white inhabitants of Southern Rhodesia was, according to the "informal" Census of May 31st, 1901 :—

In Mashonaland	-	-	-	-	4,021
In Matabeleland	-	-	-	-	7,011
Total	-	-	-	-	<u>11,032</u>

The war had caused a large drain of the normal population, and the Census was called "informal" upon this account.

There were besides white settlers 1,093 Asiatics in the country.

The native population was estimated at :

	Colonial natives	-	-	-	3,728
Rhodesian	{ Mashonaland natives	-	-	-	327,900
	{ Matabeleland natives	-	-	-	159,312
	Total	-	-	-	<u>490,940</u>

The native population has been increasing rapidly since the fall of the Matabele in 1893, and the consequent cessation of their raids on the Mashona.

It is the endeavour of this report to trace the development of education in Rhodesia from the occupation of Mashonaland (1890) to the end of the Rhodesian financial year, April 1st, 1900-March 31st, 1901. The report is thus naturally concerned with two periods. Firstly, up to the promulgation of the "Education Ordinance of 1899" it chronicles the attempts of communities, townships, religious bodies, and individuals to found schools and to obtain Government aid for educational schemes.

Secondly, it deals with the "Education Ordinance of 1899" by which the Government declared their educational policy to be one of State-aid and State-control. It criticises this Ordinance, and shows its effect up to March, 1901. Lastly, it states generally the educational position in Rhodesia, touching upon some of the difficulties belonging to it, including the problems of the education of natives, and of white children in remote districts.

THE SYSTEM OF EDUCATION IN SOUTHERN  
RHODESIA, 1890-1901.\*†  
ITS ORIGIN AND DEVELOPMENT.

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I.

FROM THE OCCUPATION OF MASHONALAND IN SEPTEMBER, 1890,  
TO THE PROMULGATION OF THE "EDUCATION ORDINANCE"  
IN DECEMBER, 1899.

Education is not the strongest instinct of the earliest settlers in a 1890-1894. wild and savage country. Much must precede it. Pioneers take few schoolmasters with them, and few women and children. And even when the land has been parcelled out, claims adjusted, and law proclaimed, there still follows a period of uncertainty during which the Government is shy of committing itself to social schemes, realisation of which may be doubtful. There is no sufficient attraction for the professional teacher, and his office, when the need first becomes crying, is usually, and often ably, filled by the missionary, the first follower of the flag, or sometimes himself the pioneer.

So it has been in Southern Rhodesia. That no school for European children was opened till early in 1895 can be matter of surprise to no one who reflects that owing to the Matabele War the population of the country in September, 1894, was scarcely larger than at the end of 1892. It is perhaps more surprising that between 1890 and 1894 the Jesuits had established a large agricultural Mission Station among the natives at Chishawasha; that the American Foreign Missions Society had founded a settlement at Mt. Selinda, and that the Wesleyans, the Church of England, and the Dutch Reformed Church were doing active mission work in Mashonaland, while the London Missionary Society had been confirmed by the Company in their tenure of two mission farms which they had before held under the protection of Lobengula.

A period of general progress, in which education had a full 1896. share, followed the incorporation of Lobengula's domains into Southern Rhodesia. Bulawayo, occupied by the Company's forces on November 4th, 1893, sprang up at once into a

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\* Recent Reports on Education in Southern Rhodesia can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

† Since this report was written, a new Ordinance ("Education Ordinance, 1903") has been passed, superseding the Education Ordinance of 1899. This is printed below as Appendix C.

busy and flourishing town. It was here that early in 1895 the first school for white children was opened with an attendance of thirty pupils above six years of age. By whom this school was started is not quite clear, but the instruction imparted in it was denominational. In the same year the Jesuits and the Dominican Sisters opened a similar school, entitled the "Convent School," at Bulawayo. The Bishop of Mashonaland\* obtained grants of land from the Government for church and school purposes in Salisbury, Bulawayo, and Gwelo.

Dr. Jameson, then Administrator, entered into a special agreement with the Rev. Mr. Strasheim, representing the Dutch Reformed Church, by which the Government bound themselves to pay annually one-third of the salary of the ministers of the Dutch Reformed Churches at Bulawayo, Melsetter, and Enkeldoorn provided that the ministers conducted schools for the Dutch children in their districts. This agreement was terminable, and terminated, upon March 31st, 1901.

In addition to the above-mentioned Native Mission Stations, the Wesleyan Missionaries were now to be found north-west from Salisbury at Lo Magonda, and south-east as far as Chirimba's Kraal, whence they had opened up five or six stations. They employed five or six native teachers round "Chirimba's," under the supervision of a white minister. They also proposed to set up an "industrial and training institution" for natives on a farm granted to them near Bulawayo by the Company.

1896.

The year 1895 might be called the first fat year of Rhodesian progress. But upon this too full first-taste of happiness Nemesis was waiting. Prosperity continued through the first month of 1896. The building trade in the capital had never been more flourishing. Then such a change as is possible in Africa came over the land. From February till October rinderpest searched almost every corner of the two provinces. When it had passed over, the sole means of transport was practically destroyed. There were no railways, and the few lucky transport riders whose oxen had been spared were quick to realise the advantage which the misfortunes of others had placed in their hands. The barest necessities of life were at famine prices. Rinderpest was followed by rebellion, to some degree as cause by effect. The Matabele, irritated by the loss of their herds, rose in March and were not subdued till October. A Mashona rising followed in May and dragged on wearily till September, 1897. The amounts paid to settlers in compensation for losses sustained during the two rebellions indicate plainly their serious nature. A sum of no less than £360,000 was distributed. The marks of the rinderpest are still plainly to be seen in what was and ought again to be a magnificent cattle country. The record of educational progress during this period is short, but the interest in education by no means died out.

\* The Right Rev. Thomas Gaal, D.D., who had just succeeded Dr. Knight Bruce.

In September, 1896, there were two schools for European children in Salisbury—one conducted by the Sisters O.S.D., the other by the representatives of the English Church. In both schools the teaching was undenominational. In Bulawayo the Dutch Reformed Church opened a school, and a separate school for boys was formed by the Fathers S.J. from the pupils at the Convent School. There were now four European schools in Bulawayo with 149 pupils.

In the central Melssetter district there was a school at Melssetter town with a teacher provided by the Dutch Reformed Church. The neighbourhood was already becoming populous, and it seems curious that the teacher could not find time to gather more than four or five children into his school, even though he appears, in the absence of any minister, to have occasionally held services for the Dutch families round him. In South Melssetter several European children were attracted to the Mt. Selinda school by the excellent teaching of the Lady Superintendent, though the school had been founded for natives only, of whom there was a considerable attendance.

Early in 1897 a small school for European children sprang up <sup>1897.</sup> in Umtali and was placed in the hands of a capable lady teacher. The average attendance amounted by September, 1897, to twelve pupils. The school received Government aid in the form of a school building and a small grant of money.

The people of Victoria also now entered into negotiations with the Government and the local public for setting up and maintaining an undenominational school. Though undenominational, it was the opinion of the townsfolk that the school should afford every facility for the religious instruction of all its pupils by representatives of their several denominations.

As regards the education of natives in 1896 and 1897 the doings of the Mt. Selinda school have been recorded. In addition the Jesuit Mission Schools at Chishawaasha were now well equipped and flourishing, and a day school established by them at Empandeni had 350 pupils, to whom they were imparting an education rather "industrial than literary." The Wesleyans, too, had started both a day and an evening school in Bulawayo.

In 1898 the Salisbury Municipal Council erected a large school <sup>1898.</sup> for boys and girls. It was built and subsequently conducted upon terms laid down in a special agreement with the Government, and was to all intents and purposes what is now known as an Undenominational Public School under the Education Ordinance of 1899. The Salisbury Church of England School was closed, the Bishop of Mashonaland being of opinion that one larger school would do more effectual work than two smaller ones. A large school for girls and small boys, possessing also accommodation for girl boarders, was opened by the Sisters O.S.D.

In Umtali no great progress was made, though the township received a visit from Bishop Hartzell of the American Methodist Church, during which the Bishop seems to have discerned a great field for missionary and school work among natives and whites alike

round Umtali. He received\* grants of stands for educational purposes in New Umtali and abundance of land where the old township had stood for inaugurating his native mission work. He subsequently returned to America to collect money for advancing his schemes.

A Dutch Reformed Church minister had arrived at Melsetter, and began to conduct a still poorly attended school according to the Jameson-Strasheim agreement of three years back. There were twelve European children at the Mt. Selinda Native Mission School.

An excellent school for white children had been opened in Bulawayo by the Church of England under a first-class English teacher. The new Convent School for girls and St. George's Public School for boys represented the growth of the old Convent School of 1895. The new Convent School was in the hands of the Sisters O.S.D., while St. George's was controlled by the Fathers S.J. There were also the School of the Dutch Reformed Church, and two private schools containing respectively twenty-three and eight pupils. The teaching in all the Church Schools save the Dutch was undenominational, and the total number of school-going children in the township was 310. The United Hebrew congregation of Bulawayo applied for and were granted two stands for church and school purposes. The increase of European schools and scholars in Bulawayo in the year 1898 is no doubt to be largely attributed to the influx of population which followed the completion of the Vryburg-Bulawayo railway in 1897.

In native mission work also good progress was made at the stations already mentioned. The Wesleyan native day school at Bulawayo had increased its roll to fifty pupils, and the English Church had brought fifty-six pupils into a similar school. The London Missionary Society had about 100 native scholars in their day schools on their old farms "Hopefontain" and "Inyati" and smaller numbers in day schools upon two other farms, "Centenary" and "Dombadema," which had been granted to them by the Company more recently. On each of these farms all work was under the supervision of a white missionary.

The first stage of Rhodesian Education has now been described. The transition to the second stage followed almost of itself, but it will perhaps be well, and partly for the sake of explaining this easy transition, to emphasise a few points in the period already reviewed before passing to the second part of this report. There was no doubt in the earlier years a fair proportion of European children who received some instruction at home. This is the case still, and is due to the exceptionally large number of well-educated men who, as Mr. Bryce remarked in his "Impressions of South Africa," had settled in the country. It is also, no doubt, for the same reason that schools sprang up as quickly as they did during

\*The grants were approved March 23rd, 1868.

† It was determined to transfer the old township of Umtali to its present site right upon the Portuguese border in March, 1866.

the "Sturm und Drang" period of 1890-1897. It will be noticed and it was only quite natural, while the Government policy was to assist rather than to initiate, that it was only in townships that any firm attempt was made to deal with educational wants. Problems such as that of education in rural districts could only be dealt with by a specially organised Department. The Administration were averse to entering upon large educational undertakings until the country held out a real prospect of a settled future. The experience of 1893 read them the lesson of caution. The storms of 1896-7 blotting out so rudely the sunshine of 1895 vindicated their policy. But as educational enterprise grew, so did they in like measure encourage it. At first they granted only land to those who asked it for church and school purposes. In 1896 they granted both land and sums of money. In 1898 when the future of Rhodesia had been almost secured by the connection by rail of Bulawayo with Capetown, they began, as in Salisbury, to meet municipalities more than half-way in schemes for erecting and maintaining schools, and, as their agreement with the Salisbury Public School Board shows, the Education Ordinance was already practically drafted. They had already resolved to take up the burden of Rhodesian education. The completion of the Beira-Salisbury line in 1899 confirmed their resolution. The opening of the Salisbury-Bulawayo railway in 1902 will materially lighten their task.

## II.

### FROM THE PASSING OF THE "EDUCATION ORDINANCE OF 1899"\* TO MARCH 31ST, 1901.

The Act known under the above title provided for:—(1) The creation of an Education Department and of an Inspectorate. (2) The appropriation of grants in aid of all duly qualified schools which should agree to observe the School Regulations laid down in the Act. The Education Ordinance of 1899.

Thus:—

(1) The Administrator was empowered to appoint first, a "Superintending Inspector" of Schools, who was to bear the somewhat peculiar title of the "Inspector of Schools for Southern Rhodesia," and, secondly, assistant inspectors as need should arise for them. The Superintending Inspector was annually to visit, or cause to be visited, all schools in receipt of Government aid. He was to be head of the Education Department, and as such was to furnish an annual report upon the work of his Department to be laid before the Legislative Council. It was also his duty to prepare any further special reports on educational matters which

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\* For copy of the Ordinance see Appendix B.

the Administrator might call for, and as Chief Inspector and Head of the Education Department he was directly responsible to the Administrator.

Classes of Rhodesian Schools.

(2) (a) The Schools which in the School Regulations attached to the Education Ordinance (Schedule Order "A") are chiefly contemplated as grant-earning schools are "Voluntary Public Schools," or schools under the control of religious bodies, and Undenominational Public Schools, or schools under the control of duly-appointed Managers other than religious bodies. (Schedule to Education Ordinance, Order "A," Reg. 1.)

Grants to Government-aided Schools.

(b) Grants are offered by the Administration to such schools in the form of half-payment of masters' salaries, the amounts of such grants to depend upon compliance with all School Regulations of the Education Ordinance, as certified by the Inspector in his Reports. (Schedule to Education Ordinance, Order "A," Reg. 2.)

A sum not exceeding £180 may be granted in aid of a Principal Master's salary; and a sum of £120 in aid of a Principal Mistress' or of an Assistant Teacher's salary. (Schedule to Education Ordinance, Order "A," Reg. 2.)

The Managers are to pay their teachers' salaries amounting to at least twice the sums granted by Government, and are to provide a suitable residence for the Principal Teachers or an equivalent in money. (Schedule to Education Ordinance, Order "A," Regs. 2 and 5.)

Maintenance Allowances.

Where a teacher is in receipt of no salary, but is merely maintained by his Managing Body, the grant made on his behalf to the Managing Body shall as nearly as possible amount to half the cost of his maintenance.

Extra Grants.

The following extra grants can be obtained:—

- (1) For each pupil in an Evening School, £4 per annum. (Schedule to Education Ordinance: Order "A": Reg. 15.)
- (2) For each pupil who shall satisfy the Inspector in four of a given number of extra subjects, £2 per annum. (Schedule to Education Ordinance: Order "A": Reg. 16.)
- (3) For school requisites, one half of the cost of such requisites upon the recommendation of the Inspector. (Schedule to Education Ordinance: Order "A": Reg. 14.)

Loans of Money.

Loans of money for building purposes may be made:—

- (a) To Undenominational Public School Managers, to the amount of £2,000, at 5 per cent. interest per annum. After regular payment of this interest for fifteen years the sum advanced is held to be redeemed, and land and



buildings become vested in the Municipality, or in the Managers if there be no Municipality. (Schedule to Education Ordinance: Order "C": Reg. 1.)

- (b) To Voluntary Public School Managers on the £ for £ principle up to £1,000, at 5 per cent. interest per annum. After regular payment of such interest for fifteen years the sum advanced is held to be redeemed, and land and buildings pass into the hands of the religious body concerned. (Schedule to Education Ordinance: Order "C": Reg. 2.)

Grants of ten shillings per pupil per annum will be made to Native managers of Native Schools which have a daily attendance of fifty pupils, and which are open daily for at least four hours, two of which, at least, are given to industrial training. (Schedule to Education Ordinance: Order "B.")

Every school must remain open for at least thirty-eight weeks of the year, and for at least four hours per diem. (Schedule to Education Ordinance: Order "A": Regs. 8 and 17.)

All teachers are appointed by the Administrator upon the recommendation of the Superintending Inspector. Appointment of Teachers.

The pith of the chief School Regulations attached to the Education Ordinance has now been given, excepting the Regulation concerning Religious Teaching to which a later reference is made. A few more facts concerning Rhodesian Schools may perhaps serve as answers to questions arising from the Regulations.

The attendance of pupils is not directly enforced.

Attendance of Pupils.  
School Fees.

School fees are usually paid, but as yet on no fixed scale.

Pupil teachers have been trained in St. John's School, Buluwayo, and in the Convent School, Buluwayo. Pupil Teachers.

There is no scheme at present for pensioning retired teachers.

Agricultural instruction is confined to native schools, and Technical instruction to Evening Schools. No specially Commercial training is provided. Agricultural and Technical Instruction.

There is at present no need in Southern Rhodesia for a school for physically or mentally defective children. There is no Reformatory and no Industrial School.

Secondary Education is given by private individuals, by the Jesuits in St. George's School, Buluwayo, and by the Sisters O.S.D. in Buluwayo. Whatever higher education exists in schools is under Government control. Secondary Education.

The first half-hour after roll-call of every school day is set apart for religious instruction. Should there be in any school children of more than one denomination, ministers of all denominations concerned may arrange with the School Principal for imparting religious instruction to the children of their respective denominations during the period thus set apart. (Schedule to Education Ordinance: Order "A": Reg. 9.) Religious Instruction.

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\* Saturday is a holiday.

Any child will be exempted from religious instruction at the request of his parents or guardian. Children thus exempted, together with children whose religious instructor may fail to keep his appointment, will be provided with secular work. (Schedule to Education Ordinance: Order "A": Reg. 9.)

Note upon  
the School  
Regulation  
concerning  
Religious  
Instruction.

This omni-denominational system of religious instruction has for years prevailed in parts of Germany, and it certainly possesses great advantages. It means that any school, no matter what the denomination of its managing body, can safely receive pupils of any other denomination. Correspondingly it means that parents of one denomination are not deterred from sending their children to schools of another denomination by the fear that the children's religious beliefs will be tampered with. They need only consider where the best secular instruction is provided.

The arrangement works entirely without friction in Rhodesia at the present time. The writer of this report never met a representative of any denomination who was opposed to it.\* The Jews of Bulawayo, when they broke up their school, stated that they were quite content to send their pupils to the English and Roman Catholic Church schools, because of the freedom allowed in religious teaching. They experienced no difficulty in having their children instructed daily in the Jewish religion and in Hebrew. Replying for the Nonconformists at the festivities which celebrated the arrival of the Bechuanaland Railway at Bulawayo (November, 1897), the Rev. I. Shimmin used these words: "In the old country the barriers between the different churches were high and forbidding, but in Rhodesia the walls were very low, and they often shook hands across them, and longed for the time when even those low walls might be swept away." The Education Ordinance has certainly made the barriers no higher, and what Mr. Shimmin said is decidedly true. The Churches in Rhodesia have worked loyally together in educational matters, and if in future no educational quarrels arise between Church and Church or Church and State, Rhodesia will have inherited a blessing the greatness of which none should better or more earnestly appreciate than Englishmen.

Criticism  
of the  
Education  
Ordinance of  
1899.

That the "Education Ordinance" was brought forward at a fitting time, and that the general educational policy of the Government was throughout a wise one, has been before contended. That it is a well-conceived measure may be proved by its working. Within a year after its promulgation every European school of any importance had applied to be received under it, as well as a few Native Mission Schools, which were qualified to make application. Moreover, though in mentioning this I am passing somewhat beyond the limits of my period, notable progress has already been made by the schools of Bulawayo, the largest centre of population in Southern Rhodesia, under the regulations of the Act.

\* It must be remembered that there are Roman Catholic schools available for most of the children of that Church.—[Ed.]

The Regulation discussed above concerning religious instruction is of special importance among the rest, and, in my opinion, is a wise Regulation, and one helpful to general school progress.

It must, on the other hand, be admitted that the School Regulations attached to the Act are loosely worded, and that some of them are thereby rendered hard to interpret. There are also omissions to deal with certain serious points. Thus in the Schedule to Education Ordinance: Order "A": Regulation 2 (a) and (b) a yearly grant of £180 may be made in aid of a Principal Teacher's salary, and one of £120 in aid of that of an Assistant, without regard to sex. Subsequently (in Regulation 12) the yearly grant-in-aid of the salary of the Teacher in a girls' school is limited to £120, and Regulation 11 permits the formation of separate boys' and girls' schools in localities where this appears necessary. According to Regulation 2 (a) and (b) there is nothing to hinder a female teacher from imagining that she will obtain a grant of £180 (plus a house, according to Regulation 5). According to Regulation 12 she can expect no more than £120, but there is nothing either here or in Regulations 2 and 11 to prevent her from claiming a house. And even supposing that only a Principal *Master* is intended to be entitled to a grant of £180 and a house, while a grant of £120 is all that a Principal *Mistress* can obtain, what is to be understood concerning the salaries of male and female assistants? The Regulations apparently make the grants for these equal, and the grants for female assistants equal to those of Principal *Mistresses*. But, if this is intended, the emoluments of male and female teachers seem disproportionate.

Again, there is no regulation forbidding Managers to farm out schools; neither is there any making them responsible for paying the school staff and all other school expenses. As first Superintending Inspector, I pointed out these and minor defects in one of my reports to the Legislative Council.

Still, though there are deficiencies in the drafting of the School Regulations, the fact remains that they have formed a good and useful basis on which to begin to build up a fabric of organised education; and against this merit many more flaws than they contain would count for little. It is, moreover, probable that they will receive shortly whatever of revision and suppletion they still require, as they have been put into the hands of the present Superintending Inspector (Mr. George Duthie) for this purpose.

Before dealing shortly with the present state of Education in Southern Rhodesia it may be instructive to give some details of the work of the newly formed Southern Rhodesian Education Department between December 1899 and March 1901. I, the first Superintending Inspector, arrived in Salisbury in December, 1899. Had it been possible, I should have travelled *via* Bulawayo, which is the largest school centre in Southern Rhodesia, but unfortunately the route was blocked on account of the war. As it was, I reached Bulawayo in February, 1900, and was allowed to inspect all the leading

Work of the Education Department from Dec. 1899 to March 1901.

Inspection of Schools in Bulawayo.

schools in the town. I found that good work was being done in all European schools under the management of the Church of England and of the Roman Catholics. The school of the Dutch Reformed Church lay far behind in almost every respect. As the result of interviews with the managing bodies of these schools, all, with the exception of the Dutch Reformed School, were accepted as Voluntary Public Schools under the Education Ordinance of 1899. The Minister of the Dutch Reformed Church, who was authorised to speak also for the Dutch Schools at Emkeldoorn and Melsetter, said that the three schools could not come under the new School Regulations until he had obtained permission for such action from his Committee in Capetown. Permission was apparently granted to him towards the end of 1900. The one private school remaining in Bulawayo with thirty-four pupils, and the Hebrew School with sixteen pupils, preferred not to come under the Government regulations.

Grants to Government-aided Schools in 1899-1900.

At the end of the financial year April 1st, 1899, to March 31st, 1900, there was a certain sum of money available for distribution among the schools which had up to that date placed themselves under the Regulations of the Education Ordinance. Taking into consideration both the numbers and the efficiency of each school, I was able to recommend the following apportionment of grants :—

LOCALITY.	NAME OF SCHOOL.	NO. OF PUPILS.	GRANT.
Salisbury - -	Convent School - -	35	£ 200
Bulawayo - -	Convent School - -	81	300
Bulawayo - -	St. George's (Fathers S. J.).	3b+12*	352
Bulawayo - -	St. John's (Church of England).	93	450
†Salisbury - -	U n d e n o m i n a t i o n a l Public School.	20	300
		291	1,602

\* These twelve were evening school pupils.

† Under special agreement between Municipality and Administration.

Reports.

Up to this time I had presented two short reports to the Administration, one shortly after my arrival, in which I did little more than put together such statistics as were placed in my hands; the other upon March 31st, 1900, after my visit to Bulawayo. The second report was based on the fullest educational statistics that could be collected from all parts of the country. Nevertheless I regarded both it and its predecessor as merely preliminary to my first yearly report, which I hoped to present on March 31st, 1901, and I have accordingly not annexed them in full to the present report, although I have incorporated their substance in it.

In August, 1900, I made a fairly exhaustive tour of the Melsetter District with a view to ascertaining the educational needs and desires of its scattered population. This bore some fruit in the northern part of the district, which is inhabited mainly by a clan of Steyns from the Orange Free State. Here there was a genuine desire shown for better educational facilities, and a school was erected upon land given by Mr. J. Steyn, of Johannesburg. Further South, also, in Mid-Melsetter and in South Melsetter, generous offers of land for school purposes were made by individual farmers, but it appears that further negotiations with the people of these sub-districts have been disappointing. To this subject a later reference is made.

Upon my way to Melsetter I had inspected the Public School of the American Methodist Mission in Umtali. This school had sprung up in 1898, and had taken the place of the small school which was started in 1897. It was now accepted as a Voluntary Public School under the Education Ordinance. By October, 1900, both the schools in Salisbury were similarly accepted, and before the end of the year the three schools of the Dutch Reformed Church at Bulawayo, Melsetter, and Enkeldoorn, placed themselves under Government control. Thus every European Public School of any importance had voluntarily brought itself under the Regulations of the Education Ordinance within a year from its promulgation. Of applications from duly-qualified Native Mission Schools for assistance under Order B of the Ordinance, those of the Jesuit Mission at Chishawasha, of the English Church Mission at Bulawayo, and of the American Foreign Mission at Mount Selinda had been accepted.

At this point I was compelled to return to England upon sick leave, and shortly after my arrival there resigned my post upon medical advice. My successor, Mr. George Duthie, arrived in August, 1901, and until this date the work of the Education Department was carried on by Mr. McIlwaine in the capacity of Acting Inspector. It thus fell to the Acting Inspector to write the yearly Report upon Education in Southern Rhodesia for the financial year, April 1, 1900, to March 31st, 1901.

In his Report, Mr. McIlwaine expresses himself satisfied in general with the working of the Education Ordinance, and with the prospects of Rhodesian Education. In referring to a special visit to the districts of Charter and Enkeldoorn, he emphasises what I had already pointed out, that there are practically no facilities for European education in country districts. He adds that in these districts, where twelve out of thirteen European inhabitants are Dutch, a most regrettable apathy towards education of any kind is noticeable among the parents.

The school started by the Hebrew community of Bulawayo was closed after a very short period of existence. The Hebrew community gave as the reason for their action in this matter, that their community was decreasing, and that taking into consideration the complete freedom observed in religious teaching

Tour of the Melsetter District in 1900.

Acceptance of Umtali Public School under the Education Ordinance.

Acceptance of Salisbury Schools.

Acceptance of Dutch Reformed Church Schools.

Acceptance of Native Mission Schools.

Resignation of Mr. Hammond. Appointment of Mr. Duthie.

Report of the Acting Inspector Mr. McIlwaine.

they had no scruples about entrusting their twenty-five pupils to the schools of the English and Roman Catholic Churches.

Mission work among the Natives appears to have been strenuously carried on in 1900-1901 by all the various missions upon their many existing stations. No new stations were opened.

### III.

#### THE POSITION OF EDUCATION IN RHODESIA IN MARCH, 1901.

The purpose of the Education Ordinance of 1899 was to provide the basis of a system of State-aided and State-controlled education, primary and secondary, especially for the children of European settlers and secondarily for native children.

Schools for  
European  
children.

As far as the European children are concerned, this system may fairly be said to be established. Practically all the schools for white children are receiving Government aid, and are working in accordance with the School Regulations of the Ordinance. Moreover the Government has pledged itself by the Ordinance to see to the provision of an adequate number of schools wheresoever they may be required in future. This is a twofold advantage since the Missionaries will now be relieved of a heavy and most generously self-imposed burden, and will have their hands freer to deal with the problem of native education, which primarily and beyond all other influences drew them to the country.

Schools for  
Native  
children.

Among Native Mission Schools not many were duly qualified to apply for acceptance under the regulations of the Ordinance; but of those which were qualified several are already Government schools.

Internal  
Management  
of Schools.

The internal management of State-aided schools is practically altogether in the hands of the managing body whether religious or municipal.

Religious  
Teaching.

As before stated no vexatious questions have as yet arisen in connection with religious instruction.

It is contended in this report that the Rhodesian System of Education is in its main features good, that it has already accomplished much, and that it has worked smoothly as far as it has run. But it is, of course, not pretended that the education of the country is in more than a very early stage of development. The chicken has scarcely emerged from the egg-shell. How much is left to do, and in the face of what great difficulties will appear from the following enumeration of some of the chief problems awaiting solution.

Cost of  
Education.

The cost of education to the Government is already relatively speaking large. In 1899-1900 the total grant in aid of salaries was £1,302. This sum was divided amongst four schools with a total of 261 pupils and 17 teachers. That is to say, that the Government paid £5 per pupil, and £76 10s. per teacher. In 1900-1901 a total grant of £1,994 was made to eight schools with 434 pupils and

23 teachers ; that is to say, a grant of about £4 17s. per pupil and £86 per teacher. It is true that some schools could accomodate more than their present number of pupils without any increase of staff. On the other hand, the grants will necessarily become larger as the Government plants more schools of the Undenominational Public School class, since in these it pays half the salaries of teachers, whereas in Voluntary Public Schools, where clerics are teachers, it pays only half the estimated cost of the maintainance of these teachers.

The proportion of school-going children to children of school age is as yet very small. There were according to the informal Census of May, 1901, the figures of which may be taken as sufficiently exact for the period under review, 2,286 children under sixteen years of age in Southern Rhodesia. Of these 1,482 were resident in townships, and 804 in country districts. Of this total of children, considering how large a proportion of Rhodesian children are less than five years old, 25 per cent. may probably be deducted as being too young for any work except that of the Kindergarten. Of the 1,111 children of school age now remaining in the townships, 364 are in State-aided Schools, and 29 of the 603 remaining in the country districts.

No direct pressure is put upon parents to send their children to school ; the possible curtailing of grants is an indirect pressure upon school managers to attract and retain scholars. Compulsory education, though most desirable, would entail a large expenditure of State funds, and it is doubtful whether Rhodesia will be the first of the South African States to try so bold a measure.

The emoluments offered to Principal Teachers of State-aided Rhodesian Schools are quite sufficient to attract good enough unmarried men to these schools, while they do not profess anything more than an elementary curriculum. But for anything higher than a school of this kind, it is doubtful whether suitable teachers could at present be procured from England. There is a considerable number of Rhodesian parents who wish to see schools started on the lines of a first-class English Preparatory School, merging, no doubt, into a first-class Public School on English lines. Such a school with accommodation for fifty pupils, of whom a proportion would be boarders, would probably cost £4,000 to build and £3,000 per annum at least to staff, and it is clear that when all the other expenses were reckoned up, the fees both for boarders and day scholars would be enormous, unless the Administration were generous almost beyond hope. Heavy endowments are always the unexpected, and are not likely to arrive in Rhodesia. The call of the missionary is first to the black ; it is hardly fair to ask him to serve two masters ; moreover, while it is true that he has already provided admirable elementary teachers, it is more than doubtful whether he can find suitable men for good higher schools. The help and collaboration of friends at home may do more in the future than hitherto. Still, the problem of the supply

Proportion of School-going Children to Children of School Age.

Education not compulsory.

Supply of Teachers.

Difficulties as to supply of Secondary Teachers.

of secondary teachers for Rhodesia is, as far as one can now see, insoluble, save by means which seem practically outside the range of practical educational politics.

Education of European and especially of "taal-speaking" children in country districts. A very great majority of the children in country districts are Dutch, *i.e.*, "taal-speaking." Some farmers are bilingual, some know a smattering of English, a few are English-speaking. Up to the present the children of the country districts have been left very much to look to their parents for their instruction. A few have been sent to boarding schools in Salisbury and Bulawayo. But very many have been and are being brought up with scarcely any education at all, Boer parents as a rule contenting themselves with reading the Bible with their families. Even this little is made far less by the ignorance of the ruder Boers, who are often quite unable to understand or interpret what they read.

Attempts to solve the problem: suggestions. Attempts have been made to ameliorate this deplorable state of affairs. The Strasheim-Jameson agreement of 1895 was the first of these, but in its practical working it proved a failure. At Melsetter nothing was achieved by it, and at Bulawayo the work of the Dutch Church School which I inspected in 1900 was most unsatisfactory. Again, as already noted, I made a tour of the Melsetter district in August, 1900, with a view to persuading the farmers to co-operate with the Administration in starting schools at various central points. I obtained substantial offers of help from individuals farmers in North, Central, and South Melsetter alike, and in North Melsetter a school was opened. I had some hope that similar schools might be planted in the central and southern divisions. I myself, however, did not remain in the country long enough to see this hope realised, and after my departure it seemed that I had been too sanguine. But, then, why should a school have been started in North Melsetter? The truth of the matter appears to be this. The farmers, the Boers at all events, wish to be led by some outstanding man of their own community, in whom they trust, and who can represent them in the presence of Government officials. In North Melsetter there was just such a man, and he happened to be an enlightened man as to the needs of his district. What happens when no such leader comes forward was experienced in Central Melsetter. The people were willing but helpless. The importance of this or that scheme might be impressed upon individuals to-day, but the impression would be blurred by an ignorant neighbour's objections to-morrow. In South Melsetter there appeared to be two parties, one genuinely desirous of a better state of things, but yet apathetic; the other blindly ignorant, and containing several families dependent upon a rich but more than ever ignorant leader, whose face was set against all improving influences. To start suitable schools in such a district as this, or in such a one as is Central Melsetter, would, no doubt, be a matter of time; but it might, nevertheless, be accomplished by anyone who could contrive to win the confidence of the communities in question. Ignorance, apathy, poverty, these are the three great



obstacles in the way of educating the rural, and therefore the Boer, children of Rhodesia. Poverty can be overcome. Parents who are admittedly too poor to pay in money might pay in kind, that is by their own work. They could grow mealies and the Government could take them off their hands; the demand is large enough. In rare cases exemption from fees might be granted. This is a system which would improve many parents not a little, as well as benefit their children. Apathy would rapidly disappear if parents could only see what a difference even a simple course of education would make in their children; that is to say, if schools were once fairly started. But what kind of school is required? One must not believe too implicitly in the merits of farm schools despite the accounts of their progress which reach us from the Cape Colony. They are at best but a makeshift, and though better than no bread, they are by far the smaller half of the loaf.

Boarding schools, or schools with accommodation for boarders, are the alternative. These alone could surmount the difficulties of long distances and the rainy season. There is, moreover, the question of home influence, which in rural Rhodesia would weigh heavily upon the side of the boarding as opposed to the day school. But if boarding schools were started there is no doubt that the Government would have to bear nearly the whole cost. The future would in all probability repay them even if they bore the whole, but at present there is no certainty that the parents would trouble to come half-way to meet the most generous offers. Then there would be only one course possible: free education, and compulsory attendance. And these are, perhaps, the only means by which the "children of the seventeenth century," as Olive Schreiner called the Boers of the nineteenth, will safely develop into the men of the future.

The instruction in country schools should include first and foremost English, the official language of the country, and should be given entirely in that language. People at home are apt to be sentimental about the decay and death of languages. And in regard to our more lately acquired territories in South Africa they will plead for the preservation of the "Taal." They will cite Canada as proof positive that all countries that are bilingual will thrive, and that, therefore, the "Taal" should be fostered. There is no parallel between Rhodesia and Canada. In Canada there are two languages of equal standing; in Rhodesia there is one noble language, and one varied collection of some hundreds of old Dutch, old French, Malay, and other words clipped and mangled to the verge of inarticulateness, incapable of producing a literature, and indeed, as Olive Schreiner says, "incapable of expressing any higher thought." This is no language which should or can be preserved from decay. It has decayed already; those who use it are compelled to borrow from English most words beyond the talk of the farm or of hunting. Nothing could be more striking in Rhodesia than the difference that a knowledge of English and intercourse with English people have made in some few of the inhabitants. In

Melsetter culture and knowledge of English speech and manners are in almost exact proportion one to the other. The so-called *Africander Dutch* in which school books have been printed can do nothing for the Boers. It, too, has no literature whatsoever and is in no way like the Boer mother tongue. As far as language and all that goes with it is concerned, the "taal-speaking" population of Rhodesia can only "rise on stepping-stones of its dead self to higher things."

Closer parallels can be found with Rhodesia than that of Canada. That of German Switzerland, for instance, is surely preferable. There the official language is High German, and this alone is the medium of instruction in the schools. At home, however, the German Swiss still speak a far older and ruder form of German which it might be hard for a North German to understand, and which it would certainly be hard for him to speak. So it should be in Rhodesia. The Boer should speak his "Taal" at home as long as he pleases, but he should be thoroughly able to read, write, and speak the official language of the country in which he has been allowed to settle, and upon all public and official occasions he should restrict himself to that language.

Education of  
natives of S.  
Rhodesia.

The natives of Southern Rhodesia numbered in 1899-1900 450,000. They form the great majority of the inhabitants of the country, and are rapidly increasing, especially in Mashonaland. It is fully recognised that their educational needs cannot be neglected, and that to abandon them in their present state of moral and intellectual darkness would be contrary to all the best traditions of English colonisation. Missionaries have almost ever since the occupation been planting and maintaining Sunday schools and day schools in native centres, and the Administration has from the first seconded their efforts. Grants of land have been given with a most generous hand for missionary purposes, and grants of money are now offered by the Education Ordinance to duly qualified native schools. Certain conditions are, however, attached to such grants. Most important is that which insists that of four hours at least per diem to be given to instruction two hours at least are to be devoted to industrial training. This condition, we may hope, is to be regarded as a sign that the Administration in legislating for native "education" has taken the word, not in its narrowest, but in its broadest sense, not limiting its meaning to the laborious inculcation of learning, but including in it the whole moral and mental uplifting of the negro races. This is the great work to be accomplished, and literary instruction is only one little part of it. For years the Rhodesian natives have lain in the slough of degeneracy. It would be useless to try to entice them from it by throwing them small sops of knowledge or of doctrine. These by themselves would be useless. Still less would it avail to follow the methods of the old missionaries of the Cape Colony. These were the misguided enthusiasts who believed that black men and white were equal, and that the black man could assert and maintain his equality at the word of command

which they were called to give. Therefore they hailed him as a brother, and married his women. Blinded by excess of zeal they led the blind, and fell into the ditch. Their action ought surely to have pointed the moral of *festina lente* for all time. And yet it is not certain that the leaven they employed has yet worked out all its force. It is more than possible that there are many at home who would still be willing to see it used, and to watch the progress of the experiment from the safe distance of 6,000 miles. It is, at all events, true that there is a continual pressure put by the home supporters of native missions upon those who work for them in various climes. For those who give to these missions, filled with a righteous zeal for progress, desire to see it in their own generation, and are thereby tempted not to leave the missionary to judge of the pace at which his work can safely advance. He must not hurry it in Rhodesia. It is an open question whether the more civilised natives of the Cape Colony have received too full and too early a measure of rights and privileges in general, as it is an open question whether their literary instruction in particular has been "forced" by men who had forgotten how small a portion it forms of education in its wider and nobler aspect. That colonial natives have in individual cases proved their power to acquire learning and to avail themselves ably of the facilities for higher instruction which have been offered to them is not to be denied. Mere book learning, however, counts for little. Feats of memory secure high prizes in China, but are not all-important in British colonies. How much has the negro of Cape Colony imbibed of the traditions which form the basis of English citizenship? Does he comprehend the fundamental nature and strength of the community into which he is being received? Does he in receiving rights of citizenship realise the duties that must be accepted with them? English citizens enjoy their rights and privileges only because they have shown themselves worthy to be entrusted with them by preserving and strengthening through ages the great traditions of their race. For it is perseverance in the way of sound traditions which secures a right use of privileges. Ill-timed and misdirected instruction is as disastrous now as when it caused the fall of man. The negroes of the Southern States of America, as yet new from slavery, saw the hope of obtaining literary instruction held out before them. Some, not realising that education in any true sense of the word implies moral and physical culture and self-discipline, followed the false ideal of a shallow book-learning, thinking that it would lead them to an earthly Paradise; it proved a will-o'-the-wisp, and left many in the mire.\* If a man wishes to rear tender plants in places where weeds have long run riot he must first clear the ground; and though his ultimate success may be secure, it may be long deferred. And this is the point of view from which one is com-

\* These dangers have been largely avoided in more recently-founded institutions for the education of native races in America, notably that at Hampton, Va.—[Ed.]

pelled to regard the question of the education of the natives of Rhodesia. The Administration has legislated in this spirit. The missionaries are in accord with the Administration. Let us hope that they will plead successfully for time and patience with those who generously support them at home.

The raw natives of Southern Rhodesia are, as a whole, debased and little worth. The Mashona, from the time when the Matabele settled to their west until 1893, were subjected to a series of raids and massacres which crushed out whatever manhood they may have possessed. The Matabele, used to a career of conquest, are unable to profit by the peace which has been forced upon them. Neither they nor the Mashona have any definite religion; though they frighten themselves with superstitions concerning ghosts and spirits. Their intellect is that of children. Their virtues are few; their vices and their customs neither better nor worse than those of other ignorant and sunken tribes. Their men have never learned the value of hard work; indeed, they hardly know what it means. The Mashona require little beyond mealies, tobacco, and beer, and the labour of their women has in a fertile country sufficed to supply these in sufficient quantities. The Matabele have lived as warriors, and have raided the Mashona according to their needs. In order to pay "hut tax" a certain number both of Matabele and Mashona do occasional work in the towns, and even in the mines; they are, however, unsatisfactory workers, far inferior to Shangan or Zambesi boys. They would prefer to be left in their kraals in indolence and apathy. Their attitude towards the white man's progress seems to be one of prayer that he will not lift them up and add them to his burden, but rather pass by on the other side.

It has fallen to Rhodesia in her turn among our African colonies to face the problem of reclaiming and uplifting her negro subjects. The difficulties in her way seem at first sight almost insurmountable, while her responsibility is the greater because she is working with the past experience of other countries to aid her. There are many who will watch closely to see how far she will profit by its guiding and warning light. The first steps that she has taken have been broadly stated. In following them more closely, one important fact can be established. It is that the representatives of all missions include industrial instruction in their school curricula. So far, then, they are working upon the lines of the policy adopted by the Administration and indicated in the Education Ordinance.

It is not yet possible to state the extent to which industrial work is carried on at all mission schools. Owing to the vastness of the country comparatively few stations could be visited during the period under consideration. But of these the following facts may be recorded. The Jesuits at Chishawasha employ their scholars in gardening and in agricultural work, besides giving them technical instruction in the school workshops. The American Foreign Mission makes its pupils work upon the Mission grounds for a fixed

period per diem to cover the cost of their instruction. At Chikore the bigger lads are taught to make bricks and tiles, and to saw timber with considerable success. The American Methodist Mission at Old Umtali is working upon a similar plan, though the fuller development of Bishop Hartzell's great schemes depends no doubt upon his return to the large estates which have been given him for their realisation. Beyond this it may be stated that if one may judge from the words and writings of other Rhodesian missionaries there is hardly one who does not firmly believe in a strict discipline of the body as the best preparation for the training of weak and degenerate intellects, or at least as its best accompaniment.

The work of educating the native does not, however, stop at the establishment of schools. It does not regard the child only, but the home also, and the home influence which in Rhodesia works so powerfully for evil. What is the greatest obstacle in the way of the native schools that have already been started? Without doubt, the parents and the home-life in general. The children see in their huts all that tends to lead them into sloth, dirt, and vice. The parents have little wish and less power to send their children to the schools. The girls are kept under strict supervision, since the custom of "lobola," or marriage by barter, makes them a family asset of no small value. The boys do as they please, and thus it becomes most difficult to secure anything like a regular attendance in any school.

There is no exaggeration in these statements. Their truth is established by the action of the Jesuits at Chishawasha, who prefer to find board and lodging for their pupils rather than let them go back to the unwholesome atmosphere of their homes. For even these most ardent reformers avow that the older negro parents are almost beyond redemption. But to extend a system of native boarding schools throughout the country would for many reasons be impracticable. There remains one alternative. This is to send picked men among the natives to show them their baseness and how they may raise themselves from it; to reveal to them the folly of filthy and insanitary habits; to teach them to observe the simplest rules of health; to convince them of the utility of ventilating, cleaning, and generally improving their huts; to make clear to the men the many ways in which they might profit by doing even a little honest work; to impress them with what some of their children have already been taught; in short, to spare no effort of personal example or persuasion to raise them gradually from their sordid apathy to a state in which they may begin to wish for better surroundings and higher comforts, and may realise that these are after all worth the little energy they would cost. If once they could themselves grasp the fact that work would repay them, then as a next step they could be made to understand that their children would benefit by the special instruction provided for them. They would begin to see that it was worth

while to make some effort to send their boys and girls to school. And their interest in the schools once aroused, the school influence would in some measure react upon the family. It may be said that these are mere dreams. If so, it becomes all the more obvious that the problem of native education admits of no solution by mere surface reforms, but requires such as will dig patiently down to the deepest roots of negro degeneracy. They are not, however, dreams but possibilities, for men have already worked in their direction not wholly without success. That they are possibilities which it will take long to convert into accomplished facts is evident; how long it is impossible to say, for we know that the way is beset with difficulties. But, however slow the progress may be, we may be sure that undue zeal and haste will only retard it further. At present it is not only that schools must be built, the needs of the hut and of the kraal must also be considered. The first attack must be made from two points, against the parents as well as against the children. And as to the latter, is it not clear that the great bulk of their instruction should be agricultural and industrial, for boys and girls alike? This will accustom them to a routine of hard work, will form in them steady and regular habits, and will enable them to aid their parents. If beyond this they are subjected to a firm and sound discipline, it will not be necessary to add more than the first elements of literary instruction to complete the programme of their secular education. The programme will be gradually extended, according to the power of assimilating and of applying knowledge which the pupils may display. But, however great and genuine the desire may be to advance him, it will never be safe to base schemes for native education upon speculations as to what the native will or ought to be; it will be far safer to lead him upwards from what observation shows that he is. In doing this every honest endeavour should be made to help him, but the greatest caution should be observed. To rush in with rash experiments will only be to court disaster. The better strategy will be to avoid defeat, and by pursuing a Fabian policy, too little known in negro education, *cunctando restituere rem*.

H. E. D. HAMMOND.

1902.

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APPENDIX B.

THE EDUCATION ORDINANCE, 1899.

*Be it enacted by the Administrator of Southern Rhodesia with the advice and consent of the Legislative Council thereof as follows:—*

1. All sums of money granted by the Legislative Council for the purpose of Education, and all loans authorised by the said Council to be made for the erection of buildings for public schools or for extensions thereof, shall be administered or made as the case may be, by the Administrator, in accordance with such Rules and Regulations as shall from time to time be approved by him with the advice and consent of the Executive Council, and published by Notice in the *Gazette*: *Provided*

- (1) That no such rule or regulation, nor any alteration or rescission thereof which may from time to time become expedient, shall be published as aforesaid, or shall take effect, until such rule or regulation shall have been assented to by the Legislative Council by resolution thereof:
- (2) That the Regulations contained in the Schedule to this Ordinance shall be and are hereby declared to be the Regulations touching Education for the time being, subject to alteration or rescission in the manner hereinbefore set forth:
- (3) That a report of the allocation of such grants and of such loans shall each year be laid before the Legislative Council.

2. The Administrator may appoint an Inspector of Schools for Southern Rhodesia, who shall receive such salary as may be appointed and provided for that purpose, and who shall be the Superintending Inspector of all schools aided in any way by grants or loans made under the provisions of this Ordinance: and the Administrator shall further have power, if need be, to appoint any other person or persons to be Assistant or Assistants to such Superintending Inspector, who shall receive such salary or salaries as shall from time to time be appointed and provided for the purpose.

3. The Inspector or his Assistants shall enforce the Rules or Regulations in the Schedule hereto, or such Rules or Regulations as may hereafter be made under the provisions of this Ordinance, and shall visit and inspect every school aided as aforesaid at such times and in such manner as shall be directed by the Administrator, and the Inspector shall furnish an annual Report showing the number and conditions of such schools and the state of education throughout Southern Rhodesia, which Report shall be laid before the Legislative Council at the next Session following the date of such Report.

SCHEDULE.—SCHOOL REGULATIONS.

Order "A."—UNDENOMINATIONAL PUBLIC SCHOOLS AND VOLUNTARY PUBLIC SCHOOLS.

*Conditions on which aid will be granted from the Public Revenues towards the maintenance of Undenominational Public Schools and Voluntary Public Schools.*

1. For the purpose of these regulations—

- (1) A "Voluntary Public School" shall mean a public school under the management and superintendence of some recognised Religious Body.

(2) A "Public Undenominational School" shall mean a purely non-sectarian school open to children of such age as the Administrator may prescribe, and under the control of Managers appointed in accordance with the provisions of these Regulations.

2. In respect of every school

(a) which shall be in existence at the date of the commencement of these Regulations, and in which the daily average of pupils during the preceding six months shall have been not less than twenty-five, and in which the subjects of instruction shall be such as are set forth in Section 10 of these Regulations, there shall, upon the recommendation of the Inspector and upon his report that in every respect the conditions of these regulations have been complied with, be allowed for the first year from the public funds a sum not exceeding one-half the salary of the principal Teacher and of such assistant Teachers as may be certified by the Inspector to be necessary, provided that in no case shall such allowances exceed £180 and £120 respectively: Such allowance shall be made annually if the daily average of pupils shall, in the preceding year, not have been less than as is specified herein—*provided* that in case in any year such average shall have been less than above set forth, the Administrator may, upon the recommendation of the Inspector, make such allowance in respect of the salary of the principal Teacher and every assistant Teacher for that year, not exceeding the respective sums herein mentioned, as he shall deem fit.

(b) to be established in any town or village, if the Administrator upon the report of the Inspector be satisfied that such town or village is one which ought to be provided with such a school, there shall be allowed for the first year in aid of the salary of the principal Teacher a sum not exceeding one-half of his salary, and in aid of the salary of every assistant Teacher appointed with the approval of the Administrator a sum not exceeding one-half his salary, such allowances not to exceed £180 and £120 respectively.

Such allowances shall be made annually after the expiration of the first year, upon the Administrator being satisfied that the daily average of pupils in the preceding year shall not have been less than twenty-five, and upon the report of the Inspector that the school has in every respect complied with the provisions of these regulations—*provided* that in case in any year such daily average shall have been less than twenty-five, the Administrator may upon the recommendation of the Inspector make such allowances in respect of such salaries, not respectively to exceed £180 and £120, as to him shall seem fit.

3. If any principal Teacher or assistant Teacher in any voluntary public school subject to the conditions of these Regulations shall not be in receipt of any salary, but shall be maintained at the cost of the Managing Body, there shall be annually paid to such body in lieu of the above allowances in respect of every such Teacher such respective sums as the Administrator may after due inquiry deem sufficient to amount to one-half of the cost of such maintenance, not exceeding the respective amounts mentioned in Section 2 (a).

4. The names of the Managers shall in every case be submitted to the Administrator for approval before any grant is made, and in the case of all schools receiving aid under these regulations, the Administrator shall satisfy himself with the arrangements for the management and maintenance thereof. The names and credentials of the Teachers nominated,



the rate of school fees and all further regulations shall be subject to the approval of the Administrator.

5. The Managers or Religious Governing Body shall provide and keep in repair the necessary accommodation for the school and teachers, namely : a school-room with suitable offices attached and proper school furniture, together with a suitable residence for the principal Teacher, or an annual allowance in lieu thereof, being one-fifth at least of the salary.

6. (a) No new grant, nor renewal or augmentation of an existing grant, shall take place until the Inspector is satisfied that suitable out-offices, and in addition a suitable recreation ground have been provided, and that the school can efficiently provide for the wants of the locality.

(b) The Administrator may, upon being satisfied that any school aided under these Regulations is being conducted in an unsatisfactory manner, withhold the whole or any portion of the annual grant.

7. The school shall be under the control and management of the Local Managers, but shall be subject to inspection by the Inspector or his deputy appointed by the Administrator, who shall have the right of entering the school at any time during school hours, of examining into the state of the buildings and the school furniture, of ascertaining the progress of the children under instruction, and of enquiring generally into the efficiency of the school in regard to the locality in which it is placed, and of calling for such returns as he may require, in order to obtain satisfactory information on these subjects.

8. The ordinary school hours are to be computed at not less than two hours in the forenoon and two hours in the afternoon.

9. The first half-hour of every morning after roll-call shall be at the disposal of the ministers of recognised denominations for religious instruction of the children of such several denominations. Such ministers shall arrange with the Managers or principal Teachers as to the days they will attend, and it shall be the duty of the Principal to see that such arrangements are properly carried out. Children may at the request of their parents or guardians be exempted from religious teaching, and in such cases they shall during the above period receive such secular instruction as may be determined by the Managers or Principal. In case any minister shall on any day not attend at the appointed hour for religious instruction the children usually attending such instruction shall during that period receive secular instruction in such subject as may be determined by the Principal.

10. The subjects of instruction shall include Reading, Writing, Arithmetic, English Grammar and descriptive Geography in the primary or elementary course, and physical drill.

11. In schools attended by both sexes provision shall be made, if possible, for the separation of the sexes, by having separate apartments for the female section under a female teacher, but should the inhabitants of the locality having children of school age prefer the establishment of separate boys' and girls' schools, the aid will be extended to both, provided that the Administrator be satisfied that the maintenance of separate schools is justified.

12. The grant-in-aid of the salary of the Teacher in a girls' school shall not exceed £120 per annum, and provision must be made in such a school for superior instruction in the English language and composition, outlines of history and geography, arithmetic, plain needlework, and domestic economy as far as may be practicable.

13. The instruction during the ordinary school hours shall be given through the medium of the English language.

14. There shall be granted towards the cost of school requisites for every school, subject to these Regulations, upon the recommendation of the Inspector, a sum amounting to one-half the cost of the same as certified by the Inspector.

15. Where an Evening Class is held in connection with any school receiving aid under these Regulations, a quarterly allowance of £1 will be made upon the recommendation of the Inspector in respect of every pupil who shall have attended such school for at least two-thirds of the total number of holdings of such school during the preceding quarter.

16. An additional annual grant of £2 shall be made in respect of every pupil who shall satisfy the Inspector that he has reached a certain standard of proficiency, to be fixed by such Inspector, in any four of the following additional subjects, *namely*, Latin, English literature, history, elementary mathematics, elementary science, shorthand, book-keeping, vocal or instrumental music.

17. The numbers and lengths of holidays shall be such as shall be prescribed by the Administrator, but in no case shall the total period during which the school shall be open be less than thirty-eight weeks in each year.

18. The Managers of any Undenominational Public School receiving aid under these Regulations shall be of such number and shall be nominated and appointed in such manner as the Administrator may prescribe.

*Order "B."—NATIVE SCHOOLS.*

*Conditions on which Aid will be granted from the Public Funds to Native Mission Schools.*

Where a Native Mission School is kept for not less than four hours daily, of which not less than two hours shall be devoted to *industrial training*, by any teacher or teachers approved of by the Administrator, and the average daily attendance is not less than fifty, there will be allowed annually for and in respect of each pupil, who shall during the preceding year have attended the school on at least two hundred occasions, the sum of ten shillings, provided that in no case shall such annual allowance exceed fifty pounds.

*Order "C."—BUILDING LOANS.*

*Conditions on which Moneys will be advanced to Certain Schools for Building Purposes.*

1. **UNDENOMINATIONAL PUBLIC SCHOOLS.**

(i.) The Administrator, if satisfied upon the recommendation of the Inspector that a school is needed for the educational requirements of any locality, may, upon application made to advance on loan from the public funds on the conditions in the next succeeding clause mentioned, advance such amount of money, not exceeding £2,000, as shall cover the cost of erecting on land to be provided by the British South Africa Company for the purpose, an Undenominational Public School and offices; a guarantee being furnished by the Managers of the school, to the satisfaction of the Administrator, that the regular payment of interest on the money so advanced will be made.

(ii.) The sum of money so provided and advanced shall bear interest at the rate of £10 per £100 per annum, of which interest one-half shall be paid out of the public funds provided for educational purposes.

- (iii.) After the regular payment of such interest for a period of *fifteen years* the principal amount shall be held to have been redeemed, and the land and buildings thereon shall be vested in the Municipality, if any, or Managers of the school, if there be no such Municipality, to be held by them in perpetuity in trust for the inhabitants of such locality for educational purposes.
- (iv.) Until the whole of the principal sum and interest shall have been paid in the manner aforesaid, the land and buildings thereon shall be and shall remain vested in the British South Africa Company.

2. PUBLIC VOLUNTARY SCHOOLS.

- (i.) The Administrator, if satisfied upon the recommendation of the Inspector that a school is needed for the educational requirements of such locality, and where it may appear to his satisfaction that such requirements may be more advantageously met by the establishment of a Public Voluntary School, under the superintendence of some recognised Religious Body, may, upon application made, advance on loan from the public funds, on the conditions in the next succeeding clause mentioned, a sum of money not exceeding £1,000 towards the erection of such Public Voluntary School and offices, *provided* that the sum of money so advanced shall not be in excess of a similar amount to be advanced by the Religious Body aforesaid: a guarantee being furnished to the satisfaction of the Administrator that the regular payment of interest on the amount advanced will be made.
- (ii.) The sum of money so provided and advanced shall bear interest at the rate of £10 per £100 per annum, of which interest one-half shall be paid out of the public funds provided for educational purposes. After the regular payment of such interest for a period of *fifteen years* the principal amount shall be held to have been redeemed.

3. Such Public Voluntary School may be built on land either

- (i.) the property of the British South Africa Company, in which case the land and buildings thereon shall remain vested in the British South Africa Company until the whole of the principal and interest shall have been rendered in the manner aforesaid, whereupon the land and buildings thereon shall become the absolute property of the Religious Body aforesaid;
- (ii.) the property of the Religious Body aforesaid, who shall in such case furnish to the British South Africa Company a first mortgage bond upon the whole of the land and buildings thereon, which mortgage bond shall be redeemed when the whole of principal and interest shall have been paid in the manner aforesaid.

*Order "D."*—GENERAL.

As often as any Undenominational Public School or Voluntary Public School, receiving aid by way of maintenance in accordance with these regulations, shall lease any building for school purposes, the Administrator may, if satisfied from the report of the Inspector that the lease is necessary and that the rent is fair and reasonable, contribute from the public funds towards defraying such rent, such sum as he may deem fit.

APPENDIX C.

THE EDUCATION ORDINANCE, 1903.

ORDINANCE No. 1. 1903.

AN ORDINANCE to provide for the appointment of a Director of Education and Assistants, and for regulating the appropriation of grants, and the granting of loans from the Public Revenue, in aid of General Education.

- Preamble. *Be it enacted by the Administrator of Southern Rhodesia with the advice and consent of the Legislative Council thereof as follows :—*
- Previous Ordinance Repealed. 1. "The Education Ordinance, 1899," is hereby repealed.
- Grants and loans Regulated. 2. All sums of money granted by the Legislative Council for the purpose of Education, and all Loans authorised by the said Council to be made for the erection of any buildings requisite for or in connection with school purposes, shall be administered or made, as the case may be, by the Administrator, in accordance with such rules and regulations as shall from time to time be approved by him with the advice and consent of the Executive Council, and published by Notice in the *Gazette*.
- Provided :*
- (1) That no such rule or regulation, nor any alteration or rescission thereof which may from time to time become expedient, shall be published as aforesaid, or shall take effect until such rule or regulation shall have been assented to by the Legislative Council by resolution thereof ;
  - (2) That the regulations contained in the Schedule to this Ordinance shall be and are hereby declared to be the regulations touching Education, for the time being, subject to alteration or rescission in the manner hereinbefore set forth ;
  - (3) That a report of the allocation of such grants, and of such loans, shall each year be laid before the Legislative Council.
- Appointment of Director. 3. (1) The Administrator may appoint a Director of Education hereinafter styled the Director, who shall be the Supervisor of all schools aided in any way by grants or loans made under the provisions of this Ordinance.
- Appointment of Assistants. (2) The Administrator may appoint any other person to assist the Director in such capacity as he shall deem proper.
- Duties of Director and Assistants. 4. (1) The Director or his Assistants shall enforce the rules or regulations in the Schedule hereto, or such rules or regulations as may hereafter be made under the provisions of this Ordinance, and shall visit and inspect every school aided, as aforesaid, at such times and in such manner as shall be directed by the Administrator.
- (2) The Director shall furnish an Annual Report, showing the number and condition of such Schools, and the state of Education throughout Southern Rhodesia, which Report shall be laid before the Legislative Council at the next Session following the date of such Report.
- Short Title. 5. This Ordinance may for all purposes be cited as the "Education Ordinance, 1903."

SCHEDULE.—SCHOOL REGULATIONS.

Order "A."—PUBLIC SCHOOLS.

Conditions on which Aid will be granted from the Public Revenue towards the Maintenance of Public Schools.

1. (1) For the purpose of these Regulations, a Public School shall mean a School in receipt of Government Grants, and open to all white children, such and of such an age as the Administrator may approve.

(2) Such Public Schools shall be under the control of Managers appointed in accordance with the provisions of the School Regulations.

(3) Managers of Public Schools may be the representatives of the Guarantors of the School Funds requisite under these Regulations in addition to the Government Grants.

2. In respect of every school

(a) which shall be in existence at the date of the commencement of these regulations, and which, in the opinion of the Administrator, it is expedient to continue, there shall, upon the recommendation of the Director, and upon his report that in every respect the conditions of these regulations have been complied with, be allowed for the first year reckoned from a date to be appointed by the Administrator, from the public funds, a sum not exceeding one-half the salary of the principal teacher, and of such assistant teachers as may be certified by the Director to be necessary and efficient, provided that in no case shall such allowance exceed £200 for the principal teacher and £150 for each assistant respectively: such allowance, duly approved by the Administrator, shall be made annually on the report of the Director that the school is being properly and efficiently carried on in compliance with these regulations, and that the attendance is such as to warrant the continuance of the grant.

Allowances  
in respect of  
Teachers'  
Salaries.

(b) to be established in any town, village or district, if the Administrator, upon the report of the Director, be satisfied that such town, village or district, is one which ought to be provided with such a school, there shall be allowed for the first year, reckoned from a date to be appointed by the Administrator, from the public funds in aid of salaries a sum not exceeding one-half of the salary of the principal teacher, and of such assistant teachers as may be certified by the Director to be necessary and efficient, such allowance not to exceed £200 for the principal teacher and £150 for each assistant respectively: such allowances, duly approved by the Administrator, shall be made annually after the expiration of the first year, on the report of the Director that the school is being properly and efficiently carried on, in compliance with these Regulations, and that the attendance is such as to warrant the continuance of the grant.

3. If any principal teacher or assistant teacher in any public school subject to the conditions of these regulations shall not be in receipt of any salary, but shall be maintained at the cost of the managing body, there shall be annually paid to such body in lieu of the above allowances in respect of every such teacher such respective sums as the Teachers' Maintenance Allowance in lieu of Salary.

Administrator may after due inquiry deem sufficient to amount to one-half of the cost of such maintenance, not exceeding the respective amounts mentioned in the last preceding section.

Approval of Managers and Teachers, School accommodation and Teachers' residences.

4. (1) The managers of any Public School shall be of such number and shall be nominated and appointed in such manner as the Administrator may determine.

(2) The names of managers appointed or to be appointed shall in every case be submitted to the Administrator for approval.

(3) The managers shall make such arrangements for the management and maintenance of the school or schools under their control as shall satisfy the Administrator.

(4) The names and credentials of the teachers and of boarding school superintendents nominated or to be nominated by the managers, the rate of school fees, and all further regulations made by the managers for schools under their control shall be subject to the approval of the Administrator.

(5) The managers shall provide and keep in repair such buildings as shall be deemed by the Director to be requisite for the accommodation of scholars and teachers. Such accommodation shall include in addition to school rooms, suitable offices and out-offices and recreation ground, together with a suitable residence for the principal teacher. An annual allowance, being in amount equal to one-fifth at least of the salary, may with the approval of the Administrator be paid to the principal teacher in lieu of provision of such residence.

(6) The managers shall also provide such school furniture as shall be deemed requisite by the Director.

(7) The managers shall from time to time furnish such returns and reports as shall be required by the Director, which shall be in such form, and supply such particulars as he shall require. In particular, they shall submit to him annually, a statement of the revenue and expenditure of any institution under their control, aided under these Regulations, and shall furnish a quarterly return duly certified, showing the actual receipt by teachers of their salaries, and of the Government grant included in such salaries.

Control and Inspection.

5. Every such school shall be under the control and management of the local managers, but shall be subject to inspection by the Director, or a deputy appointed by the Administrator, who shall have the right of entering the school at any time during school hours, of examining into the state of the buildings and the school furniture, of ascertaining the progress of the children under instruction, and of enquiring generally into the efficiency of the school in regard to the locality in which it is placed, and of calling for such returns as he may require in order to obtain satisfactory information on these subjects.

School hours.

6. The ordinary school hours are to be computed at not less than four hours a day for five days a week. An attendance of more than two hours a day shall count as two attendances, and of less than two hours a day as one attendance.

Religious instruction.

7. (1) The first half hour of every morning after the hour of assembly shall be at the disposal of the ministers of recognised denominations for religious instruction of the children of such several denominations.

(2) Such ministers shall arrange with the managers or principal teachers as to the days upon which they will attend, and it shall be the duty of the principal to see that such arrangements are properly carried out.

(3) Children may at the request of their parents or guardians be exempted from religious teaching, and in such cases they shall during the above period receive such secular instruction as may be determined by the managers or principal.

(4) In case any minister shall on any day not attend at the appointed hour for religious instruction, the children usually attending such instruction shall during that period receive secular instruction in such subjects as may be determined by the principal.

8. The subjects of instruction shall be such as shall be determined from time to time by the Director, with the approval of the Administrator. Subjects of instruction.

9. The instruction during the ordinary school hours shall be given through the medium of the English language. Instruction in English language.

10. There shall be granted towards the cost of school requisites for every school subject to these regulations, such sum as shall be from time to time determined by the Director with the approval of the Administrator. Aid towards school requisites.

11. Where an evening class is held in connection with any school receiving aid under these regulations, a quarterly allowance of £1 shall be made in respect of every pupil receiving such instruction and making such number of attendances as shall be determined by the Director, with the approval of the Administrator. The Director may, with the approval of the Administrator, make such arrangements for the encouragement of evening schools with approved complete *curricula* as shall be deemed necessary in any locality. Aids to evening classes.

12. An additional annual grant not exceeding £4 may be made, by authority of the Administrator, in respect of every pupil who shall satisfy the Director that he or she has reached a certain standard of proficiency in the higher branches of education. The standard of proficiency and the requisite number of subjects shall be such as the Director may from time to time determine. Capitation grants may be made with the like authority with a view to encouraging special branches of study. Grants for extra subjects.

13. The numbers and lengths of holidays shall be such as shall be prescribed by the Administrator, but in no case shall the total period during which the school shall be open be less than thirty-eight weeks in each year. Holidays and terms.

14. The Administrator may appoint in each school one free scholar in respect of every £40 of the annual amount allowed from the public revenue in aid of such school, such appointments to be restricted to scholars who are unable from circumstances to pay the necessary school fees. Free scholars.

**Order "B."—BOARDING SCHOOLS OR BOARDING DEPARTMENTS IN CONNECTION WITH PUBLIC SCHOOLS.**

- Grants to Public Boarding Establishments. 1. There shall be granted to public boarding schools, or boarding departments in connection with public schools, annual grants restricted to a sum not exceeding £75 towards the salary of the superintendent (an equivalent amount being provided by the managers), and to a capitation allowance of not more than £20 towards the maintenance of each boy or girl boarded, and whose circumstances require such assistance towards his or her education.
- Exceptions. 2. Except in special cases no grant shall be given in consideration of a boarder whose parents or guardians do not reside in Southern Rhodesia, or who lives less than three miles from any public school, or who is not a *bona fide* boarder attending school.
- Conditions of grants to Boarding Establishments. 3. No grant to a boarding school or department can be given unless the Director is satisfied that :—  
 (1) such boarding school or department is necessary in the district.  
 (2) the sanitary conditions are satisfactory, the accommodation is sufficient, and that the arrangements for carrying on the institution are satisfactory in every respect.  
 (3) that the number of boarders warrants the existence of the establishment.
- Amount of grant. 4. The amount of grant which will depend on the state of efficiency of the boarding house, shall be such as may be recommended by the Director and approved by the Administrator.
- Appointment and duties of Managers of Boarding Establishments. 5. The rules relating to the appointment and duties of managers of public schools shall apply to managers of boarding houses.
- Clause 3 of Order "A" may be applied to Superintendents of Boarding Schools. 6. The provisions of Clause 3 of Order "A" may with the approval of the Administrator be applied to Superintendents of Boarding Schools.

**Order "C."—SCHOOLS FOR COLOURED CHILDREN.**

- Grants to Coloured Schools. 1. An annual grant to schools for coloured children restricted to a sum not exceeding £90 per teacher per annum (an equivalent amount being provided by the managers) may be made on condition that the Director is satisfied that :—  
 (1) such a school is necessary in the locality ;  
 (2) the attendance is satisfactory and the accommodation sufficient ;  
 (3) the arrangements for carrying on the school are satisfactory in every respect ;  
 (4) encouragement is given as much as possible to handiwork.
- Amount of grant. 2. The amount of grant, which will depend on the state of efficiency of the school, shall be such in amount as shall be recommended by the Director and approved by the Administrator,



3. A further grant for school requisites in accordance with section 10 in Order "A" of these Regulations may be made.

Grants in aid of school requisites.

4. The rules applying to managers of public schools shall apply to managers of Coloured Schools.

Appointment and duties of Managers.

5. The provisions of clause 3 of Order "A" may with the approval of the Administrator be applied to teachers in schools for coloured children.

Clause 3 of Order "A" may be applied to teachers of schools for coloured children.

Order "D."—SCHOOLS FOR NATIVES.

1. An annual grant may be made in aid of schools for natives on condition that the Director shall be satisfied that:—

Grants to

- (1) There are at least forty pupils who have four hours during the week of instructionally taught;
- (2) industrial work is taught to speak and understand the English language;
- (3) the pupils are taught habits of discipline and cleanliness;
- (4) the instruction is carried on in every respect in a satisfactory manner;
- (5) the instruction is carried on in every respect in a satisfactory manner.

2. The amount of grant shall depend on the efficiency of the school, and shall in no case exceed £125 per annum, and shall be subject to the approval of the Administrator.

Amount of grant.

Regulations applying to all Grants.

1. With regard to any or all of the grants mentioned in Orders "A," "B," "C," and "D," the Administrator may, upon being satisfied that at any school or boarding house is being conducted in an unsatisfactory manner, in any particular whatsoever, withhold the whole or any portion of any grant.

General condition of grants.

Order "E."

1. If it is found that it is impossible to establish a school under these regulations in any locality where a school seems a necessity, or it is desirable to establish schools of a kind not already existing in any locality, the Government would not exist but for the initiative of the Government, and which the power of the Administrator to sanction the establishment shall be in such schools and to provide for the maintenance thereof wholly from Public Funds.

Erection of schools by Government.

2. Should it seem advisable to enter into any other arrangement with any community or board of managers in order to secure the establishment or maintenance of a school, it shall be lawful for the Administrator to make such an agreement with such community or board of managers as may appear to him equitable and in keeping with the spirit of these Regulations.

Special Arrangements for the establishment of schools.

## Order "F."—BUILDING LOANS.

## Condition on which Moneys will be advanced to certain Schools for Building Purposes.

Advancement of loans.

1. The Administrator, if satisfied upon the recommendation of the Director, that a school is needed for the educational requirements of any locality may, on application made to him through the Education Department, advance on loan from the Public Funds on the conditions in the next succeeding clause mentioned, such amount of money as shall be requisite to cover the cost of erecting on land to be provided by the British South Africa Company, buildings for the purposes of a Public School, or Boarding School, or Boarding Department, with the necessary offices or any one or more of these; provided that the Administrator may require that a sufficient guarantee shall be furnished by the managers of the school for the regular payment of interest on the amount so advanced.

Rate of interest.

2. The sum of money so provided and advanced shall bear interest at the rate of £10 per £100 per annum, of which interest one-half shall be paid out of the Public Funds provided for educational purposes.

Redemption of loan.

3. After the regular payment of interest for a period of fifteen years to be deemed, and the principal amount shall be held to have been repaid, and the school and buildings thereon shall be vested in the managers of the school, and be held by them in perpetuity for educational purposes, and subject to the requirements or provisions of any law relating to education.

Earlier repayment.

4. Should it be the wish of the managers to pay off the sum and interest before the expiry of fifteen years, the amount refunded at any particular date shall be such as shall be then determined.

Mortgage of buildings.

5. Should the school buildings be on the property of the managers, the owners thereof shall execute in favour of the British South Africa Company a first mortgage bond on the property, which bond shall be discharged when the whole of the sum and interest shall have been paid in the manner aforesaid.

Sale of school buildings or lands.

6. Should it at any time be deemed expedient or for the benefit of the community that any school buildings and lands should be sold, or otherwise disposed of, such sale or disposal may be authorised by the Administrator on such terms and conditions as he may deem desirable.

## Order "G."—GENERAL.

Contribution towards rental of school buildings.

1. As often as the managers of any school receiving aid by way of building maintenance in accordance with these Regulations shall take any lease for school purposes, the Administrator may, if satisfied from the report of the Director that such lease is necessary, and that the rental is fair and reasonable, contribute from the Public Funds towards defraying such rental such sum as he may determine.

NOTE ON EDUCATION IN THE EAST AFRICA  
PROTECTORATE

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The development of the East Africa Protectorate, rapid though it has been during the last few years, has as yet scarcely reached a stage sufficiently advanced to admit of the Administration taking an active part in educating the native population. This most useful and important work is at present in the hands of the various missionary societies, which practically place an elementary education within the reach of all natives who desire it,—a very small proportion, it need scarcely be said. A scheme for a more advanced training is now being initiated by the Church Missionary Society, and when this is in working order an opportunity will arise for fostering and encouraging its development by the grant of scholarships or by such other means as the Government may find it possible to employ.

An indirect stimulus is, no doubt, given by the possibility of obtaining the various posts, such as clerkships and interpreterships, which fall vacant from time to time in the Government Service, and it is hoped that as time goes on it will become more and more possible to fill these situations with Africans rather than with natives of India. Two Arab boys, one from East Africa and the other from Zanzibar, are at present being educated in Cairo, at the Government expense, with a view to their becoming interpreters, and it would be unnecessary to send students so far away in the event of increased facilities being provided within the Protectorate itself by any of the various missionary societies.

Of these bodies, the Church Missionary Society is devoting most attention to educational work, and has already established Elementary, Final, and Higher Grade Schools. Their present idea is to give a simple education in reading, writing, arithmetic, and scripture to the poorer children, who have to begin to do field work at about ten or twelve years old. Those who are cleverer, and do not have to leave school so early, pass on to the Higher, and in some cases to the Final Grades, while the Society's scheme embraces Normal and Divinity Schools for still more advanced students.

Children begin to attend school at about five years old and continue up to fifteen if able to do so, but those destined for scholastic work and for the pastorate remain some years longer.

To some extent apart from this system, but connected with it, is a scheme for industrial training, to which the Society is now giving a special prominence, an agent of the Industrial Mission, Mr. Harrison, having been brought out for the purpose. Under his supervision instruction is being given in brick and tile-making, and it is hoped that this may be extended to the cotton and fibre industries.

School boys have also in the past been trained at Freretown as carpenters, cooks, blacksmiths, masons, interpreters, dispensers, etc., and many of them hold responsible positions in Government or private employment, while girls are taught laundry and housework.

The other missionary societies, Roman Catholic, Wesleyan, and Lutheran, do a certain amount of educational work, but not on the same scale, and it has not been possible to obtain much information about them.

Replying *seriatim* to the special questions asked in the Board of Education's despatch of May 7th, 1902, it may be stated:—

- (1) That the Government does not at present extend any financial aid to schools educating natives, nor have any regulations been framed in this connection.
- (2) The work of education is at present carried on by the missionary societies, the teachers being both European and native. Industrial subjects have so far been taught by Europeans only.
- (3) Technical education has, so far as can be judged, a good effect on the moral character and economic efficiency of the native.
- (4) The whole educational system is in an embryonic stage, and it is impossible to say how far industrial and literary education can be combined for African natives.
- (5) Very little skilled white labour is employed in East Africa, so there would be no objection on the part of Europeans to the training of natives as mechanics. The class with whom such trained natives would come into competition would be natives of India; but Africans have not yet proved capable of reaching the standard of skill attained by the latter.

In conclusion, I would venture to anticipate that in a few years' time, when experience will have shown how far the various experiments which are now being tried are suitable or otherwise to local requirements, it will be possible to report much more fully and comprehensively on the educational system of East Africa than is the case at present.

MOMBASA,

*November 24th, 1903.*

[This information was obtained through the Foreign Office in response to a request from the Board of Education.]

# EDUCATION

## IN

### UGANDA.

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### EDUCATION IN UGANDA.

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The three following reports were obtained in August, 1902, in answer to an official inquiry addressed by the Foreign Office to His Majesty's Commissioner at Entebbe, at the request of the Board of Education. The following are the questions which were submitted by the Board:—

- (1) What regulations, if any, have been laid down by Government in respect of native education? Does Government give any financial aid to schools educating natives? If so, on what terms?
- (2) Has anything been done to provide industrial or agricultural education for natives? If so, what are the courses of instruction? Are the teachers of such subjects Europeans? Have they been specially trained in the work of teaching? If so, how and where? Have native teachers of industrial and agricultural subjects been tried? If so, have they succeeded?
- (3) Does it appear that such industrial or agricultural education is having good effects (1) on the character of the natives receiving it; (2) on their economic efficiency? At what age does such technical education in industry or agriculture begin? In the earlier stages of general education (i.e., before the commencement of specifically technical education) is manual training made a feature of the curriculum? If so, with what results?
- (4) Can such industrial and agricultural education be successfully combined with instruction of a more literary and general character? If so, to what degree has such a combination proved desirable?
- (5) Is there any opposition on the part of any sections of the white population to the provision for natives of a kind of education which might enable the natives to compete effectively with skilled white labour in various industrial occupations?

## I. SOCIÉTÉ DES MISSIONNAIRES D'AFRIQUE.\*

PÈRES BLANCS.

VICARIAT APOSTOLIQUE DU NYANZA SEPTENTRIONAL.

RUBAGA,

*June 28th, 1902.*

## I.

To your first question with regard to "Industrial Education given to natives," I think that the most trustworthy, and hence the most satisfactory, answer will be afforded by submitting to you a very brief description of the works which the Baganda have been enabled to execute, thanks to the teaching they have received from us; they are of a kind of which they had no idea whatever before our arrival.

We have sixteen mission stations established in the area of the Protectorate. The houses, churches, schools and annexes are all built of stone or brick. The carpentry is European in character; the doors are either made of plain boards or are panelled; the furniture is made of finished wood work. Of our churches three are distinguished by their size (they are 72 metres in length and 24 metres in breadth), by the boldness of their construction, and by their slender colonnades, 10 metres in height, and supporting a massive wooden superstructure.

The whole of the masonry, carpentry and joinery is the work of natives brought up by the White Fathers. The work of the missionaries has been limited to directing the operations.

A certain number of the great chiefs of Uganda, Koki, Toru and Unyoro now possess spacious and comfortable houses of brick, of which several have more than a single storey. The architects and builders for every one of these houses have been native Catholics taught their trade by the White Fathers.

The services of our apprentices are appreciated not only by the native chiefs, but also by the officials of the Protectorate Government, and we shall always be happy when, as in Buddu and in Toru, we are asked by the representatives of His Britannic Majesty to build them living houses of a kind more comfortable than huts of reeds.

## II.

While the Baganda have a great liking for adventure and travel, they have very little for a secluded life in the country; their aptitude for commerce and industry is as great as their aptitude for agriculture is small. Hitherto tillage has been the work of women, and the men will only overcome their disgust for manual labour of this kind when they find an easy and lucrative market for their agricultural products.

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\* This paper was originally submitted in French. This translation has been prepared for the Special Enquiries Office of the Board of Education.

To a people accustomed from time immemorial to require from their fertile soil nothing more than their daily food, the first, the most eloquent and the most persuasive lesson in agriculture should be the lesson of example; the proverb says, "Verba volant, exempla trahunt." Our agricultural education for the natives has consisted in the example afforded by assiduous work carried on with method and continuity.

Each mission station has its kitchen garden, its orchard, its plantations of corn, rice, etc. Vegetables and fruit, varied according to the season, are never wanting to the table of the mission, and form an excellent supplement to European preserves which we [ourselves] never use.\* The orchards, gardens and plantations of different kinds are kept up by the natives, who know the proper seed and harvest times, and understand perfectly the precautions that are necessary to ensure the success of the crops. It is sixteen years since we first imported from Zanzibar and Algeria mango-trees, papayas, orange trees and lemon trees, and the White Fathers were the first to rear fruit from these trees in Uganda. Since Sir Harry Johnston gave us proprietary rights we have used every effort to make the lands given to us yield a good return.

During the past six months—*i.e.*, from January 1st to the present date—5,000 coffee plants have been planted at our stations on the Sese Islands and in Buddu; the teachers have received orders to plant cotton fields in the lands belonging to their respective stations, containing as a minimum number [for the whole of the stations] 60,000 cotton trees, of which the produce is intended to cover the three rupee Hut Tax. In addition to the fruit trees and ornamental trees left to the private enterprise of the Superior of each station, 5,000 eucalyptus and nsanbya trees have been planted by order of the Chief of the Mission, which in four years will yield excellent wood for building purposes.

This amount of work in the way of opening up the land and of plantation executed within the space of six months by means of native labour alone will be sufficient to show you, Mr. Commissioner, what may be expected from us in the colonisation of the country, and you will be pleased to see in these first attempts a proof of the zeal which we shall continue to display in our efforts to instil into the Baganda a liking for agriculture.

You desire information, Mr. Commissioner, regarding the character and competency of our European instructors. In the Society of the White Fathers, of which one section is now evangelising Uganda, the ecclesiastical Fathers depute to auxiliary Lay Brothers all mechanical labour. Fathers and Brothers, however, constitute one single Society, towards which they undertake the same obligations. The auxiliary Brothers consist entirely of persons who before becoming members of the Society have learned some trade,

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\* The text reads, "suppléent très avantageusement aux conserves européennes dont nous n'usons jamais," but probably this is a slip for "remplacent très avantageusement les conserves," etc.



many of them—although they may have possessed no diploma—being already masters of their craft. After taking their vows in the congregation, they have perfected their technical education in the flourishing and justly renowned *Ecole des Arts et M<sup>ét</sup>iers*, founded by the White Fathers at Thibar in Tunis.

We have no Trade School (*école professionnelle*), properly so called, in Uganda. But each assistant Brother teaches the youths who wish to learn, at the school of the station assigned to him, so that we have as many schools for the purpose as there are assistant Brothers—that is, eight. Apprentices come to us entirely of their own accord—they enter into no engagement and receive no payment except food and clothes, and are quite free to leave the school when they choose and then to set up on their own account.

### III.

This system of industrial and agricultural education, which teaches the Baganda to work with their hands and to make use of the natural gifts with which God has endowed them, will be undoubtedly of great benefit not only to individuals and their families, but, if certain precautions are taken, to the cause of social order generally in Uganda. For work ennobles a man by raising him in his own esteem and in the esteem of his fellow countrymen; and just as idleness begets poverty and vice and ruins a country, so persevering work brings with it comfort and contentment into the homes, and tends to repeople a country of which, as in Uganda, the population is diminishing.

I used above the phrase "if certain precautions are taken"; for if after learning a trade the Baganda are left to themselves by the European or Indian masters in whose service they work, if their moral welfare is neglected and they are not definitely encouraged to fulfil their religious duties, what has happened only too often before will happen again; the negroes, dazzled by all that they see of a civilisation with which they are still unfamiliar, will allow themselves to be ruined morally by their fellow workmen, largely composed of Swahili Mussulman converts from the coast. They will spend the fruit of their labour on the purchase of trifles, or, worse, on debauchery, instead of devoting their weekly or monthly pay to the betterment of their own condition, to comforts for their families, to the purchase of a small flock of cattle or goats, etc., as they ought to and might have done. Thus unless we care for their morals, what should have been a source of social well-being and comfort will become a source of degradation.

### IV.

The Baganda are regarded as the most intelligent of the negro races of Africa. In my opinion, this reputation is deserved; and I have no doubt that they are susceptible of receiving a careful literary training. I have been led to this belief by the results

obtained in our school for special studies at Kisubi, where our young negro pupils, initiated into the mysteries of Uganda grammar, discuss the grammatical difficulties of the language with a great sense of accuracy, and show themselves capable of grasping metaphysical proofs of fairly abstruse theological positions.

To what point it may be possible to push their education I cannot precisely say, but it seems to me that if we begin teaching the children at an early age and make a judicious choice of the most intelligent, that these could be trained to any of the careers open to persons who have received a complete course of elementary education (in our own country).

#### V.

When Mr. Tomkins, Sub-Commissioner at Kampala, communicated to me his plan of making youths of sixteen spend a year's apprenticeship at a Technical School (*École des Arts et Métiers*), three months ago, I replied as follows:—

"As soon as the Government of the Protectorate opens a Technical School (*École des Arts et Métiers*), under the direction of European or Indian teachers, paid by Government, and unconnected with missionary work, our Catholic youths will be happy to be admitted to it, and will attend its courses assiduously. But so long as there is in Uganda only a [technical] school of the kind founded at Namirembe by the C.M.S., a school under the immediate and exclusive control of the Protestant Mission, I shall feel bound as a Catholic Bishop to continue to forbid my converts (*mes chrétiens*) to attend it."

My present convictions are identical with those I expressed three months ago, and are as unalterable as the conscientious scruples on which they are based.

#### VI.

The reports from my sixteen mission stations giving exact details with regard to the work of the year will not reach me till the first part of August. In these annual reports much space is always given to the educational work. I greatly regret that your announcement that it would be useless to send this communication later than July 1st does not allow me to wait for these reports before writing. I regret still more that the nearness of this date does not even allow of my writing to the Superiors of these stations in time to receive an answer from them.

In these circumstances, and in the absence of the detailed information necessary to give an account of the results obtained at the present date by our system of education, I beg to submit a copy of a report on the same subject, addressed two years since to Sir Harry Johnston; these pages will inform you of the progress and condition of our schools two years ago. The number of schools and of scholars quoted are those of last year; hence

these figures are very probably less than those that will be yielded by the statistics for the present year, which are to appear in the report I shall send to the General Superior of the Society of the White Fathers.

† HENRI STREICHER,  
ev. tab. Vic. Ap. Nyanza.

ENCLOSURE,

*Instruction in the Catholic Schools of Uganda.*

As soon as they arrived in Uganda the Catholic missionaries began their work of teaching, and their first hut was devoted to found a school in which poor children rescued from slavery, in the first instance, and later, free children, received lessons in good behaviour, in manual training on a carefully thought out system, and in reading and writing.

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From the year 1893, under the influence of peace, which was then re-established, and the tranquillity assured to the country under English government, the schools have multiplied. The foundation of new mission stations has implied the foundation of new schools for manual training and schools for primary teaching. These latter schools have succeeded so well that it has been necessary to establish two at each station. The schools under the personal direction of our missionaries a short time ago amounted to twenty-three in number.\* The schools all teach reading, writing and singing, and we are gradually introducing English, geography and arithmetic.

The education of the girls suffered for a long time from the want of women teachers, but the arrival of nuns in Uganda finally put an end to the difficulty. The nuns have a very large establishment at Rubaga, including both an asylum school for the youngest children and a girls' school, where the girls receive an education suitable to their age and condition. It is to be hoped that later, with the help of native women teachers, the number of their schools will be increased. Meanwhile their example alone has been fruitful, for at Villa Mariya [Maria], a Uganda woman, formerly the head of a household, has begun to teach with much success, by copying the example of the nuns as best she could, and each day gathers round her some 250 women and girls.‡

I have spoken, so far, only of the schools established at the mission stations. There are, besides these, more than 700 schools established in the villages and working regularly. Hitherto only

\* The number of pupils in these schools amounted last year to 2,836. In the present year, 1902, the number received so far has been 3,617, and we hope that the census about to be taken in July will show a figure even higher than this.

‡ A school has just been established at the Villa Mariya Mission during the present year, 1902, with four nuns as teachers who have come from Europe. They found about 400 pupils waiting for them.

reading has been taught in these schools, but we hope to raise the level of their teaching rapidly, by assembling the teachers at regular intervals to receive instruction.\*

But the educational institution from which we expect the greatest results is the little seminary at Kisubi. The results, indeed, have already passed the limits of simple anticipation, although the progress of the institution has been very slow owing to the illness of the missionaries in charge when it was first established, and to the famine of recent years.

Until recently the number of students who devoted their whole time to study varied from sixty to seventy. Last year we were obliged to limit the numbers for the time being to thirty-five, precisely on account of the famine, which inflicted on us serious injury.† The students at Kisubi come from all parts of Uganda, Unyoro and Toru. These youths have considerable powers which we do our best to cultivate. Their memory is excellent. We develop this faculty by giving them lessons which we require them to learn accurately by heart, and, as a matter of fact, the way in which they recite them would serve as an example to the majority of European youths. Their intelligence is as a rule particularly capable in certain studies which lie more especially within their scope; for instance, in grammar and arithmetic.

Of course, the first ideas of grammar given to them were those of their own languages, and they were given in their own language; our purpose was in the first instance to give their minds that intellectual gymnastics of which the want makes itself irreparably felt in persons who have grown up without having gone through exercises of this kind. It is a great delight to us to see that by means of this study a capacity for analysis and synthesis is developed in the Baganda children, and that they acquire the habit of methodical reflection. It is not overbold to say that really philosophic minds are already to be divined among them. In fact our first results seem to show that there is no limit to what we may expect from the people of Uganda.

The study of the grammar of their own language (which is by no means a savage language) has the further advantage of preparing the pupils for the methodical and intelligent study of other languages, and especially of Latin and English.

Although the language of the Baganda is an extremely rich one, and one capable of expressing abstract ideas, it has hitherto possessed no grammatical terms. We might have introduced into the language terms simply borrowed from our European languages, and this would indeed have been the easiest course to follow. But our affection for a language which we have spoken for so many years has led us to make use, for this purpose, of native roots and of

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\* During the present year thirty-four of these village schools have been improved in character.

† At the opening of the last session the number of these pupils rose to forty-five.

the methods of word-formation of this fine language [*en suivant les analogies de cette belle langue*] so as to obtain terms corresponding as nearly as possible in etymological meaning with their [logical] definitions.

To compose a grammar of a language so different from Western languages in the language itself was no easy thing; and we have devoted to the task many long hours [weekly] for many years. But we have not yet ventured to print our grammar, because our growing knowledge of the language has forced us to modify our work continually. Hence the pupils have been obliged so far to study our grammar in their own manuscript copies. We hope, however, soon to go to press.

Our pupils further receive regular lessons in Latin, English and Kiswahili [Swahili]. In a little seminary we could not omit the language of the Church. In a country under the British flag, English was bound to take an important place in our work. And finally the already frequent relations with the coast of the Indian Ocean are about to be multiplied so greatly by the opening of the railway, which will bring the Swahili country to within three or four days' journey, that a knowledge of its language has become necessary. It is the most widely-spoken language in Eastern Africa.

The language is mere child's play for Baganda of a studious disposition. Latin and English are, of course, much more difficult for them, but they display considerable taste for them; some pupils even become troublesome in their demand to be taught new words and expressions.

Of the sciences properly so-called we only teach them arithmetic, and give them a little treatise to copy out, which we hope to print, perhaps even before the grammar.

The composition of good text-books in the language of our pupils involves much difficulty and the want of such books forms the greatest obstacle to the progress of our teaching.

From our little printing press we have only issued a Syllabary\* and a modest Geography of eighty-nine pages. And we are sorry to have printed our book too soon to be able to make use in it of the notion of a mile as a measure of distance, which has been introduced into the country by Sir Harry Johnston and acquired recently by the Baganda.

On the walls of our classroom, for use with our Geography Text-book, we have hung large maps, bought in England, and, in order to avoid confusion in the minds of the Baganda children, we have kept in the textbook, as far as possible, to the English spelling of geographical names, a spelling which, as a matter of fact, is identical as a rule with that used in the language of each country.

Hitherto we have given but little room in our school to the accomplishments, which must wait till the general level of studies

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\* This provisional syllabary has been replaced by a new edition and by diagrams for reading, printed in Europe.

has been raised. The only exception has been made for music. All the children learn singing, and receive frequent lessons in *solfeggio*. But we must confess that so far the Baganda have shown themselves less gifted for vocal music than the majority of their neighbours. In instrumental music they do better. They themselves possess instruments of remarkable precision, with which they provide accompaniments not wanting in beauty to their monotonous songs; and they learn the horn, the flute and the harmonium with great ease. Several of them play the harmonium in our churches to accompany the singing.

A word or two on our sports. They form not only an agreeable but a useful supplement to our work. We have set up a gymnastic apparatus in a place specially allotted to it with rings, trapeze, knotted rope, parallel bars, etc. The children there develop the muscles of their vigorous bodies, to keep pace with the development of their mental faculties. In the large playgrounds, and sometimes on the turf near, they play at football and at prisoners' base, which suit the warlike spirit of the Baganda excellently. Such games compensate their limbs for the confinement of the classroom, and give a happy satisfaction to natures spiced with gunpowder.\* On the lake, of which a deep bay, continued by a canal a kilometer in length, brings the waters to within ten minutes of our school, they delight in practising with the *pagaia*, under the care of some old Basese, true sea-dogs, who know all the rocks in the lake, and all the hippopotamus, which form so terrible a danger for small boats.

Within an enclosure which keeps off the crocodiles they learn swimming, an exercise which most of those who live near the Nyanza are deprived of owing to the ferocity of these amphibians.

May I terminate this already over long account of our work by expressing a wish affecting within the narrow limits of our own sphere of action, both the happiness of the people of Baganda, to which we have given up our life, and the glory of the great nation which to our intense joy has brought its inexhaustible activity to bear on a field that was exhausting our feeble resources.

I say that our feeble resources were being exhausted; our pupils not only received from us the teaching, of which details have been given above, but we have to bear the expense of their food, lodging, clothing, books and stationery. Thus they look to us for everything; moral training, intellectual training, the means of material existence.

Among the unexpected hindrances to our work I have mentioned the illness of our missionaries, and famine. A permanent hindrance is the difficulty of completing our buildings on a scale proportionate to the work. With all our efforts we have scarcely succeeded in erecting a third of the buildings necessary for our schools, and even those erected are hardly designed to satisfy our

\* The French reads "*petrie de salpêtre*"; the translator has ventured to modify the metaphor slightly.

permanent requirements. The private charity which provides not our salaries, for we have none, but our bare livelihood, our buildings, and the food for our pupils, for which none are able themselves to pay, is disseminated over too many objects throughout the whole world.

Our wish is this, not that we should work less strenuously than in the past, but only that the great and intelligent nation which has undertaken the work of civilising Uganda with such vigour, may do us the honour to help us, and add to its other benefits that of assisting the educative and civilising work now being carried on at Kisubi.

N.B.—The above report was drawn up by the Rev. Father Marcou, Superior of our school at Kisubi, and I desire to express my entire approval of the report.

(Signed) HENRI STREICHER.

## II. THE CHURCH MISSIONARY SOCIETY.

### (i.) *Industrial Training of Natives in Uganda at the C.M.S. Industrial Mission at Mengo.*

In the year 1899 the Church Missionary Society established an Industrial Mission at Mengo, for the purpose of affording boys and young men of Uganda an opportunity to be trained in handicrafts of civilised nations.

The handicrafts in which the natives of this Protectorate have received instruction under the superintendence of the Industrial Mission comprise house carpentry, joinery, wood-turning, printing, bookbinding, brickmaking, bricklaying and house building. It has not been possible for the Industrial Mission to give instruction in agriculture, chiefly because in its present position it possesses no land.

Boys wishing to be taught printing and joinery are apprenticed to these trades for three years. The printers receive an all-round training, so that after three years spent in our printing office a boy should be a practical compositor, pressman and bookbinder, but the results of our teaching vary according to the intelligence and the effort various boys bring to bear upon their work. The same holds true about woodworkers. Those apprenticed for three years live upon the premises of the Industrial Mission, and they receive daily instruction in writing and arithmetic besides in their trades. We accept no one as an indentured apprentice who is unable to read, and therefore do not teach elementary reading. Nor, on the other hand, has it proved possible hitherto to introduce more advanced subjects than writing and arithmetic to be taught, together with the handicrafts mentioned, within the three years.

Brickmakers, bricklayers and house builders do not come for training for any certain period. Bricklayers and builders we train on the houses which we erect, and at the present time six buildings are being erected under the superintendence of the Industrial Mission. They comprise dwelling houses, workshops, a public hall and a cathedral. The number of men and boys at present working under the superintendence of the Industrial Mission is more than 300.

The teachers of the above-named industries are Europeans. It has not hitherto been possible to train natives as teachers of industries, though it is being aimed at. The present staff of the Industrial Mission consists of the superintendent and his assistant, both being practical business men. They have not been especially trained for their present work, but the business experience of the superintendent both in Europe and America has been such that he has special qualifications for conducting such work.

Boys are not accepted for technical instruction at an earlier age than between fourteen and fifteen years. The effect of such training upon their characters is varied. In some cases it seems to have made them so self-satisfied and unreasonable that it has been impossible to have further dealings with them after their period of training, but the great majority of cases have proved satisfactory, and in many cases their training has created in them a real liking for their work.

There has been no opposition on the part of the white population of this Protectorate to the industrial education of the natives, but it has rather received encouragement from that quarter, as the present white population of this Protectorate is not a competitor in industrial occupations.

The present Industrial Mission of the C.M.S. in this Protectorate is in a state of transition. The site which it now occupies having been found too small and unsuited to its work, it has rented a large piece of land from one of the native chiefs, on which land, on the lake shore not far from Mengo, it is at the present time rebuilding its workshops and dwelling houses. It is contemplated that agriculture shall be taught as well as industrial pursuits when the work shall have been reorganised at the new site.

K. BORUP, Superintendent.

The Industrial Mission, Mengo, Uganda,

June 18th, 1902.

R. H. WALKER,

C.M.S., Namirembe.



*(ii.) General Instruction.*

It has been the custom of the Church Missionary Society in Uganda to insist on all natives coming to them for instruction learning to read.\*

The result of this has been the creation of a great desire on the part of the many for further instruction, and especially of late years much zeal has been shown in learning writing, arithmetic, geography and English.

The aptitude of the Waganda is shown by the fact that several youths attending school have in three years' time become adepts at figures, and are able to do anything in exchange, and difficult problems introducing vulgar fractions in rupee coinage or £. s. d. They write a good hand, and are able to converse fairly well in English, and have passed examinations in Bible subjects with as good results as those obtained by boys of their own age in England.

They make excellent teachers, and whilst not good at introducing new methods, are very good imitators.

Their education has a marked effect in making them more careful as to their personal appearance and cleanliness in habits.

They are very ambitious, and are capable of being taught anything.

Given the same educational opportunities and the chance of position, there is no reason whatever why the Waganda should not in time compete with Europeans, but there is no likelihood of this for a considerable number of years. They are too poor to pay for an education in England.

Under our present system we have elementary schools throughout the country. In these reading, writing, geography, Scripture and other subjects are taught. All candidates for baptism are required to know how to read intelligently at least two Gospels. For confirmation a further and higher standard must be attained. Most of the schools are under the charge of natives, though again in most instances supervised by Europeans. Boys of more than ordinary capacity and of good character are sent up from the various local schools to the principal school in Mengo. In this there are some 500 pupils, of all ages and ranks; many of the leading chiefs employing their spare time here bettering their education. Here a boarding house has been established for boys of known capacity and character, desirous of becoming teachers. Special attention is paid to these, and as pupil teachers in the main school they are trained to teach under the eye of the European headmaster. When considered to be fully qualified, they receive the necessary certificate, and are sent into the country districts to superintend the local schools. Besides these elementary schools, classes for the training of evangelists are held in the various

\* "An excellent Grammar of the Luganda Language, with an English-Luganda and Luganda-English vocabulary in the Appendix, has lately been brought out by the Church Missionary Society."—(General Report on the Uganda Protectorate for the year ending March 31, 1903. Cd. 1639.)

centres. The standard of subjects and of examination varies in different places, but men, who, after passing the local examinations, have proved themselves capable and conscientious workers amongst the people, are sent up to Mengo. Here they are trained for a year in the Gospels, three of four Epistles, and some selected books of the Old Testament, also in the Prayer Book, Thirty-nine Articles, and in necessary secular subjects.

At the close of this year they have to pass an examination in these subjects, and are then sent into the country districts to teach them. They return after two years for further training, to refresh their memories, and thus spend two years in teaching and every third in being taught.

Lastly, there is the training of the ordination candidates. This is much fuller and more thorough, but of course the number of men so trained is comparatively small. The girls' and women's education is carried on on much the same lines as that of the men, but is not quite so fully developed, but nearly so. It ought, perhaps, to be added that English is taught with good results in several centres. The Waganda are quick to pick up the rules of the language, and to master a large vocabulary, but pronunciation to them is a very great difficulty, coming into contact as they do with few Europeans.

R. H. WALKER,  
C.M.S., Namirembe, Uganda.

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### III. THE NSANBYA MISSION.

CONDUCTED BY THE MILL HILL (LONDON) FATHERS, UNDER THE  
RIGHT REV. BISHOP HANLON.

#### REPLIES TO QUESTIONS.

1. *What has been done in regard to industrial training of the natives?*

Each of our mission stations (twelve in number) is an industrial institution in itself, where the native Baganda and Basoga are taught the different trades, viz., brick-making (sun-dried and burnt), bricklaying, carpentry, working in iron, road-making, tailoring.

2. *What has been done in regard to agricultural training?*

We help and teach the native to plant wheat, rice and European vegetables. We, personally, however, find that the native succeeds better with the wheat. Rice has not been so successful, at least with us. Among European vegetables we find that the natives succeed most with peas, beans and potatoes. They are also very successful in cultivating the onion. Cabbage, cauliflower, carrots, turnips, celery, water-melon, radish, lettuce, we confine to our own

private kitchen-gardens, cultivated by natives under the direction of the Fathers.

(With regard to our kitchen-gardens, so far we have not succeeded in getting seed, and so find it necessary to get a new supply each year from Europe. Our experience is, that the seed, obtained from the European article, deteriorates and is altogether inferior to the original)

We are also extensively engaged in teaching the native and personally directing him in the cultivation and extraction of rubber. Native coffee and cotton also are attended to, with great success.

3. *Does it appear that such industrial or agricultural education is having good effects on the character of the natives receiving it ?*

Certainly, it is teaching them habits of diligence to which, formerly, they were altogether strangers. We found the native, with whom we have had to deal, only taken up with the care of his bark-cloth tree, and the building of his bee-hive hut. We had great difficulty in the beginning to get him to keep to his work, morning and afternoon. His idea was to work a few hours in the morning and spend the rest of the day in idleness.

*At what age does such technical education begin ?*

About fourteen years of age.

4. *Can such instruction of an industrial and agricultural nature be successfully combined with instruction of a more literary and general character ?*

Yes, at least with the young generation. They are anxious to learn the ordinary elements and, when occasion offers, to work. We find the native most anxious to receive elementary education in reading, writing and arithmetic. Some are sufficiently educated to be given charge of the elementary classes. Those amongst our pupils, who are well versed in reading and writing their native language, are selected and formed into a special class and taught English every day.

5. *Is there any opposition on the part of any sections of the white population to the provision for natives of a kind of education which might enable the natives to compete effectively with skilled white labour in various industrial occupations ?*

We have no skilled white labour at our command, hence we do not consider this question to be applicable to Baganda or Basoga, as far as we are concerned.

THE  
SYSTEM OF EDUCATION  
IN  
MAURITIUS.

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- B. Code B. (Primary Instruction) [1902.]
- C. Royal College of Mauritius. Rules and Regulations, 1901.

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The first draft of this report was prepared for the Board of Education by the authorities of the Mauritius Department of Public Instruction. Later information supplied by the Colonial Office or contained in the Reports of the Governor to the Secretary of State for the Colonies has been incorporated in the report at the Office of Special Enquiries and Reports of the Board of Education.

## THE SYSTEM OF EDUCATION IN MAURITIUS.\*

## I. SECONDARY EDUCATION.

Previous to the year 1800, the French Government of Mauritius <sup>Historical Sketch.</sup> allowed education to be conducted by private individuals, without any control; but a Resolution of the 14th May in that year determined that "public instruction should be put under the superintendence of a Commission, composed of five members," who were also to take the direction of a school then commenced, and which was named "Ecole Centrale." This was the origin of the Royal College.

Some unimportant changes were made in the management of this school during the first two or three years of its existence; and Captain-General Decaen, when he assumed the government, confirmed the establishment of the school by a decree of the 28th of October, 1803, and entrusted its superintendence, and also that of Public Instruction, to a "bureau d'administration générale," composed of three "titulaires" and one "suppléant." He also changed the name from "Ecole Centrale" to that of "Lycée des Iles de France et Bourbon."

On the 12th September, 1806, General Decaen determined, owing to a considerable increase in the number of pupils, on constructing a new edifice, the first stone of which was laid on the 7th of December, 1806, the anniversary of the Coronation of Napoleon and of the battle of Austerlitz.

For some months after the capture of the Island by the English in 1810 the Lycée was used as a military hospital, but soon afterwards was restored to its original destination.

On the 23rd April, 1811, General Warde, the Governor, issued a Proclamation changing the name of the Lycée to that of "Colonial College," and appointing a Committee for its internal management, as well as a Director of Public Instruction.

On the 27th of January, 1813, Sir Robert Farquhar, who returned from Bourbon and relieved General Warde, announced by a Proclamation that the Home Government had confirmed the establishment of the Colonial College as a public seminary; that the Prince Regent had been graciously pleased to take it under his especial protection and to authorise its being styled "The Royal College."

The number of Government pupils was, by this Proclamation, fixed at twenty; two-thirds of whom should be chosen from among

\* Reports on Education in Mauritius and the Codes of Regulations and Conditions for State-aided schools for 1890 and 1902 can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

the families of the old Colonists. But a most important and useful regulation was also made, namely, that the two most distinguished scholars should be sent annually to England, at the expense of Government, to finish their education at one of the Universities. By this law public instruction was also placed under the direction of a "bureau d'administration générale"; and it was according to its regulations that education was conducted until the receipt of the Order in Council of 10th August, 1836. This Order in Council swept away the restrictions as to the opening of schools laid down in the decree of the 28th of October, 1803, and rendered it possible for any natural born or duly naturalised British subject to open and maintain any school for the education of youth in Mauritius, without the previous licence of the Governor and without the control of any Committee of Public Instruction.

An Ordinance passed the Council on the 10th of June, 1839, by which the Royal College and all Government schools were placed under an Education Committee composed of five members, and in 1840, for the first time, a graduate of a British University was appointed Rector of the Royal College.

The last-mentioned Ordinance was abrogated by that of No. 25 of 1857, by which the management of the Royal College was entrusted to a Committee, styled the "Education Committee," made up of seven members, and of which the Rector of the Royal College and the Superintendent of Schools were *ex-officio* members, it not being competent to the Committee to transact business unless one of the said *ex-officio* members was present. By this law the Education Committee were visitors of the Royal College, and were to co-operate generally with the Rector for promoting the welfare of the institution; but the internal discipline was entirely vested in the Rector. The Committee had the direction of all public examinations of the pupils, and the power of appointing public examiners for the purpose of conducting the same. The law further provided for the maintenance at the public charge of a certain number of boarders, half-boarders, and free scholars to be selected by the Governor. It also empowered the Governor to select the two most deserving scholars at the close of each yearly examination to be sent, at the expense of the Colony, to pursue their studies for four years at a British University, and to receive during such time an annual allowance of £200.

Owing to certain difficulties which had arisen between the Rector and the Education Committee, it became necessary, in 1860, to amend Ordinance 25 of 1857, and accordingly Ordinance 38 of 1860 was enacted by which the Education Committee was replaced by a Council of Education of twenty-two members, with two Standing Committees, called respectively the College Committee, with jurisdiction to attend to matters relating to the Royal College, and the Schools Committee, having powers to deal with matters concerning the Primary Schools, whether supported or aided by Government. The powers vested in the College Committee in regard to the Royal College had reference to the

framing of all rules and regulations for the institution ; the determining the curriculum, the text books to be used, the prizes to be awarded, and the conditions of competition for such prizes ; the superintending of all competitive examinations ; and the determining finally of all questions affecting the dismissal or rustication of pupils of the College. With the exception of the power of dismissal or rustication of pupils, the Rector was entrusted with preserving the discipline of the College.

By Ordinance No. 33 of 1899 the Council of Education has been abolished, and replaced by a Director of Public Instruction, with two Committees—one for superior instruction, made up of twelve members, two of whom are *ex-officio* members, one elected by the Managers of Associated Schools, one elected by the Managers of Girls' Schools, and the remaining eight chosen by the Governor ; the other Committee is for Primary Schools, and also composed of twelve members, one of whom is an *ex-officio* member, two are nominated by the Managers of the Roman Catholic Aided Schools, one by the Managers of the Protestant Aided Schools, and the remaining eight nominated by the Governor. Save in the case of the Director of Public Instruction, who is the chairman of both Committees, and of the Rector of the Royal College, who are the only *ex-officio* members, all the other nominations are renewable every year.

The Committee of Superior Instruction have power to make regulations dealing with (a) the administration and management of the Royal College ; (b) the association of schools with the Royal College, and the payment of result grants-in-aid thereto ; (c) a system of instruction in technical, agricultural and commercial education, and the programme and schedule of studies therein ; (d) the higher education of girls, and the programme and schedule of studies thereof, and the payment of result grants-in-aid ; (e) the award and tenure of scholarships and exhibitions ; (f) the fixing every year of the curriculum of studies for the Royal College and other Government educational institutions ; (g) the determining of the expulsion and rustication of Royal College pupils.

The Committee of Primary Instruction has power to make regulations dealing with (a) the government, discipline and routine work of all Primary Government and Grant-in-aid Schools ; (b) the attendance required to entitle a school to a grant-in-aid ; (c) the standards of attainment in the subjects of instruction taught in any school necessary to qualify the school to earn a grant-in-aid ; (d) the month of the annual examination of each school for a result grant ; (e) the conditions under which the annual examinations of schools for result grants shall be held ; (f) the qualifications to be required for the issue and classification of certificates to teachers, the cancellation, suspension or reduction of such certificates ; (g) the conditions under which schools shall be entitled to a grant-in-aid in respect to sufficient school-house accommodation, furniture and apparatus, and to the admission and attendance of scholars ; (h) the scale of salaries to be allowed to teachers according to the



class of certificate held by them ; (i) the scale of result grants to be paid to the teachers of schools for each child passing a satisfactory examination in the prescribed standards ; (j) the manner in which and the conditions under which all salaries and result grants are to be paid ; (k) a system of instruction in manual training for Primary Schools and for Reformatory and Industrial Schools.

Ordinance No. 33 of 1899 was put into force in August, 1900, when the Director of Public Instruction entered upon his new duties (*see* Appendix A.) Certain details of the reorganisation of the present educational system are still under consideration.

Provision of  
Secondary  
and Higher  
Education.

Secondary Education is provided (1) by the Royal College and its two schools ; (2) by a system of private schools in association with the Royal College ; (3) by a special scheme for the Higher Education of Girls.

The Royal  
College Scope  
of instruction.

The Royal College provides for the youth of the Colony a superior course of classical and general education, and prepares them for Matriculation and Degree Examinations in the Universities of the Mother Country as well as for the Senior and Junior Cambridge Local Examinations. It also provides instruction for students in special subjects. It comprehends schools of Classics, Mathematics, Natural Sciences and Modern Languages. The study of English and of French, and of English and French History is obligatory from the highest to the lowest classes throughout the institution.

Divisions of  
Royal  
College.

The Institution includes two divisions : First, the upper or College proper division, containing a classical and a modern side, in each of which there are four classes ; second, the school division, which includes five classes. The College course, therefore, spreads over nine years. The study of Latin begins when a boy has entered upon his third year's course, and that of Greek and of Science when he has begun his fifth year's course. Each boy at the Royal College receives twenty-five hours' tuition a week. The teaching staff consists of the Rector and of forty-five teachers.

On the modern side, the subjects taught in the highest forms are, besides English and French Literature, Algebra to Simple and Quadratic Equations and Progressions, Euclid, Plane Trigonometry, Conic Sections, Chemistry, Physics, Statics and Dynamics.

On the classical side, the subjects read in the highest forms are, besides English and French Literature, Latin and Greek Authors and Classical History and Literature, Algebra to Simple and Quadratic Equations, Co-ordinate Geometry, Conic Sections, Plane Trigonometry.

Scholarships  
and Exhibi-  
tions.

There are fifteen scholarships and thirteen exhibitions which are competed for annually. Two of the scholarships (the English scholarships) are each of the annual value of £200, and they are tenable for four years, so as to enable the successful candidates to complete their education in the United Kingdom or in any other country in which the Secretary of State for the Colonies may, for special reasons, allow candidates to reside.

Two of the conditions of candidature for the English scholarships are, that every candidate on the Classical side shall have passed

the London Matriculation Examination, and every candidate on the Modern side the Senior Cambridge Local Examination in certain specified subjects, and that they must not be above twenty years of age on the 30th of June preceding the examinations which take place in the month of December.

The other scholarships are of the annual value of R.100 to R.250,\* and are tenable for two or four years at the Royal College. The scholarships and exhibitions entitle their holders to free tuition. There are also twenty presentation scholarships and six presentation exhibitions, besides a number of other cases of gratuitous instruction.

All the scholarships are paid out of the Public Treasury. There are in Mauritius no scholarships or bursaries founded by private individuals.

By a regulation made in 1902, a free railway ticket may be granted to any student entitled to free tuition at the Royal College, when the Governor is satisfied that the circumstances of his parents or guardians are such that they are unable to pay for his travelling to and from the College.

Promotion of pupils from one class to another depends upon examinations conducted partly in England and partly in the Colony. The examiners in England send out examination papers which are handed over to sub-examiners in Mauritius, and at the close of the examinations the papers of the candidates are sent to the examiners. It is only the work of the four lowest forms of the College School that is examined in the Colony; the work of all the others is examined in England.

In December 1901 there were on the-books of the Royal College and of its two schools 386 pupils, 210 at the College proper, 77 at the Royal College School, 99 at Curepipe School. In 1900 the total amount of expenditure on the institution was R.136,606.25c. Attendance and annual cost.

In 1869 the Council of Education adopted a scheme whereby boys' private adventure schools were admitted into association with the Royal College on condition that they should submit their pupils to an annual examination, to be held at the Royal College in the month of December, on the programme of studies of the corresponding classes of the Royal College School. The object in view when this scheme was originally adopted was to cut away the College School as soon as the private adventure schools had proved their efficiency to become reliable nurseries for the College; and to limit the imparting of secondary instruction to the Royal College. At first, four large private schools co-operated with the College authorities in carrying out the scheme, but after a few years they gradually fell off, and one only continued in association with the Royal College, until circumstances led to a modification of the original plan. Large centres of population having been formed in the higher parts of the Colony along the railway line, owing to

\*The standard coin of Mauritius is the Indian Rupee (1s. 4d.) with its subdivisions.

Grants-in-aid to Managers of Associated Schools.

the unhealthiness of Port Louis, the educational authorities, in order to secure uniformity of method and a fair standard of instruction in the boys' schools which had been established in those several centres and in other parts of the Colony, caused Government to sanction that a grant-in-aid be paid to all schools in association with the Royal College. By the scheme adopted by the Council of Education, and approved by Government in the year 1886, a grant of R.100 is paid for a pupil passing in the first class of the school, R.90 in the second class, R.80 in the third class, R.70 in the fourth class, and R.60 in the fifth class. To obtain a pass a pupil must obtain at least one half of the total number of marks awardable in the class for all the subjects of examination. No grant is paid unless a boy has been a *bonâ fide* pupil of one or more associated schools during the six months immediately preceding the examination. The programme on which such examination is held is that adopted for the Royal College School.

Annual scholarship and exhibition open for competition to associated schools. Number of schools in association and of pupils presented for examinations. Amount of grant-in-aid, 1900. Higher Education of Girls.

As a further means of encouragement, one scholarship of the annual value of R.120 with free tuition at the Royal College, tenable for two years, and one exhibition entitling the holder to free tuition at the Royal College for two years, are competed for in December of each year by pupils belonging to the associated schools.

In 1901 there were twenty-five schools in association with the Royal College. Twenty-one of these presented 525 candidates for the prescribed examinations. The passes, so far as they are known, numbered 153. In 1900 the amount of the grant-in-aid paid to Associated School Managers was Rs.7,000. (For Rules and Regulations of the Royal College, 1901, see Appendix C.)

About eighteen years ago Lady Barker, the wife of Governor Broome, desirous of introducing some properly-organised system of education for girls in the Colony, formed a committee of ladies, and by the efforts of that Committee the action of Government was secured and the College Committee of the Council of Education entrusted with the formulating of a scheme to carry out the object which Lady Barker's Committee had in view.

Scheme for Examination of Girls.

The scheme propounded by the College Committee was, and has since been, a system of voluntary examinations by which the privilege of a free examination on impartial standards has been offered to all girls who follow the course of studies laid down by the Committee. That course is intended to spread over seven years, and embraces English, French, Arithmetic, Geography, English and French History, and English and French Literature, as obligatory subjects; and Music, Drawing, Religious Knowledge, Latin, Algebra, Euclid, Physical Geography and Needlework, as optional subjects. No girl is qualified for a pass unless she obtains at least one-third of the marks allowed for each obligatory subject and one-half of the total marks in all the obligatory subjects of the particular Standard taken. To obtain honours in any Standard a candidate must pass in the Standard and must also obtain altogether three-quarters of the total marks

obtainable in the obligatory subjects. In computing the marks for this purpose, those obtained in each of a certain number of optional subjects (the number being different in the different standards) will be counted, provided the candidate has obtained at least one-third of the marks in that subject. Gold, silver and bronze medals, with money prizes, are awarded to the girls who stand highest on the result lists in the several standards. Book prizes are given for proficiency to the best candidate in each optional and obligatory subject provided she has obtained at least 50 per cent. of the marks in that subject.

As a result grant-in-aid paid to the managers of schools coming under the scheme, the following scale has been adopted, with the approval of Government :—

R.15	per pupil passing in Standard	I.
R.20	do.	do. II.
R.25	do.	do. III.
R.30	do.	do. IV.
R.35	do.	do. V.
R.40	do.	do. VI.
R.45	do.	do. VII.

Result grants paid to Managers of Girls' Schools.

During the last few years Mauritian girls have presented themselves for the Cambridge Local Examinations. In 1899 six girls passed the examination for juniors, and in 1900 one senior and two juniors obtained certificates.

In 1901 there were 30 girls' schools working under this scheme. The examinations are, however, open to all the girls in the Colony, except those attending the Government and Aided Primary Schools. Two hundred and ninety-nine candidates were presented for examination, 45 of whom obtained honour certificates, and 101 pass certificates.

Number of Girls' Schools working under the scheme.

To meet the several items of expenditure which the scheme necessitates, a yearly sum of R.5,000 is paid out of the Public Treasury.

Annual expenditure on the scheme.

## II. PRIMARY EDUCATION.

It was only after the taking of the island by England that the first Primary School for the education of the lower classes of society in the Colony was established. This was in 1815, when the Rev. Jean Lebrun, a clergyman belonging to the London Missionary Society, started several free Primary Schools in Port Louis and in the country districts.

Historical Sketch.

When Sir Robert Farquhar was in England in 1820, he represented the necessity of educating the children belonging to the population of slaves, and of sending out a teacher well instructed in the system of education then generally approved; and the Government was pleased to appoint a Mr. Jenkins, a native of Africa, who had been well educated in Scotland. He was selected, not only owing to his qualifications, but also to the fact that the circumstance of his birth was likely to render him more acceptable

to the parents of the children, many of whom would be of his own country. He was put in charge of the first Government School established in the Colony. It was opened in the western suburb of Port Louis on the 3rd of January, 1823, and placed under the superintendence of the Civil Chaplain. It was followed by a Western Female Juvenile School in 1829, a Western Infant School in 1837, and an Eastern Male and Female Juvenile School in 1838.

In 1838, in order to help in bringing the liberated slave population under the influence of education, the Trustees of Lady Mico's Charity confided to the Rev. Jean Lebrun the task of founding popular schools. This was done, and by the year 1842 these schools numbered three in Port Louis and seven in the country districts. In 1845 these ten schools were taken over by Government, and their entire support defrayed out of the Public Treasury.

In 1839 all Government Schools were placed by an Ordinance under an Education Committee composed of five members. The number of these schools having increased, it became necessary to appoint a Government Superintendent of them in 1842.

Introduction  
of the grant-  
in-aid system  
in 1856.

Government continued to bear the entire support of Primary Education up to the year 1856, when the grant-in-aid system was first introduced. By Ordinance No. 6 of that year, the Governor in Executive Council was empowered to authorise the payment out of the Public Treasury of a sum not exceeding £75 towards the support of any school maintained for the elementary instruction of children belonging to the poorer classes, provided that a like sum voluntarily contributed be applied to the same object; and that the amount of grants allowed by Government should not exceed £3,000.

The same Ordinance provided for the inspection of schools thus assisted by an officer appointed for that purpose by the Governor, and who was bound to submit to the Governor, before the month of April of each year, a report on each school and on the progress made by it during the preceding year.

Under the operation of this law, that is to say, from the 1st of July, 1856, up to the end of 1875, private schools received grants varying from £24 to £75, based on the value of the school buildings or on the amount of subscriptions realised. The pupils were not submitted, like those in the Government Schools, to the grade system of examination. Notwithstanding the defective system of examination, private initiative had caused grants-in-aid to be secured for forty-two schools belonging to the several Christian denominations, twenty-nine being Roman Catholic, eleven Church of England, and two Methodist Schools.

Ordinance No. 28 of 1875 raised to £4,000 the annual Vote in favour of Grant-in-aid Schools, and conferred on the Council of Education the power of framing Regulations specifying the manner in which, and the conditions under which, grants were to be made. To acquire force of law, these Regulations had to be

approved by the Executive Council, then laid on the table of the Council of Government for one full month, after which they were promulgated, if not disapproved by the Legislature. This Ordinance retained the provision of Ordinance No. 6 of 1856 respecting the inspection of aided schools and the presenting of the annual report.

The first Code of Regulations framed in virtue of Ordinance No. 28 of 1875 was promulgated on the 1st of January, 1876. <sup>First Code in 1876.</sup> Under that Code the grant-in-aid consisted :—First, of the payment of three-fourths of the head teacher's salary, which varied in accordance with the class of certificate which he held ; second, of a result grant of four shillings per pupil for each of the three elementary subjects, reading, writing, and arithmetic, on condition that he passed in two of the subjects ; third, of a capitation grant of 2s. 6d. a quarter for each pupil in average attendance ; fourth, of a maintenance grant of half the cost of maintaining the buildings and furniture according to specifications approved by Government ; fifth, of a building grant of three-fourths of the cost of buildings erected and of furniture purchased with the approval of Government.

The programme included English and French, but the marks for reading and writing were reckoned together.

These Regulations having been revised, a new Code was put into force on the 1st of July, 1877. <sup>Code of 1877.</sup> It enacted that the examinations should be conducted in one language, the choice of which was left to the manager. It stipulated also that a fourth-class teacher's certificate could be secured by passing the examination in one language (English, French, or an Indian dialect). For certificates of a higher class candidates could take up English and an Indian dialect, English and French, or French and an Indian dialect.

There was a modification of the nature of the grant-in-aid. Independently of the payment of the head teacher's salary, provision was made for the payment of an additional teacher at the rate of R.300 a year, per sixty pupils in average attendance. The manager had the power of distributing the result grant among the salaried teachers. The capitation grant was reduced to R.1 per quarter. The building grant was abolished, and the maintenance grant reduced to the fifth of the rent valuation of the buildings. The grant-in-aid was to be withdrawn if the school building and furniture were not to the satisfaction of the Schools Committee, if the number of pupils present during 200 half-days at least in the year fell below 30 per cent. of the number on roll ; if during two years in succession a school did not cause at least 30 per cent. of the pupils on roll to pass in standards at the annual examination, and if the average attendance of pupils during the preceding school year fell below twenty.

A third Code, brought into force on the 1st of June, 1882, <sup>Code of 1882.</sup> laid down that the examination should be held exclusively in English, and that the knowledge of English and of another language was necessary in order to secure a teachers' certificate. This Code

admitted of the employment in schools of nuns or of lay helpers, holders of certificates of employ; but they could in no wise share in the capitation and result grants. From the 1st of May, 1882, no non-certificated teacher could draw a salary paid by the State.

By this Code the average attendance required to warrant the payment of an assistant teacher was reduced from sixty to fifty. The result payment was raised to R.10 per pupil passing in Standards I. and II., to R.12.50 for Standards III. and IV., and to R.15 for Standards V. and VI., under the restriction of a limit of age. The capitation grant was reduced to R.0.25 per quarter, and the maintenance grant consisted in the fourth of the rent valuation of the school buildings. No grant-in-aid could be made to a school if it were opened within a distance of less than two kilometres from another school.

Code of 1883. The fourth Code was promulgated on the 1st of June, 1883. It extended to the 31st of May, 1884, the date from which no non-certificated teacher was to be paid a fixed salary, and suspended the limit of age.

Code of 1885. The fifth Code in 1885 rendered the holding of a certificate of competency obligatory from the 1st of January, 1885, an exception being made in favour of such teachers as had been previously employed; and provided for the payment of a fixed salary of R.240 a year to nuns or lay helpers holding certificates of employ.

Code of 1890. The sixth Code was promulgated in 1890. It did away with all restrictions as to distance between schools, with the payment of school fees, and a limit of age fixed for each standard. Managers were empowered to establish schools on the half-time system, and to create Agricultural or Industrial Schools. The salaries of teachers were paid entirely by Government at the end of each month. Honorary certificates of competency of four different grades, and based on length of service, were granted to old uncertificated teachers. The privilege of holding a certificate of employ, equivalent to a fourth-class teacher's certificate, was restricted to females. The English and French languages were rendered obligatory subjects throughout all the standards, as well as in the examinations for teachers' certificates of competency. Optional subjects were introduced into the syllabus for schools, and an additional grant paid for passing in such subjects. The grant-in-aid could be entirely withdrawn from a school when the school building and furniture were not in accordance with the conditions prescribed by law. The result grant might be withdrawn if, during two successive years, less than 35 per cent. of the number of pupils in average attendance during the two quarters preceding the examinations had passed the annual examinations. The fixed salary of the teacher might be withdrawn if, during the preceding civil year, the average attendance of pupils had been less than twenty. This Code further laid down the principle that the annual sum voted by the Legislature for Grant-in-aid Schools cannot be exceeded. This was done by

paying the result grant pro rata if the balance available after payment of the total salaries and maintenance grant was insufficient.

The Code of 1890 has been replaced by the one framed in 1902 (see App. B) by the Committee of Primary Instruction, constituted under Ordinance No. 33 of 1899 (see App. A). The powers of this Committee in regard to Primary Schools have been described above.

The work of Primary Education in Mauritius is carried out by two classes of schools, styled respectively Government and Grant-in-aid Schools, in which attendance is not compulsory.

In the Government Schools the teachers are appointed and paid by Government; the school buildings and apparatus are provided and maintained by Government, and the management of the schools is in the hands of the Director of Public Instruction.

They were divided, before the introduction of the Code of 1902, into four categories :—

(1) The First Grade Schools, Division I., the teachers of which draw a fixed salary of R.2,000 a year, in the case of males, and of R.1,000 in that of females.

(2) The First Grade Schools, Division II., in which teachers draw a fixed salary plus a Result payment of R.5 per pupil passing in standards. First Grade, Division II. Schools include three different classes, according as the number of pupils in average attendance is 100 or more, fifty and under 100, and less than fifty. In First Grade Schools there are six standards or classes of pupils.

(3) The Second Grade Schools, in which the Elementary subjects are generally taught up to Standard IV., and the average attendance of pupils ranges between forty and twenty. These were originally started to meet the educational needs of remote and sparsely-populated parts.

(4) The Second Grade (Half-time) Government Schools. They are under the same conditions as to teaching and average attendance as the last-mentioned class of schools, and were established principally for the education of children belonging to the Indian population, and employed part of the day on estates. The half-time principle, as applied to these schools, has proved an utter failure. They are virtually full-time schools.

In Government Schools the holidays are as follows: Holy Week, two weeks in August, four weeks in December and January, every Saturday, all Government holidays.

In aided schools the Manager must give notice to the Director of all holidays other than public holidays.

During 1901 there were seventy-five in operation; three of these were closed during the year, leaving on the 31st of December, 1901, seventy-two—ten belonging to the First Grade, First Division; thirty-six to the First Grade, Second Division; twenty-one to the Second Grade (Full-time), and five to the Second Grade (Half-time).



- Attendance in Government schools in 1901.** The average number of pupils on roll in 1901 in the several classes of Government Schools was 9,352, with an average attendance of 5,584.
- Grant-in-aid schools.** In Primary Aided Schools the teachers are appointed by unsalaried persons styled managers on condition that such teachers satisfy the regulations with regard to qualifications and numbers of staff, which are the same as for teachers in Government Schools. The ownership of the school is vested in such manager, who is responsible for its control and direction, and for providing the school buildings and apparatus.
- Number of Grant-in-aid schools in 1901, and attendance.** These schools are all denominational. During 1901 there were ninety-nine of them in operation; five of these were closed during the year and one fresh one was added to the grant list, leaving on the 31st of December, 1901, ninety-four—divided as follows: sixty-five Roman Catholic, twenty-six Church of England, two Presbyterian, and one Mahomedan. The average number of pupils on roll was 9,668 and the average attendances 6,374.
- Conditions of Grant-in-aid.** In order to obtain a grant-in-aid the Code of 1902 states that a school must be necessary for its locality, must have had an average daily attendance of at least fifty in Port Louis or any township, or twenty-five in the country districts, for the three months preceding the application for a grant, must satisfy certain specified conditions as to furniture and accommodation, and must admit children of any religion or race. A grant-in-aid consists of the salaries of the teachers, according to the classes of certificates held by them, as in Government Schools, result grants, on the same basis as the result grants paid to Government Schools and on the same conditions and to be divided among the teachers in the same manner, and one quarter of the rent valuation of the school premises and the head teacher's quarters.
- No grant shall be paid to a school which has not been open for school work for 200 entire school days during the civil year in which the annual examination of the school takes place.
- Inspection of Primary schools.** The inspection of Primary Schools, Government and Aided, is carried out by two Inspectors of Schools, one sub-Inspector, and a Government teacher specially appointed to assist the Inspectors. They are all appointed by the Governor.
- Examination of Primary schools.** The pupils of each school are every year presented to the Inspector for examination. For the standards of examination under the Code of 1902 *see* Appendix B (Schedule A). At the examination, all children attending the school shall be presented to the Inspector, but the examination shall be limited to the pupils in Standards I.-VI.
- Notice of the examination must be given at least one month previously.
- Subjects of instruction.** The obligatory elementary subjects are English and French, (reading, writing and conversation) and arithmetic. In reading the child must satisfy the Inspector that he has mastered the meaning of the English or French text. In writing, the test in the lower standards is an English or a French dictation exercise,

and in the upper ones composition : a simple description of objects or events, a letter, or the reproduction of a narrative previously read aloud. The course of study in arithmetic embraces the four simple rules, numeration, notation, short problems on the first four rules, bazaar and shop accounts in rupees and cents, bills or invoices, vulgar and decimal fractions, problems involving the metric measures of length, weight, and capacity, greatest common measure, least common multiple, and problems on square and cubic measurements.

In order to obtain a pass, a pupil must secure two-fifths of the maximum of the marks in each division of each of the elementary subjects. To pupils earning four-fifths of the maximum in each obligatory subject, merit certificates are awarded.

Result grants, which under the old regulations were on a different scale for Government and Aided Schools, are paid under the Code of 1902 to both Government and grant-in-aid Schools as follows:—

For a pass in the obligatory subjects :		Result	Pay-
		ments.	
In Standard I.	- - - -	R.5	
In „ II	- - - -	R.6	
In „ III.	- - - -	R.8	
In „ IV.	- - - -	R.10	
In „ V.	- - - -	R.12	
In „ VI.	- - - -	R.15	
For a pass in each optional subject :			
In Standard III.	- - - -	R.3	
In „ IV.	- - - -	R.3	
In „ V.	- - - -	R.4	
In „ VI.	- - - -	R.4	

These grants are divided among the teachers according to a fixed scale determined by the average attendance and staff of school.

Under the Code of 1902 the staff of a Government Primary School exclusive of the head teacher must be according to the average attendance as follows : below 40, one monitor; 41-60, one assistant; 61-80, one assistant and one monitor; 81-100, one assistant and two monitors. If the number exceeds 100 there may be an assistant or two monitors for every fifty or part of fifty greater than twenty-five in excess of 100, in addition to the staff allowed for 100; for twenty-five or less, one extra monitor will be allowed. But the entire number of uncertificated monitors must not exceed the number of teachers, including the head teacher and assistants.

One of the conditions of obtaining a result grant is that the number of passes must not be less than 40 per cent. of the number of pupils in standards on the roll on the day of examination.

To be eligible for the result grant a child must have made at the school in which he is examined 170 attendances of at least two hours at secular instruction during the twelve months preceding the examination, unless he may have been transferred from another school, in which case the grant is divided between the two schools.

Requisite  
attendance  
for result  
grant.

**Limit of age.** The attendance of a child cannot be reckoned before he has attained the age of five years, and no pupil may be retained on the register after the annual examination which follows his or her eighteenth birthday in schools for boys only, or for girls only or after his or her sixteenth birthday in mixed schools.

**Examination results in 1901.** In 1901 10,545 pupils were presented for examination in the Government and State-aided Schools; 7,191 of these passed.

	No. examined.	No. passed.
Government Schools - - -	5648	3683
Roman Catholic Aided - - -	3656	2630
Church of England do. - - -	1027	749
Presbyterian do. - - -	124	67
Mahomedan do. - - -	90	62

Singing is not a subject of instruction in the primary schools of the Colony.

Cookery and Domestic Economy are not taught in schools.

**Drill.** Pupils of every primary school must be drilled every day for at least a quarter of an hour. Corporal punishment is forbidden.

**Drawing.** Drawing figures as a subject of examination in the curriculum for teachers, but not in that for scholars. A class in which freehand drawing and practical geometry are taught is held every morning before school hours, in Port Louis, for such subordinate teachers as are preparing for their certificate examinations, and reside in Port Louis; but no arrangement exists by which teachers residing in the country districts can be taught drawing.

**Manual training.** The Code of 1902 makes provision for classes to be established at Primary Government or Aided Schools to teach the mechanical principles of a trade. Such a class may be established in connection with several schools. Attention is especially to be given to teaching the pupils the principles of the trade rather than to the making of useful articles. The pupils should attend for two periods of two hours each a week, and half an hour out of each period of two hours may be employed in drawing and in explaining the work that is to be done. Pupils must have passed at least the second standard, and preference will be given to those who have passed a higher standard.

**Half-time schools.** The Code of 1902 provides for the establishment of half-time schools (Government or Grant-in-aid) for Indian children. The subjects taught in such schools will be the obligatory subjects for the standards in Primary Schools as far as Standard IV., provided that an Indian dialect may be substituted for French or English. The teachers in such schools must be able to speak and write an Indian dialect. Result grants shall be paid for pupils in these schools who have made 130 complete attendances of three hours each on separate days and who satisfy the Inspector at the annual examination. Such schools must have two complete sessions during the day, in each of which three whole hours are devoted to secular instruction, the instruction given at the morning session being independent of that in the afternoon, so as to allow pupils

attending one session a day to receive a consecutive course of instruction.

Religious instruction is given by the clergy of the different denominations once a week in the schoolroom or at church. The lessons set by the religious instructors are learnt every morning for half an hour in the Government Schools. In Aided Schools the Department does not interfere with this subject beyond insisting on the observance of a conscience clause.

In the lower classes of a school, to the Third Standard inclusive, any language may be employed as the medium of instruction, language being used which is most suitable for the pupils, as determined by the Director in the case of a Government School, and by the Manager in the case of a Grant-in-aid School. English and French are taught from the beginning as subjects of study, provided that in half-time schools an Indian dialect may be substituted for French or English. From the Fourth Standard and upwards English alone is employed, except in the case of French lessons, which are given in French.

There are no continuation schools, or schools for the deaf and dumb, in the Colony.

No arrangement exists whereby free meals are provided for needy scholars.

Under the Code of 1902, the salaries of teachers in both Government and Aided Schools depend on the class of certificate which they hold. The following is the scale of payment of the fixed portion of the teacher's emoluments, the remainder being made up of a result grant. Teachers in Government Schools also receive free residence or an allowance in lieu thereof.

MEN.		
1st Class certificate	- -	R.80 per month,
2nd do. do.	- -	R.40 "
3rd do. do.	- -	R.30 "
WOMEN.		
1st Class certificate	- -	R.60 per month.
2nd do. do.	- -	R.30 "
3rd do. do.	- -	R.25 "
Certificated Monitors	- -	R.20 "
6th Standard Monitors	- -	R.12 "
5th Standard Monitors	- -	R. 8 "

As Government teachers are Civil servants, they are entitled to pensions, and their pensionable service counts as soon as they are in receipt of a salary of 250 rupees a year.

In aided schools the teachers are appointed by the local managers, but the salaries are paid by Government according to a scale laid down in the Code and to the class of certificate.

There exists in the Colony no normal school or training college.

\* A Government Training School to train elementary teachers for boys has been established, and it is hoped that a School may soon be opened for the training of women teachers. (Colonial Reports, Annual, No. 413, Mauritius. Report for 1902. Cd. 1768-17).

Religious Instruction.

Language of Instruction.

Teachers' Salaries.

Pensions.

\*Training of Teachers.

The Code of 1902 makes provision for the employment of monitors, who are required to pass the monitors' examination. (See Appendix B., Schedule C.). Monitors must not be less than thirteen years of age.

In Government Schools the head teacher is bound, either before or after school hours, to devote not less than four hours a week to teaching and training the monitors. The head teacher receives a payment of R.20 for each monitor who passes the monitor's examination.

Pupils who are in the Sixth Standard, who desire to be trained as teachers, may be employed as volunteers. They are not paid anything, but they assist in the teaching for a limited time during school hours and receive one hour's instruction per day from the head-teacher, before or after school hours. The instruction may be given along with that given to the monitors. The rules for monitors and volunteers in Grant-in-aid Schools are the same as for those in Government Schools.

To facilitate the recruiting of teachers for Aided Schools, Government has approved certain regulations passed by the Council of Education in 1892, by which fifteen yearly studentships have been created, the holders of which receive from Government R.12 a month, during two years, so as to qualify themselves for the teachers' examinations at certain schools chosen for the purpose by the heads of the several Christian churches. A further sum of R.5 a month is paid, per student, to the head teachers of the schools at which the training takes place. The number of students to which each class of denominational schools is entitled is based on the average attendance of pupils during the preceding year. To secure the object in view, an examination conducted by the Inspectors of Schools takes place in the month of December of each year. The candidates must be presented by school managers, and be over sixteen years of age and under twenty-one years of age on the 1st of December of the year in which they are presented for examination.

Teachers' examinations for certificates of competency.

Under the Code of 1902, teachers' certificates of competency of the second and third classes are obtained by passing in August of each year the examinations required by law. For a second class certificate it is necessary to have taught in a Government or Aided Primary School or schools for five years and to have received satisfactory reports, and similarly for a third class certificate it is necessary to have taught for three years. The syllabus includes English and French Reading and Conversation, English and French Grammar, English and French Orthography and Composition, English and French Translation, Arithmetic, Geography, English and French History, Drawing, Practical Geometry, and School Management, with Algebra and Euclid for males and Needlework for females. (See Appendix B, Schedule D.)

The fourth class certificates formerly granted to teachers have been abolished by the Code of 1902, but the present holders of such certificates are regarded as certificated and are paid at the rate at which they were paid before the present Code came into force.

At the examinations held in August, 1901, under the old conditions, 212 candidates sat for their certificates. Of these thirty-one only were successful.

For the 4th class certificate : 134 came forward, 20 passed.

"	3rd	"	49	"	9	"
"	2nd	"	29	"	2	"

These examinations are conducted by members of the Royal College teaching staff.

A first-class certificate cannot be obtained by examination, but by efficient work of the holder of a second-class certificate as the head teacher of a school, after five good annual reports from the Head of the Education Department.

By qualifying in school management, teachers' certificates are under the Code of 1902 granted to the following:—

(a) A third-class certificate to a candidate who has successfully passed one of the following examinations:

1. The Junior Cambridge Local.
2. The 6th or 7th Standard of the Examination of the Higher Education of girls.
3. The Royal College Middle-class or Upper Remove Class Examination.
4. The French "Brevet de capacité Élémentaire."
5. Any other certificate which the Director shall consider equivalent.

(b) A second-class certificate to a candidate who has passed:

1. The Senior Cambridge Local.
2. The London University Matriculation.

A second-class certificate is issued to holders of first class certificates of the College of Preceptors or holders of the French "Brevet de capacité supérieur" or to those who have obtained any other certificate which the Director shall consider equivalent.

The following is the number of teachers employed in the Primary Schools in 1901:—

IN GOVERNMENT SCHOOLS.		Number of Teachers in Government and Aided Schools in 1901.
Head teachers: Males	- - - - -	
Females	- - - - -	13
Assistant teachers	- - - - -	78
Monitors and Monitresses	- - - - -	118
Total		- - - - - 271
IN AIDED SCHOOLS.—(Teachers whose salaries are paid by Government.)		
Head Teachers	- - - - -	96
Assistants	- - - - -	101
Total		- - - - - 197

As a link between Secondary and Primary Education scholarships and exhibitions have been instituted. The subjects of examination include *English and French*: Reading, conversation, recitation, grammar, dictation, composition; *Arithmetic*; *Geography*: boys. Primary school scholarships and exhibitions for boys.

Europe and Mauritius, with maps, elementary physical geography; *History*: That of England to the close of the Norman conquest; and that of France to the death of Saint Louis; *Algebra*: To simple equations with problems involving the same; *Euclid*: to end of Book I., with easy deductions; *Drawing* and *Practical Geometry*.

There may be awarded yearly six scholarships of R.100 per annum, tenable for four years, together with free tuition at the Royal College until the end of the year in which the scholarship holder is twenty years of age, and six exhibitions entitling the holders to free tuition at the Royal College until the end of the year in which they are twenty years of age.

These twelve yearly rewards are open to all pupils who have attended a Primary Government or Aided School from the beginning of the second year preceding the year in which the examination takes place. The examination is held in the month of December.

Candidates must not be over fifteen years and not under twelve years of age on the first day of July in the year in which the examination takes place. Successful candidates must earn at least 30 per cent. of the maximum marks obtainable in each subject, and three-fifths of the total marks obtainable. Further particulars as to these scholarships, and as to the scholarships for girls, are given in the Code of 1902 (Appendix B.).

Primary  
school  
scholarships  
for girls.

Since 1895 Government has instituted scholarships for girls attending the Primary Schools, in order to enable them to pursue a higher course of studies than that which obtains in the Primary Schools. These scholarships are four in number, being each of the value of R.244 a year, tenable for three years, with free grant of books and free railway travelling, whenever the girls' parents are too poor to pay for the same. The successful candidates must pursue their studies at a girls' school recognised as one preparing for the examinations under the scheme for the Higher Education of Girls.

Candidates must have passed the Fifth Standard, be under fourteen years of age on the 31st of August of the year in which they compete, and have attended a Primary Government or Aided School for at least three years immediately preceding the 1st of August of the year in which the examination is held. The examination is held in the month of August. The subjects of examination are the obligatory subjects of the Fifth Standard of Instruction in a Primary School, and the optional subjects, English, French and Geography. Successful candidates must earn at least one third of the maximum marks in each subject, and two-thirds of the total marks obtainable in all the subjects.

Needlework  
apprentice-  
ships.

With a view to encouraging needlework among girls attending the Primary Schools four needlework scholarships, each of the annual value of R.100, tenable for three years, have long been instituted by Government. The rules governing these scholarships were revised in 1892. The competition is under the

control of a ladies' committee appointed by the Governor, and comprises the usual shirt-sleeve test, to include: A seam made by running, back-stitching and felling, hemming, gathering, stitching, button-hole, the gusset, eyelet-hole and loop, and a knowledge of herring-bone stitching and of repairing old linen and stockings. Candidates must be between the ages of fourteen and seventeen. The four yearly successful candidates are duly apprenticed to some persons accepted by the committee, and their daily attendance is registered. The members of the ladies' committee from time to time call at the shops or establishments in which apprentices are trained in order to ascertain their progress and conduct.

The sum expended by Government on Primary Education in 1900\* was R.298,870.94.

Cost to  
Government  
of Primary  
Education.

### III.—TECHNICAL AND INDUSTRIAL EDUCATION.

Technical and Industrial Schools, in the proper sense of the term, do not exist in the Colony. The only approach to technical instruction consists in the yearly appointment by the Education Department of eight apprentices at the Government Plaine Lauzun Railway Workshops and of two at the Botanical Gardens, Curepipe. The selection of these ten apprentices is dependent on a competitive examination held in December each year, conducted by the Inspector of Schools. The subjects of examination are English and French, Reading and Dictation, and Arithmetic. Successful candidates must obtain at least one-third of the total marks in each subject. The regulations for both classes of scholarships were revised in 1902 and the number of the engineering scholarships was increased from five to eight.

For the apprenticeships at the Railway Workshops, candidates must be not more than sixteen years of age on the first of January next following the examination, and of a sound constitution. The apprenticeship lasts six years, during which the following rates of daily wages are paid:—R.0.40 in the first year, R.0.50 in the second, R.0.60 in the third, R.0.70 in the fourth, and R.0.85 in the fifth and R.1 in the sixth. The yearly increase in the wages is consequent on the apprentice's diligence and good conduct. Inefficient apprentices may be discharged, and irregular ones punished by stoppage of pay. In case of illness certified by a medical attendant, half-pay is allowed for absences not exceeding six days in a month. Full pay is allowed if the illness is caused by some injury received whilst at work.

An apprentice is required for the first three years of his apprenticeship to do manual work for about six hours a day and receives for about two hours a day theoretical instruction in subjects connected with his work, including Arithmetic, Mensuration, Geometry, Algebra, Geometrical Drawing and Metallurgy. For the last three years of the apprenticeship, an apprentice will be required to work for about eight hours a day, his work consisting partly of manual and partly of theoretical work.

\* In 1902 it was R.291,500.00. See Colonial Reports, Annual. Mauritius. Report for 1902. No. 412. Cd. 1768-17.



Horticultural  
Apprenticeships.

Candidates for the apprenticeships at the Botanical Gardens Curepipe, must be not more than seventeen years of age on the first of January next following the examination, and of sound constitution. The apprenticeship is for four years, and entitles the holder to the following rates of wages:—First year, R.48 per annum; second year, R.60; third year, R.75; and the fourth year R.100; plus free quarters and R.2 a week for rations during the whole tenure of the apprenticeship. Apprentices work about 8 hours a day. They are taught the handling of gardening implements, how to prepare the soil, potting, grafting, pruning, laying out grounds, etc., and the principles of Agriculture, Botany and Forestry. The more advanced apprentices are also instructed in the collection and pressing of botanical specimens, and dissecting and drawing flowers. The conditions as to increase and stoppage of pay, etc., are the same as in the case of the engineering apprentices.

#### IV. GOVERNMENT REFORMATORY.

A Government Reformatory has been in existence for many years. It is situated in a country district, in good and well-ventilated buildings with large grounds attached. It is under the control of the prison authorities, who are responsible for the discipline and the moral and material care of the inmates. The Education Department is entrusted with the instruction of the latter, and has to provide two certificated teachers. The lads are divided into two hatches, always kept apart from each other, one made up of such as have been convicted of offences of a criminal character, the other of those who are undergoing short sentences of detention. No offender is sent to the Reformatory when above eighteen years of age.

For school purposes the lads are half-timers, one batch attending in the morning and the other in the afternoon. The instruction imparted at the two Reformatory Schools is that which obtains in the Primary Schools of the Colony. The pupils are grouped into standards, and the subjects taught are English, French and Arithmetic. Like other Primary Schools, those at the Reformatory are visited and inspected by officers of the Education Department, to whom the two teachers are responsible for the progress of the inmates.

On the last inspection day 57 pupils were present, 42 as belonging to the criminal class, and 15 to the non-criminal. Out of the batch of 42, 10 were presented for examination: 4 in Standard I., 3 in Standard II., 1 in Standard III., and 2 in Standard IV. The examination was successfully passed by six lads.

Of the hatch of 15, 11 were presented for examination: 7 in Standard I., 3 in Standard II., and 1 in Standard III.; 8 passed to the Inspector's satisfaction.

When not at school, the boys are employed in gardening or in learning a trade.

APPENDIX A.

THE EDUCATION ORDINANCE, 1899.

No. 33 of 1899.

AN ORDINANCE

ENACTED BY THE GOVERNOR OF MAURITIUS AND ITS DEPENDENCIES, WITH THE ADVICE AND CONSENT OF THE COUNCIL OF GOVERNMENT THEREOF.

TO MAKE BETTER PROVISION FOR EDUCATION, AND TO REVISE AND CODIFY THE LAW WITH REGARD THERETO.

[CONSOLIDATED ORDINANCE No. 3.]

ARRANGEMENT OF SECTIONS AND ARTICLES.

SECTION.

- I. The Department of Public Instruction, the Director and Officers - - - - - Articles 3-6.
- II. Committees of Instruction - - - - - Articles 7-14.
- III. Schools and Teachers - - - - - Articles 15-21.
- IV. Royal College Fees - - - - - Articles 22-24.
- V. English Scholarships - - - - - Articles 25-31.

BE IT ENACTED by the Governor, with the advice and consent of the Council of Government as follows :—

*Short Title.*

- 1. This Ordinance may be cited as "The Education Ordinance, 1899."

*Definitions.*

- 2. In this Ordinance : "Director" means the Director of Public Instruction.
- "Rector" means the Rector of the Royal College.
- "Royal College" includes every Department or Branch of the Institution called the Royal College.

SECTION I.

THE DEPARTMENT OF PUBLIC INSTRUCTION, THE DIRECTOR AND OFFICERS.

*Creation of Department.*

- 3. (1) The Council of Education and the Committees thereof established by Ordinance No. 38 of 1890 are hereby abolished, and in lieu thereof there shall be created a Government Department to be styled the Department of Public Instruction.
- (2) The Head of the Department shall be styled the Director of Public Instruction. He shall receive such salary as shall be fixed by the Governor with the consent of the Council of Government.
- (3) The post of Superintendent of Schools is hereby abolished ; provided that the holder thereof shall not be entitled to any compensation by reason of such abolition, if he is appointed to any other office in the Colonial Service to which at least an equivalent salary is attached.
- (4) The Officers of the Department shall be as follows :
  - i. The Rector and staff of the Royal College ;
  - ii. The Principal and staff of any Government Institution established for Technical, Agricultural, Commercial or General Education ;
  - iii. Inspectors of Schools ;
 and such clerks and servants as shall be appointed by the Governor at salaries to be fixed by the Governor with the advice and consent of the Council of Government.

*Transfer of property of Council to Government.*

4. All property moveable or immoveable, and all rights, claims or liabilities which at the time this Ordinance comes into force are vested in the Council of Education hereby abolished, shall be transferred to and shall vest in the Government.

Provided that all such property which may have been granted, bequeathed or presented to the said Council for the purpose of endowing professorial chairs, lectureships, bursaries or prizes, or for founding libraries or museums in the Royal College, or in any government school, shall henceforth be applied to the same objects as heretofore.

*Duties of Director.*

5. It shall be the duty of the Director to prepare Regulations for the due carrying out of provisions of this Ordinance, and to submit the same to the Committees of Public Instruction hereinafter referred to; and further, whenever he shall think fit, to submit to the said Committees amendments of the same. He shall be responsible for the carrying out of such Regulations.

He shall, before the month of April in each year, make to the Governor a Report upon the state of every educational establishment supported or aided by public funds under the provisions of this Ordinance, and such Report shall be printed and laid before the Council of Government.

He shall further whenever he shall think fit report to the Governor on any matter relative to the education of youth in the Colony.

He shall have the right to visit and inspect the Royal College, and to inspect and direct the Inspectors to inspect at all reasonable times, any school (other than one forming part of the Royal College) supported, or aided out of, or receiving a grant from public funds.

(2) The exercise of all the powers conferred on the Director under this Ordinance shall be subject to an appeal to the Governor in Executive Council.

*Duties of Rector.*

6. The Rector shall be entrusted with preserving the discipline of the Royal College, and shall be the executive officer for carrying out within the Royal College any provisions of the Regulations applicable thereto.

## SECTION II

## COMMITTEES OF INSTRUCTION.

*Committee of Superior Instruction.*

7. In respect to Superior and Secondary Education in the Colony, there shall be established a Committee to be styled the Committee of Superior Instruction and composed as follows:

i. The Director,—(Chairman).

ii. The Rector;

iii. The following members appointed by the Governor in the month of December in every year:

(a.) on the nomination of the Managers of Associated Schools—one member.

(b.) on the nomination of the Managers of Girl's Schools, pupils of which have obtained passes at the preceding examination held in connection with the Higher Education of Girls—one member.

(c.) chosen by the Governor himself—eight members.

*Committee of Primary Instruction.*

8. In respect to Primary Education there shall be established a Committee to be styled the Committee of Primary Instruction and composed as follows:—

i. The Director,—(Chairman).

ii. The following members appointed by the Governor in the month of December in every year:

(a.) on the nomination of the Managers of Roman Catholic Grant-in-aid Primary Schools—two members.

(b.) on the nomination of the Managers of the Protestant Grant-in-aid Primary Schools—one member.

(c.) chosen by the Governor himself—eight members.

*Procedure for nominations by Managers of Schools.*

9. For the purpose of proceeding to the nominations of the members of the respective Committees by the Managers of the Schools referred to in articles 7 and 8, they shall respectively be convened by the Director at such time and place as he shall think fit.

The Secretaries of the Committees shall be Inspectors of Schools appointed *ad hoc* by the Governor.

*Powers of Committee.*

10. (1) The Committee of Superior Instruction shall have power to make Regulations, which shall be called the "A Code," dealing with the following subjects.

- i. The administration and management of the Royal College ;
- ii. The association of Colleges or schools of secondary and superior instruction with the Royal College by affiliation or otherwise, and the payment of result grants-in-aid thereto ;
- iii. A system of instruction in technical, agricultural, and commercial education, and the programme and schedule of studies therein ;
- iv. The Higher Education of Girls, and the programme and schedule of studies thereof, and the payment of result grants-in-aid thereof ;
- v. The award and tenure of scholarships and exhibitions, subject to the provisions of this Ordinance so far as concerns the English Scholarships.

(2) The said Committee shall fix every year the curriculum of studies for the Royal College and other government educational institutions.

(3) The advice of the said Committee shall further be taken before any pupil of the Royal College is expelled or rusticated ; provided that rustication may be awarded by the Rector provisionally, subject to the final decision of the said Committee.

*Powers of Committee.*

11. The Committee of Primary Instruction shall have power to make Regulations, which shall be called the "B Code," dealing with the following subjects :

- i. The good government, discipline and routine work of all primary government and grant-in-aid schools ;
- ii. The attendances required to entitle any school to a grant-in-aid ;
- iii. The standards of attainment in the subjects of instruction taught in any school necessary to qualify the school to earn a result grant ;
- iv. The month of the annual examination of each school for a result grant ;
- v. Generally the conditions under which the annual examinations of schools for result grants shall be held ;
- vi. The qualifications to be required for the issue and classification of certificates to teachers, the cancellation, suspension or reduction of such certificates, and generally the punishment of teachers for misbehaviour ;
- vii. The conditions under which schools shall be entitled to a grant-in-aid in respect to sufficient school-house accommodation, furniture and apparatus, and to the admission and attendance of scholars ;
- viii. The scale of salaries to be allowed to teachers according to the class of certificate held by them ;
- ix. The scale of result grants to be paid to the teachers of schools for each child passing a satisfactory examination in the prescribed standards ;
- x. The manner in which and the conditions under which all salaries and result grants are to be paid ;
- xi. A system of instruction in manual training for primary schools and for reformatory and industrial schools.

*Codes to be laid on Table of Council.*

12. The Codes made under articles 10 and 11 shall be laid upon the Table of the Council of Government.

*Duties of Committees.*

13. It shall be the duty of the Committees to advise upon all questions connected with the education of youth in the Colony which are referred to them respectively by the Governor or the Director; and further it shall be competent for the said Committees respectively to make suggestions to the Governor or the Director in connection with such education without previous reference.

*Business of Committees.*

14. The Director may at any time summon a meeting of either of the Committees; and on requisition signed by any three members of either of the said Committees he shall summon the said Committee. The requisition shall state the object for which the meeting is required to be summoned.

The meetings of the Committees shall be public, except when any question relating to the expulsion or rustication of any pupil of the Royal College is under consideration, and on such other occasions when a majority of the Committees respectively shall so decide.

Five members of a Committee including the Director or chairman shall form a quorum. In the absence of the Director the members present shall elect the chairman. The Chairman shall have a casting as well as an original vote.

Any member of either of the Committees appointed by the Governor may resign his seat by letter addressed to the Governor.

The Committee shall be held to be legally constituted notwithstanding any vacancies therein by death, resignation, or incapacity of any members if the number of members be not reduced at any time by such vacancies below five. Provided always that every such vacancy may be filled up by a person appointed by the Governor, on the nomination of the person who shall have nominated the member whose death, resignation or incapacity shall have caused such vacancy.

In case of failure by the said person to nominate any person to fill the vacancy as aforesaid within fifteen days it shall be lawful for the Governor to appoint a person to fill such vacancy without such nomination.

## SECTION III.

## SCHOOLS AND TEACHERS.

*Classes of Schools.*

15. (1) Schools of Primary Instruction shall be divided into two classes:

a. Schools already or hereafter established and maintained entirely from the public funds of the Colony (herein called Government schools);

b. Schools already or hereafter established by local managers and to which aid shall be contributed from the public funds of the Colony (herein called grant-in-aid schools).

(2) The Magistrates of each district, and such persons as the Governor may appoint, shall be visitors of the Government schools in each district.

(3) Religious teaching shall not form part of the instruction to be given at any government school; but any Minister of a Christian Religion shall be authorised to give religious instruction to the children of the religious denomination to which the Minister belongs, at such times and places as may be agreed upon between him and the Director.

*Pay of Teachers and other Expenses.*

16. (1) The teachers in government schools shall receive as remuneration—

i. A fixed salary to be paid according to the class of certificates held by them;

ii. A result grant;

iii. Free residence or an allowance in lieu thereof.

(2) All other expenses in connection with the establishment and maintenance of government schools shall be subject to a vote of the Council of Government.

*Establishment of Government and Grant-in-Aid Schools.*

17. Where a government school or a grant-in-aid school has been established in any locality and is, in the opinion of the Committee of Primary Instruction and of the Governor in Executive Council, sufficiently large for the wants of the locality, and in other respects suitable to the wishes of the inhabitants whose children are of school age, no other school, whether a government school or a grant-in-aid school, shall be subsequently established in the said locality within a radius of two kilometres from the existing school, except within the limits of Port Louis or of any Township.

Provided that where two or more schools of any description are at present existing in any locality within a distance of two kilometres one from the other, one or more of the said schools may, in the case of government schools be closed; or, in the case of grant-in-aid schools, the grant-in-aid may be withdrawn from one or more of the said schools, on the advice in either case of the Committee of Primary Instruction approved by the Governor in Executive Council.

*Conditions of Payment of Grant.*

18. Any school of primary instruction established by any person shall, on the recommendation of the Committee of Primary Instruction approved by the Governor in Executive Council, be entitled to be admitted as a grant-in-aid school if the following conditions are fulfilled:

- i. That provision to the satisfaction of the said Committee be made for the regular visitation, management and control of the school by a manager who shall have the power to appoint and dismiss the teacher of the school;
- ii. That the teacher to be so appointed be duly licensed;
- iii. That the average daily attendance of the school, computed on a period of three months, next preceding the date of application to be admitted as a grant-in-aid school, be not less than twenty-five in the country districts and fifty in Port Louis or in any Township;
- iv. That the school be open to all children without distinction of religion or race;
- v. That no child receive any religious instruction objected to by its parent or guardian, or be present while such instruction so objected to is given to other children;
- vi. That such facilities as may be fixed by the "B Code" be given to all Ministers of a Christian Religion who may desire to afford religious instruction to children of their own persuasion, being pupils in the school, either in the school-house or elsewhere;
- vii. That the school be at all times open to inspection;
- viii. That no fee be payable for instruction;
- ix. That the rules and books of secular instruction be in accordance with the "B Code."

*Condition of continuance of Government Schools.*

19. No government or grant-in-aid school shall be continued in any locality unless the annual daily attendance of the school be not less than twenty-five in the country districts and fifty in Port Louis or in any Township, except when in the opinion of the Committee of Primary Instruction the annual daily attendance has fallen below the above figures on account of some temporary or fortuitous cause.

Provided, however, that in order to meet the wants of remote or sparsely populated areas, special conditions as to the average attendance may be made on the recommendation of the Committee of Primary Instruction approved by the Governor in Executive Council.

Provided further that in the case of grant-in-aid schools the grant-in-aid may be withdrawn on the recommendation of the Committee of Primary Instruction if any of the conditions mentioned in article 18 (other than condition iii.) are not complied with.

*Payment of Grant : Attachment of Salaries.*

20. (1) No school shall receive aid from the public funds of the Colony until the amount of the aid has been voted by the Council of Government.

(2) The provisions of Ordinance No. 32 of 1881 regulating the attachment of salaries are hereby extended to all grants-in-aid paid to all schools in the Colony, whether of primary or secondary instruction.

Provided that it shall be lawful for the teachers of all schools, on account of which such grants-in-aid are paid, to attach such grant-in-aid to secure payment of their salaries, and for all persons who may have supplied goods to such schools for educational purposes or let the premises used as schools, to attach such grants-in-aid to secure payment of their claims.

*Nature of Grant.*

21. (1) The aid to which grant-in aid schools shall be entitled shall consist of—

- i. A fixed salary ;
- ii. A result grant ;
- iii. A grant for maintenance.

(2) The scale of salary and the result grant shall be the same as in the case of government schools, and shall be subject to the same conditions.

**SECTION IV.****ROYAL COLLEGE FEES.***Recovery of Royal College Fees.*

22. (1) The sums due for the education of the pupils of the Royal College shall be paid to the Receiver General every month.

(2) In the event of any such sum not being paid on or before the seventh day of the following month, the Receiver General shall give seven clear days written notice to the parent, guardian or surety, whose duty it was to pay the said sum, to the effect that if such fees are not paid he will issue his warrant to compel payment. Such notice shall be served by an Usher of the District Court and shall be charged fifty cents to be paid by the parent, guardian or surety in default.

(3) All College fees due and left unpaid after the notice aforesaid shall be dealt with as taxes unpaid and be recovered in manner and form as enacted by Ordinance No. 16 of 1876.

(4) All costs incurred in connection with the recovery of unpaid College fees shall be regulated and paid according to the District Court Tariff.

*Duties of Rector.*

23. The Rector shall send to the Receiver General, every month, the names of all pupils not entitled to gratuitous education.

Should the Receiver General report, and it shall be his duty to report, to the Governor that arrears of fees due for any pupil for the period of three months have been left unpaid, and that it has not been possible to recover the same, the pupil shall be excluded from the Royal College.

*Governor may remit Fees.*

24. The Governor in Executive Council may remit or extend the time of payment of any sum due for College fees.

**SECTION V.****ENGLISH SCHOLARSHIPS.***English Scholarships and Laureates.*

25. The Governor shall award every year, according to the results of an examination designated in the "A Code," to each of two pupils of the Royal College, who shall be called Laureates, a Scholarship, which shall be termed an English Scholarship, of the value of two hundred pounds

sterling per annum, free of income tax, tenable for four years, for the purpose of enabling such Laureates to pursue their studies in the United Kingdom, or in any other country in which the Secretary of State may, for special reasons, allow them to reside.

Provided that no such Scholarship shall be awarded to a pupil whom the Governor in Executive Council shall find unworthy of such a distinction on account of gross misconduct either as a pupil of the College or otherwise.

*Passage Allowance to Laureates.*

26. Every Laureate shall also be entitled to an allowance of seventy-five pounds sterling or such other amount as may from time to time be fixed by the Governor with the consent of the Council of Government, to defray his passage to England or other country, and to a like sum in payment of his return passage to Mauritius at the expiration of the said four years.

The Secretary of State may authorise any Laureate who is pursuing his studies in the United Kingdom or in any other country in which he has been allowed to reside, to apply the whole or any part of the sum which he is entitled to receive for his return passage to Mauritius to the payment of fees, to enable him to proceed to a degree or obtain any qualification for his advancement in a profession; provided that the said Laureate shall receive no further allowance either for passage money or for any other purpose beyond the amount fixed.

*Allowances when and how Paid.*

27. Every Laureate shall be entitled to receive his Scholarship allowance from the Crown Agents for the Colonies, subject to the provisions of the "A Code."

*Laureate completing Studies in less than four years, may receive Balance of Allowances Untravon and Return Passage.*

28. When a Laureate has completed his studies in less than four years, or with the sanction of the Governor or of the Secretary of State discontinues his studies before the expiry of such period, he may with the approval of the Governor or of the Secretary of State be paid in a lump sum the whole of the scholarship allowances which would have been payable to him if he continued his studies during the whole period of four years.

(2) Such Laureate may, also in the same circumstances and subject to the same conditions, be granted the amount that would be payable to him on expiry of the period of four years for his return passage to Mauritius.

*Return Passage Money Forfeited, When.*

29. (1) A Laureate who does not return to Mauritius within three years after the expiry of the period of four years shall (unless authorised to delay his return as hereafter provided) forfeit all right to such passage money.

(2) The Governor or the Secretary of State may authorise a Laureate to delay his return to Mauritius, provided that all delays so granted shall not exceed four years.

*Repeal.*

30. The following Ordinances are repealed:

Ordinance No. 38 of 1860.
" No. 28 of 1875.
" No. 35 of 1875.
" No. 16 of 1876, article 4.
" No. 15 of 1892.
" No. 37 of 1897.
" No. 43 of 1897-98.

Provided that the provisions of Ordinance No. 35 of 1875, articles 6, 9, and 10, shall remain in force until the matters therein dealt with are provided for by the Codes.



Provided further that in the application of article 10 of "the Interpretation and Common Form Ordinance, 1898," to this Ordinance, all duties and powers which under the provisions mentioned in the preceding proviso, or under any existing Rules and Regulations, are vested in the Council of Education, or in the College or schools Committee, shall, pending the promulgation of the Codes provided for by this Ordinance, be vested in the Director, who shall act on the advice of the Committee of Superior Instruction in so far as such duties and powers have hitherto been exercised by the Council of Education or the College Committee, and on the advice of the Committee of Primary Instruction in so far as such duties and powers have hitherto been exercised by Schools Committee.

*Commencement of Ordinance.*

31. This Ordinance shall come into force on a day to be fixed by Proclamation.

Passed in Council at Port Louis, Island of Mauritius, this thirty-first day of October, One thousand eight hundred and ninety-nine.

Published by order of His Excellency the Governor this eleventh day of November, One thousand eight hundred and ninety-nine.

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APPENDIX B.

CODE B.

(PRIMARY INSTRUCTION.)

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GOVERNMENT SCHOOLS.

*Appointments and Promotions.*

1. Appointments and promotions of Teachers in Government Schools will be made by the Director of Public Instruction subject to the approval of Government.

2. Those appointments and promotions will depend on the certificates held by teachers and on the services that they have performed.

*Teachers' Certificates.*

3. There will be First, Second, and Third Class Certificates.

4. A Third Class Certificate will be awarded :

(a) To any person who has taught for three years in a Government or Aided Primary School or Schools and whose work is reported as satisfactory each year by the Inspectors and who has passed the annual examination for third class certificates.

(b) To any person who has taught for a year in a Government Training School, has received a good report from the head of the school and has passed the annual examination for third class certificates.

5. A Second Class Certificate will be given :

(a) To any person who has taught for five years in a Government or Aided Primary School or Schools, and whose work is reported as satisfactory each year by the Inspectors and who has passed the annual examination for second class certificates.

(b) To any person who has taught for two years in a Government Training School, has received good reports each year from the head of the school, and has passed the annual examination for second class certificates.

6. A First Class certificate will be awarded to any person who is the holder of a second class certificate and who has acted as a head teacher for at least five years uninterruptedly, or with an intermission where good cause is shown, and whose conduct and efficiency, as a head teacher, have been approved by the Director as satisfactory for five years.

*Monitors.*

7. Pupils who have passed the sixth or the fifth standard may be employed as monitors to assist in the teaching.

8. Monitors must not be less than thirteen years of age.

9. As far as possible monitors must be chosen from the highest class of a school, and only those pupils taken who intend to become teachers.

10. When a monitor is to be appointed at a school the Head Teacher should submit to the Director the names and qualifications of two suitable candidates, if possible, on the necessary form.

11. In recommending candidates for appointment as monitors the Head Teacher should select pupils who are of good conduct, punctual and regular in attendance, apt, and diligent in their studies, and possessed of influence over their fellow-students.

12. Monitors who have not passed the sixth standard shall be presented for examination in that standard at the first annual inspection of their school after their appointment.

13. Monitors who have passed the sixth standard must enter for the annual examination for monitors.

14. A sixth standard monitor who has been employed for nine months at the commencement of the monitors' examination must enter for this examination, but not if he has been employed for less than nine months.

15. If a monitor fails to pass his examination he may, on the recommendation of the Inspector, be allowed to enter for the same examination in the following year. If he fails a second time he will, as a rule, cease to be employed as a monitor.

16. The Head Teacher of a School must devote not less than four hours a week, before or after school hours, to teaching the monitors of the school and preparing them for their examinations. The instruction is to be given in accordance with a time-table submitted for approval to the Director.

17. The teaching of the monitors of a school forms a very important part of the duties of a head teacher, and one on which promotion will largely depend.

18. The Head Teacher of a School will receive a payment of twenty rupees on account of each monitor of the school who passes the monitor's examination.

19. A Head Teacher may utilise the services of pupils who are in the sixth standard, and who are not paid, for a limited time during school hours to assist in the teaching, with the approval of the Director, provided that such pupils desire to be trained as teachers. In return for such services he shall give to these pupils one hour's instruction per day before or after school hours. This teaching may be given along with that given to the monitors.

Such pupils are called volunteers.

*Annual Examinations.*

20. An annual examination of each school shall be made by an Inspector or Inspectors of Schools who shall examine the work of all the standards, according to the details given in Schedule A.

21. At least one month's notice shall be given to the head teacher of the school of the holding of the annual examination.

22. The annual examinations shall be held in the schools of the various districts, as far as possible, in accordance with the following table :—

District.	Month.
Plaines Wilhems and Moka ...	May.
Black River and Savanne ...	June.
Grand Port ...	July.
Pamplemousses ...	August.
Flacq and Rivière du Rempart ...	September.
Port Louis ...	October.

23. At the annual examination all children attending the school (except those who are unavoidably absent) shall be presented to the Inspector ; but the examination shall be limited to the pupils in Standards I. to VI.

*Staff of Schools.*

24. The staff of a school exclusive of the Head Teacher shall be according to the average attendance as follows :—

Average Attendance	Assistants	Monitors
Below 40	0	1
41 to 60	1	0
61 " 80	1	1
81 " 100	1	2

25. If the number exceeds 100 for every 50 or part of 50 greater than 25 in excess of 100 there will be an assistant or two monitors in addition to the staff allowed for 100 ; for 25 or less one extra monitor will be allowed. But the entire number of uncertificated monitors must not exceed the number of teachers including the Head Teacher and the assistants.

In any school in which there are girls over 12 years of age there shall be a female teacher.

26. The staff of a school for any civil year shall be based on the average attendance for the last two quarters of the preceding civil year.

27. Should the attendance at the school for the last two quarters of any year fall below that for which its staff is required in consequence of temporary and uncontrollable circumstances the Director shall have power to maintain the staff.

*Fixed Salaries.*

28. The fixed salaries paid to teachers according to the certificates held by them shall be according to the following scale in rupees per month :—

	Class I.	Class II	Class III.
Men ... ..	80	40	20
Women ... ..	60	30	25
Certificated	6th Standard	5th Standard	
Monitors.	Monitors.	Monitors.	
20	12	8	

*Result Grants.*

29. Result grants shall be paid to a school according to the following scale :—

For a pass in the obligatory subjects—

In Standard I.	5 rupees ;
In Standard II.	6 rupees ;
In Standard III.	8 rupees ;
In Standard IV.	10 rupees ;
In Standard V.	12 rupees ;
In Standard VI.	15 rupees ;

For a pass in each optional subject—

In Standard III.	3 rupees ;
In Standard IV.	3 rupees ;
In Standard V.	4 rupees ;
In Standard VI.	4 rupees .

30. The payment of these grants will be subject to the following conditions :—

(1) The conduct of the teachers and discipline of the school for the year must be satisfactory.

(2) The number of passes must be not less than 40 per cent. of the number of pupils in standards on the roll on the day of examination.

31. If, in consequence of temporary and uncontrollable circumstances, such as illness among the pupils, it is shown that condition (2) cannot be satisfied, then it may be dispensed with.

32. No teacher shall be entitled to a result payment who has not been at the school for a whole school year before the examination. Except that when a teacher has been transferred from one school to another, to meet the requirements of the Department, he shall receive a portion of the result grant from each school proportional to the length of his service in it ;

provided that should a teacher die or leave the school under circumstances deserving of consideration, before the end of the school year, his claims for a proportion of the school grant will be considered by the Director.

33. A grant shall not be paid in respect of a pupil for passing the same standard or a lower standard than he has already passed.

34. A grant shall not be paid in respect of a pupil who has not made 170 attendances of at least 2 hours each at secular instruction at the school during the preceding school year.

35. Except that when a pupil has not made 170 attendances in the school year at the school at which he is examined but has made 200 attendances in the school year at that school and the school from which he was last transferred, the grant shall be divided between the two schools proportionately to the numbers of attendances which he has made at them.

36. If the result grant earned by a school be less than the average of the result grants earned for the preceding three years and it can be shown that the decrease is owing to the absence of the pupils from the classes in consequence of a continued epidemic or other uncontrollable circumstances the average of the result grants for three preceding years may be paid as result grants.

*Division of Result Grants.*

37. The result grants shall be divided according to average attendance and staff of school as follows :—

Below—40.

Head Teacher 8 tenths, Monitor 2 tenths.

41—60.

Head Teacher 8 tenths, Assistant 2 tenths.

61—80.

Head Teacher 7 tenths, Assistant 2 tenths, Monitor 1 tenth.

81—100.

Head Teacher 7 tenths, Assistant 2 tenths, Monitors 1 tenth between them.

Above 100.

Head Teacher 6 tenths, Principal Assistant 2 tenths, other assistants and monitors 2 tenths divided between them so that an assistant's share is double that of a monitor.

*Good Conduct of the School.*

38. The Head Teacher of a school is responsible to the Director for the good conduct of the school and the discipline of the pupils. If these are neglected a part not exceeding five per cent. of his monthly emoluments may be withdrawn.

39. The Director shall have power to prohibit the introduction into a school of improper literature or pictures and to apply for the dismissal of the Head Teacher in case his request that such literature or picture be instantly removed from the school should not be carried out.

40. No corporal punishment shall be inflicted in a Government school.

41. The pupils of a school shall be drilled every day for at least a quarter an hour.

*Returns and Requisitions.*

42. The following returns and requisitions are to be sent to the Education Office by the Head Teachers of Government Schools :—

*Yearly :—*

- (1.) Return of Race and Religion of pupils on the last school day in December.
- (2.) General report on the school ; on the last school day in December.
- (3.) Inventory of school property ; on the last school day in December.
- (4.) Examination Schedules ; 15 days before the date fixed for the examination of the school.
- (5.) Return showing attendances of pupils in the various quarters of the district school year ;—on the last day of the district school year.

*Quarterly :—*

- (6.) Return of attendance of pupils at Religious Instruction ;—on the last day of the quarter.

*Monthly :—*

- (7.) Return of Teachers' attendance ;—on the last day of the month.  
 (8.) Return of number of pupils on roll and in average attendance during the month—to be sent on the 2nd day of the ensuing month.  
 (9.) Pay abstracts ; on the 15th of each month.

*Weekly :—*

- (10.) Return showing the work set to monitors and monitresses ; on the Saturday of every week.  
 (11.) Return showing the work done by monitors and monitresses ; on the Saturday of every week.  
 43. Requisitions shall be sent to the Department as follows :—  
 (1.) Requisition for books and stationery for sale to pupils ; from the 1st to the 15th of each month.  
 (2.) Requisition for stationery for the school ; on the last school day of the year.  
 (3.) Requisition for petty stores and supplies ; on the 1st of July of each year.

*Registers.*

44. There shall be kept in every school two registers.  
 (1.) The attendance register ; to show the attendances of the pupils.  
 (2.) The admission register, to show the admission, progress and withdrawal of the pupils.

*Rules for Keeping the Attendance Register.*

45. ....  
 46. No pupil should be entered on the attendance register who is under five years of age ; and no pupil shall be retained on the register after the annual examination which follows his or her eighteenth birthday in schools for boys only or for girls only ; or after his or her sixteenth birthday in mixed schools.  
 47. The attendance register shall be sent to the Department immediately after the annual examination of the school.

*Admission Register.*

48. When a pupil is admitted to the school his name must be at once entered in the admission register, and the necessary information entered in each column as soon as possible.  
 49. In case of doubt with reference to any of the information required about a pupil admitted to a school the head teacher should communicate the matter to the Director.  
 50. The successes of the pupils in the annual examination should be entered in the admission register as soon as possible after the examination.  
 51. When a pupil has been absent from school for an entire quarter his name should be struck off the admission register and an entry made in the column " Date of Withdrawal."  
 52. If a pupil whose name has been struck off is re-admitted, he shall have his original number assigned to him.

*Log Book.*

53. Every school shall keep a log book in which shall be recorded any event of importance connected with the school such as :—  
 The commencement or ending of a school term ;  
 The closing of the school for any reason ;  
 The granting of a holiday ;  
 Change of teachers ;  
 Repairs to the school ;  
 The receiving of circulars and rules.

54. The log book should also contain entries of the payments of salaries and grants earned by subordinate teachers together with the signatures of these teachers showing that they have received the salaries or grants.

55. The only persons authorised to make entries in the log book are the Director and Inspectors of Schools, the Head Teacher and persons authorised to visit the school.

*Transfer of Pupils.*

56. Transfer certificates shall be delivered to pupils leaving one school for another on the written or verbal application of the parents or guardians of such pupils. Such certificates shall be signed by the Head Teacher.

57. The name of a pupil admitted from any Government or Aided School to any other Government or Aided School may be entered on the admission and attendance Registers on the day of his admission, and his attendances may be reckoned from that date provided the Head Teacher of the School to which the pupil is transferred has ascertained and recorded in the log book that the parent or guardian of the said pupil has already applied for his transfer certificate.

This certificate shall be sent to the Department for verification.

58. No result grant shall be paid for any pupil thus transferred unless the required transfer certificate is produced on or before the date fixed for the annual examination.

59. In case of refusal on the part of the Head Teacher to deliver the required transfer certificate within forty-eight hours, part or whole of the Result Grant accruing to the school may be forfeited for the current year.

60. For pupils admitted without producing their act of birth, vaccination or re-vaccination certificates as the case may be, and whose parents are too poor to procure these, the Head Teacher may fill in and send to the Education Office the return in lieu of this act and certificates.

61. After verification by the Civil Status Office this return should be carefully kept with the other school records and should in no case be delivered to the pupil.

62. This return is to be annexed to the pupil's transfer certificate whenever he goes to another School.

*Leave of Absence.*

63. Since teachers enjoy exceptional privileges in the matter of vacations by having weekly holidays and periodical vacations, they should make arrangements to transact their private affairs during these holidays; and leave of absence will not be granted except in very exceptional circumstances.

64. When such leave is granted it will be without pay unless an approved substitute is provided; in which case the substitute will receive half the pay of the absentee who will receive the other half.

65. An application for leave on urgent private affairs must be sent to the Director as soon as possible, and if possible, at least one week before the day on which the required leave is to begin.

66. An application for leave to attend court should be accompanied by a copy of the process served on the applicant, and a short account of the circumstances.

67. If a Head Teacher is unavoidably absent from school, through illness or any other cause, he must immediately report the circumstances to the Director. The charge of the school then devolves on the principal Assistant.

68. If an Assistant Teacher is unavoidably absent from the school through illness or any other cause, he must immediately report the circumstances to his Head Teacher, who will forward the report to the Director together with his own observations and the arrangements which he has made in consequence of the absence of the teacher.

69. When a teacher is absent from duty, without leave and a satisfactory explanation of the absence, such absence will lead to the forfeiture of the pay for the time during which it lasts as well as the infliction of a penalty subject to the Governor's approval.

70. Teachers who are absent from duty for more than three days on account of illness, must, whenever possible, furnish the Director with a medical certificate.

71. Teachers who are absent from duty on account of illness, must, in all cases, furnish the Director with a medical certificate if called upon by him to do so.

*Vacations and Holidays.*

72. The school vacations shall be as follows :

- (1) Holy Week.
- (2) Two weeks in August, the school reopening on the day after the last Sunday in August ;
- (3) Four weeks in December and January, school reopening on the second Monday in January ;

73. Saturday shall be a whole holiday.

74. All Government holidays shall be observed as school holidays.

*School Hours.*

75. At every morning or afternoon session two full hours must be given to secular instruction besides the time required to mark the registers and that spent in religious instruction.

*Half-Time Schools.*

76. Schools may be established for the benefit of Indian children who are for a part of the day engaged in manual labour.

77. Such a school must have two complete sessions during the day in each of which three whole hours are devoted to secular instruction.

78. The curriculum of such a school should be arranged so that the instruction given at the morning sessions and that given at the afternoon sessions shall be independent of each other, and a pupil attending during one session each day will receive a complete and consecutive course of instruction.

79. The subjects taught in the school shall be the obligatory subjects for the standards in primary schools as far as Standard IV, provided that an Indian dialect may be substituted for French or English.

80. The teachers in such a school must be able to speak and write at least an Indian dialect.

81. Result grants shall be paid on pupils in half-time schools who have made 130 complete attendances of 3 hours each on separate days and who satisfy the Inspector at the annual examination.

82. In the case of a pupil transferred from a half-time to a full-time school or vice versa, for the purpose of computing the grants the attendances made at a half-time school shall be counted as half as many attendances again made at a full-time school, and the attendances made at a full-time school shall be counted as two-thirds as many attendances made at a half-time school.

*Time table.*

83. A time-table of the work of the school, showing the lessons of the various classes for each day of the week, the times at which they are given and the teachers by whom they are given shall be prepared in duplicate and sent to the Department for approval at least one week before the beginning of the school year.

84. Printed forms on which to write the time-table will be supplied by the Department.

85. A copy of the time-table shall be exhibited in a conspicuous place in the school.

86. The time-table may be subsequently changed with the approval of the Department.

87. The time-table must provide for the teaching of the subjects in Schedule A for at least 18 hours a week in every standard. At least 12 hours a week must be devoted to the obligatory subjects.

*Correspondence.*

88. All correspondence with the Department should be addressed to the Director and should be registered in the school and numbered.

89. Reference to previous correspondence on the subject of any letter, if there has been any such correspondence, should be made, the dates and numbers of the letters being given.

90. A letter from an assistant teacher must be sent through his Head Teacher, who will submit it to the Director with any observations that he may wish to make.

91. Letters on service may be sent to the Director through the post free, but the envelope should be marked with the name of the sender and the initials O. H. M. S.

92. A letter returned to the sender with a remark or answer must be marked with the word "seen" or other suitable observation, signed and re-addressed to the Director.

93. Care should be taken to write and to sign all letters quite legibly.

94-7 Printed Forms .....

*Languages to be Used and Taught in Schools.*

98. In the lower classes of a school, to the Third Standard inclusive, any language may be employed as the medium of instruction, that language being used which is most suitable for the pupils, as determined by the Director.

99. English and French shall be taught from the beginning as subjects of study, special attention being paid to conversation in these languages provided that in the Schools mentioned in Articles 76 to 82, an Indian dialect may be substituted for French or English in accordance with Article 78.

100. In the Fourth Standard and upward English shall alone be used as the medium of instruction and conversation between the teacher and the pupils, another language being employed only when it is necessary to explain something that is not understood in English; except that lessons in French subjects shall be given in French.

*Religious Instruction.*

101. Ministers of the Christian Religion shall be afforded facilities for attending Government Schools for the purpose of giving religious instruction to pupils of their own denomination; but no pupil shall attend such instruction, if his parent or guardian expresses his disapproval in writing.

102. One hour on a fixed day in each week may be set apart for the purposes of Religious Instruction in Government Schools, or in any Church or Chapel situated within a reasonable distance of the schools. Such day and hour may be primarily fixed by the officiating clergyman of the district with the concurrence of the Director, after which, such day and hour shall not be subject to further mutation without special permission.

103. Except on such day as provided for in the preceding paragraph, the first half-hour of the morning may be devoted to the preparation of lessons set by the clergy of the various churches.

104. In cases where the children are required to attend any Church or Chapel for religious instruction, teachers will be authorised, after communicating with the Director to make the necessary arrangements with the clergy.

*Penalties.*

105. For gross mismanagement, for neglect of duty or for wilful fraud or other serious misconduct, the Director shall have power to recommend to Government to suspend or cancel the certificate of a teacher or to degrade it for a fixed period to one of a lower class.

106. For carelessness, without intention to defraud, the Director shall have power to recommend to Government to inflict on a teacher for the first offence a fine not exceeding 5 per cent. of his monthly salary and not exceeding 10 per cent. of his monthly salary for every offence subsequent to the first.



## GRANT-IN-AID SCHOOLS.

*Managers.*

107. A school receiving grants from Government shall be managed by, and its property vested in, a local manager who shall in all respects be responsible for its government and maintenance.

108. The manager should pay frequent visits to the school ; if the school is easily reached, he should visit it at least once a month ; he should verify and sign the registers, and a note of his visit should be made in the log book.

109. The Manager shall not be closely related to any member of the school staff.

110. The Manager shall not form a part of the school staff either permanently or temporarily. He may, however, perform any duties in connection with the school that he thinks fit, acting in addition to the regular school staff.

111. Before applying for a grant-in-aid the Manager of a school shall keep an official register of attendance for three months. The register form may be obtained on application to the Department.

112. An application for a grant to a school should be addressed by the Manager to the Director.

*Grants to Aided Schools.*

113. The following grants shall be paid to aided schools :

(1) The salaries of the teachers according to the classes of certificates held by them, as in government schools ;

(2) Result grants, on the same basis as the result grants paid to government schools and on the same conditions, and to be divided among the teachers in the same manner ;

(3) One quarter of the rent valuation of the school premises and the head teacher's quarters.

114. No school shall receive a grant which has not been open for school work for 200 entire school days during the civil year in which the annual examination of the school takes place.

115. Provided that in any case in which the school is closed on sanitary grounds with the approval of the Department the number of school days required shall be reduced by the number of days for which the school was closed.

116. The Manager shall give notice to the Director at least 3 days beforehand of all vacations and holidays to be given at the school other than public holidays. Such vacations shall also be noted in the log book. In case it is necessary to close a school through unforeseen circumstances, notice shall be given to the Director at least 3 days beforehand, or as soon as possible.

*Half-Time Schools.*

117. Grants-in-aid may be paid to half-time schools conducted on the same rules as for government half-time schools.

*Appointments and Promotions.*

118. Appointments and promotions of teachers in aided schools will be made by the Managers of those schools.

119. The Manager of an aided school shall submit all appointments and mutations to the Director, who shall see that the teaching staff satisfies the regulations with regard to number and qualifications.

120. Certificates of competency will be awarded by the Director of Public Instruction to teachers in aided primary schools and in aided training schools according to the same rules as in government schools.

121. Monitors and volunteers may be employed in aided schools according to the same rules as in government schools. The time-table of the monitors' class must be approved by the Director.

122. A payment of 20 rupees shall be made to the Head Teacher of a school on account of each monitor of his class who passes the monitors' examination.

*Annual Examinations.*

123. The annual examination of the pupils of aided schools shall be made according to the same rules as for government schools. At least one month's notice of the examination shall be given to the manager of the school.

*Conditions of Receiving Grants.*

124. A school will be admitted to receive grants-in-aid only on the following conditions :

- (1) It must be necessary for its locality ;
- (2) Proper arrangements must be made for its management and maintenance ;
- (3) The average daily attendance for the three months next preceding the application for admission must be at least 25 in the country districts or 50 in Port Louis or any Township.
- (4) It must satisfy the following conditions with regard to school furniture and accommodation :

**125. ACCOMMODATION & FURNITURE IN AIDED SCHOOLS.**

- (a) The grounds adjoining a school building shall be properly drained.
- (b) The floor of every school building shall be at least 0.30 metre above the level of the ground adjacent to the school building.
- (c) Every building used as a school-house shall be in every part at least 2.74 metres in height from the floor to the ceiling, or to the point from which the roof springs.
- (d) One-fifth at least of the total external wall surface of a school building shall consist of doors and windows.
- (e) The floor shall be in any suitable material.
- (f) Every school building shall afford at least 74 square decimetres of internal area for every pupil in average attendance for the last quarter.
- (g) The roof of a school building shall be in shingles or thatch.
- (h) Every school building shall be at least 3.65 metres wide.
- (i) School furniture shall consist at least of :  
Desks and benches affording respectively 0.61 metre in length by 0.35 metre in width of desk-space for Standard III and upwards, and 0.61 metre in length and 0.30 in width of bench-space per pupil in average attendance for the last quarter, the desks and the benches to be sufficiently low to allow the pupils when seated to rest their feet upon the floor or upon a foot-board ; due regard being had to the age, size and physical comfort of the pupils.  
One black-board of at least 111 square decimetres for every 30 pupils in average attendance for the last quarter.  
One desk and chair for the teacher's use.  
One clock.
- (j) Every class-room shall admit sufficient day-light to enable the pupils to see distinctly whatever they read or write or is written out for them.

126. Should any building offered for school purposes not be entirely in accordance with the above mentioned conditions the Director shall decide, subject to appeal to the Governor by applicant, whether it shall be accepted or not.

127. Separate class-rooms or separate buildings should be provided as far as possible for boys and girls above 12 years of age attending the same school.

128. Separate privies should be provided, as far apart as possible, for boys and for girls.

129. There should be one privy for every 25 or part of 25 children.

130. Race or religion shall form no impediment to the admission of a child to a school.

131. No child shall be refused admission on other than reasonable grounds.

132. A school shall cease to receive grants from Government if :

(1) Its buildings or equipment do not satisfy the conditions of the Code.

(2) The Manager is guilty of gross mismanagement or fraud in connection with the school.

(3) The management or discipline of the school or the conduct of the pupils is grossly neglected.

133. The Director shall have power to prohibit the introduction into a school of improper literature or pictures and to apply for the withdrawal of the grant in case his request that such literature or pictures be instantly removed from the school should not be carried out.

134. No corporal punishment shall be inflicted in an aided school.

135. The Manager of an aided school shall not expel a pupil before submitting the case to the Director ; provided that the Manager may remove any child from the school pending the decision of the Director.

136. The pupils of a school shall be drilled every day for at least a quarter of an hour.

#### *Returns.*

137. The Manager of aided schools shall send to the Department all the returns required from a government school, except the return of pupils attending religious instruction.

#### *Registers, Log Book, Ledger.*

138. Admission and attendance registers and log book must be kept for an aided school as for a government school and according to the same rules.

139. The Manager may make any entries in the log book that he thinks fit.

140. The Manager of an aided school shall keep a ledger showing the receipts and expenditure of the school, which shall at all times be open to inspection and shall be sent to the Department immediately after the annual examination of the school with the attendance register.

#### *Time-Table.*

141. The time-table for an aided school must be prepared and submitted to the Director for approval and exhibited in the school according to the same rule as for a Government school.

#### *Correspondence.*

142. All correspondence with the Department respecting an aided school should be conducted by the Manager and should be addressed to the Director.

143. A teacher in an aided school should not address a letter to the Department but should address the Manager of the school.

144. Letters on service may be sent to the Director through the post free, but the envelope should be marked with the name of the sender and the initials O. H. M. S.

#### *Printed Forms.*

145. Printed forms will be supplied for the use of Managers of aided schools as for head teachers in government schools.

#### *Languages to be Used and Taught in Schools.*

146. In the lower classes of a school, to the third standard inclusive, any language may be employed as the medium of instruction, that language being used which is most suitable for the pupils as determined by the Manager of the school.

147. English and French shall be taught from the beginning as subjects of study, special attention being paid to conversation in those languages.

148. In the fourth standard and upward English shall alone be used as the medium of instruction and conversation between the teacher and the pupils, another language being employed only when it is necessary to explain something that is not understood in English ; except that lessons in French subjects shall be given in French.

EXAMINATIONS FOR CERTIFICATES AND SCHOLARSHIPS.

*Examination of Teachers.*

149. The examinations of teachers for certificates of competency shall be held annually in the month of August.

150. Second class and third class certificates shall be awarded on the results of these examinations.

151. The entrance fee for the examination for either of these certificates shall be two rupees. But in case a candidate has paid this fee and fails to present himself or to satisfy the examiners, the fee to be paid for the examination on a subsequent occasion shall be one rupee.

152. The subjects and standards of the examinations are given in Schedule D.

*Examination of Monitors.*

153. The examination of monitors for the monitor's certificate shall be held annually in August.

154. The entrance fee shall be one rupee.

155. The subjects and standard of the examination are given in Schedule C.

156. Volunteer teachers are exempted from the payment of the fee.

*Primary Schools' Scholarships and Exhibitions for Boys.*

157. Six scholarships and six exhibitions shall be awarded every year to pupils from Government or aided schools to be held at the Royal College.

158. The examinations for these scholarships and exhibitions will take place in the month of December.

159. All candidates must have attended Government or aided schools from the beginning of the second year preceding the year in which the examination takes place.

160. Candidates must not be over 15 years and not under 12 years of age on the first day of July in the year in which the examination takes place.

161. Before the examination, candidates must produce certificates of birth or there must be some other satisfactory proof of age.

162. The first six candidates will obtain scholarships and the next six will obtain exhibitions; except that no candidate will obtain a scholarship or an exhibition who does not secure three-fifths of the maximum marks obtainable.

If, however, all the places are not filled up, candidates who are under 14 on the first of July of the year of the examination may be appointed to them on condition that they have secured 50 per cent. of the same marks, and after that candidates who are under 13 on the same day on condition that they have obtained 40 per cent. of the same marks.

163. A scholarship shall entitle the holder of it to free tuition at the Royal College until the end of the year in which he is 20 years of age, and to money payments of 100 rupees per annum, payable monthly, for the first four years.

164. An exhibition shall entitle the holder of it to free tuition until the end of the year in which he is 20 years of age.

165. The Rector of the Royal College shall report to the Director at the end of each year, and on other occasions if necessary, on the conduct and progress of each scholar and exhibitor; and on such report, if not satisfactory, the Director shall have the power to inflict the forfeiture, in whole or part of the scholarship or exhibition.

166. The subjects of examination will be English, French, Geography, Arithmetic, Algebra, Geometry, Geometrical Drawing and English and French History.

167. Candidates will first be examined in English and French.

If they pass in each of these subjects they will then be examined in the other subjects, but not otherwise.

168. To obtain a scholarship or exhibition a candidate must pass in every subject by obtaining at least 30 per cent. of the maximum marks, obtainable in that subject.

169. If the parents or guardians of a scholar or exhibitioner are unable to pay for the books necessary for his use at the College, such books may be lent to him.

*Primary Schools' Scholarships for Girls.*

170. Four scholarships shall be awarded every year to girls from government or aided Schools.

171. The examinations for these scholarships will be held in the month of August.

172. Candidates must have attended Government or aided Schools for at least three years immediately preceding the first of August of the year in which the examination is held.

173. Candidates must be under 14 years of age on the 31st of August of the year in which the examination is held.

174. Candidates must have passed the fifth standard of instruction.

175. If a scholar has to travel by rail to attend school and her parents are unable to pay for her ticket she shall be given a free 3rd class ticket.

176. If the parents or guardians of a scholar are unable to pay for her books she shall be given the books necessary for her use at school.

177. Candidates must produce certificates of birth, or there must be some other satisfactory evidence of age at the time of applying for the examination.

178. The examination will be in the obligatory subjects of the fifth standard of instruction in a primary school and in the optional subjects, English, French and Geography.

179. The marks given to the various subjects of examination shall be as follows :

English	100
French	100
Arithmetic	100
Geography	50
<b>Total</b>	<b>350</b>

180. No candidate will obtain a scholarship who does not secure at least one-third of the maximum marks in each subject and two-thirds of the total marks obtainable in all the subjects.

181. The scholarships will be tenable at any of the schools held in connection with the scheme for the Higher Education of Girls.

182. The scholarships will be tenable for three years.

183. Each scholarship will consist of :

(a) Payments of 144 rupees per annum payable monthly to the Manager of the school at which the scholar studies.

(b) Payments of 100 rupees per annum payable monthly, made to the parent or guardian of the scholar on her behalf.

184. A scholar must begin her course of study in the fourth or a higher standard in the scheme for the Higher Education of Girls. She must do creditably in the examination for the Higher Education of Girls and obtain a certificate from the Manager of her school at the end of each school year ; failing which she may be deprived of the whole or a part of her scholarship.

*Classes in Manual Training.*

185. A class may be established at a primary Government school for teaching the mechanical principles of a trade.

186. Such a class may also be established in connection with several such schools, pupils being sent to it from these schools.

187. The pupils attending such a class must have passed at least the second standard, and preference will be given to those who have passed a higher standard.

188. As a rule pupils will attend such a class for two periods of two hours each in each week; but a class may be formed of younger pupils who attend for only one such period in each week.

189. Of the two hours devoted to instruction in such a class half an hour may be employed in drawing and explaining the work that is to be done.

190. The Director shall select the pupils who will be entitled to attend the class.

191. The teacher of the class must be a person well acquainted with the trade which he has to teach.

192. A single teacher shall not teach more than 20 pupils at a time.

193. With an assistant, being a person possessing an acquaintance with the trade, he may teach 30 pupils at a time.

194. Attention should be given in the early stages to teaching the pupils the principles of the trade and the proper manipulation of the tools rather than to the making of useful articles. Thus in carpentry they should learn to saw and plane to a line and to make simple joints, in tin-smith's work to prepare soldering tools and materials and to make solder joints; and so on. When some progress has been made in the elementary principles the pupils should begin to make useful articles of a simple character.

195. A pupil may retain any article which he has made on paying for the materials which he has used in making it. Failing this any other pupil in the class may have the article on the same terms, otherwise the articles remain the property of Government.

196. When a manual training class is established, not in connection with any particular school, pupils may be selected for it from any schools in the neighbourhood whether Government or aided.

197. The Director shall select the pupils who will be entitled to attend the class.

198. Pupils who attend the class irregularly, without any reason acceptable to the Director, or who fail to make satisfactory progress in it, will be compelled to leave it.

*Reformatory.*

199. Every pupil in the Reformatory or Industrial school shall be taught the mechanical principles of some trade.

200. All the pupils of the Reformatory learning one trade shall form a class; and all the pupils of the Industrial school learning the same trade shall form a separate class.

201. Each class of pupils will receive instruction in manual work every week for 5 periods of at least three hours each.

202. The first half hour of each period may be given to drawing and explaining the work to be done.

203. The teacher of each trade must be a person well acquainted with the trade which he has to teach.

204. As in the case of manual training classes in connection with primary schools, attention must be given in the early stages to the teaching of the principles of the trade rather than to the making of useful articles.

*Grant-in-Aid Schools.*

205. A class in manual training may be established in connection with an aided primary school if the Department is satisfied that the equipment and arrangements proposed are suitable for the class and that it is useful for the locality.

206. A maintenance grant will be paid for such a class at the rate of five rupees per quarter on each pupil in attendance who satisfies the Department as being capable of profiting by the instruction given in the class, who makes satisfactory progress and who attends the class for not less than 8 lessons of 2 hours each during the quarter.

207. Such a class established in connection with an aided school must be carried on according to the same rules as those for classes in manual training in connection with Government schools, and the Manager may select any children for it, whether they attend his school or not, provided they have passed the Second Standard.

208. The number of students that it is intended to teach in the class at one and the same time and also the number that it is intended to teach during one and the same quarter must be approved by the Department.

*Additional Rules respecting Holders of Fourth Class and Bishops' Certificates.*

209. The present holders of Fourth Class Teachers' Certificates, granted on examination, who are head teachers, will, after the coming into force of these regulations, be regarded as certificated teachers, and will be paid fixed salaries at the rates at which they are paid at present, and result grants according to the scale of payments of result grants to head teachers.

210. Other holders of such certificates being assistant teachers will be regarded as certificated teachers, and will be paid at the rates at which they are paid at present.

211. A monitor's certificate will be granted to any person who produces a testimonial from the Head of any of the Christian Churches recognised by the State in Mauritius that such person has received such instruction as to render him or her competent to assist in primary school teaching.

212. The present holders of teachers' certificates from the Heads of the Christian Churches who are employed as head teachers or as assistant teachers shall continue to be regarded as certificated teachers, and shall be paid fixed salaries and result grants at the rates at which they are paid at present.

Passed by the Committee of Primary Instruction at their meetings February 24, March 11, April 29, June 2, June 9, June 19, June 30, July 24 and August 14.

Approved as amended by His Excellency the Governor at a meeting of the Executive Council held on the 26th September, 1902.

*Mode of coming into operation of the Regulations in Code B.*

Art. 213.—These Regulations shall come into operation and shall apply to all established Government and Grant-in-aid Schools on the day following the annual examination of each school next following the date when they shall have force of law.

Provided that they may come into operation and may apply to any established Government or Grant-in-aid school on the first day of January, 1903, if notice shall have been given before that date, that at the next Annual examination such school will be presented in the Standards of examination, and in accordance with the requirements of the Code. Such notice shall be given by the Director, in the case of Government Schools, and by the Manager in the case of Grant-in-aid Schools.

This Code shall apply to all new schools from the date that it shall have force of law.

Passed by the Committee of Primary Instruction, in virtue of art. 11 of Ordinance No. 33 of 1899, at their meeting of the 2nd October, 1902.

Approved by His Excellency the Governor at a Meeting of the Executive Council held on the 3rd October, 1902.

Laid on the table of the Council of Government at a Meeting held on the 7th October, 1902 and amended at a Meeting held on the 4th November, 1902.

SCHEDULE A.

Standards of Examination in Primary Government and State-Aided Schools.

ELEMENTARY SUBJECTS.

Below Standard.

English.

*Conversation* ... To give the names of thirty common objects on being shown the objects or pictures of them and to know fifteen simple adjectives.

French.

*Reading* ... To read from print short words of three or four letters, small letters only; (about 10 pages from an Infant Reader or similar book.)

*Writing* ... To copy on slate the small letters in manuscript.

*Conversation* ... To give the names of forty common objects on being shown the objects or pictures of them and to know twenty simple adjectives.

Arithmetic.

To know the meanings of the ten figures 0 to 9 and their names in English and French.

Standard I.

English.

*Conversation* ... To give and to know when heard the names of fifty common objects and twenty-five simple adjectives. To learn at least twelve very short sentences composed of the simplest words.

French.

*Reading* ... To read from the reading book short simple sentences of words which are not as a rule of more than one syllable; (about 30 pages from a first Standard Reader or similar book.)

*Writing* ... To copy on slate in manuscript characters from print, and to write words which are spelt. Capital and small letters to be known.

*Conversation* ... To understand and reply to very simple sentences, only those words being used which occur in the reading book.

Arithmetic.

To write on slate from dictation up to twenty in English. To add and subtract numbers up to 30 orally in English.

Standard II.

English.

*Reading* ... To read simple words of three or four letters; (about 15 pages from a First Standard Reader or similar book.)

*Conversation* ... To converse in simple sentences, using the words of the reading book.

French.

*Reading* ... To read from the reading book simple sentences and short stories and other simple sentences containing only the words that occur in the book; (about 45 pages from a First Standard Reader or similar book.)



- Writing* ... .. To write on a slate, from dictation, passages from the reading book, and other passages containing only the words of the book.
- Conversation* ... .. To understand and reply to simple sentences, those words only being used which occur in the reading book.

*Arithmetic.*

Simple addition and subtraction of numbers of not more than three figures. Multiplication Tables as far as 6 times 12. (English to be used.)

**Standard III.***English.*

- Reading* ... .. To read from the reading book simple sentences composed of short words and to read other sentences composed of the words of the book. (About 30 pages from a First or Second Standard Reader or similar book.)
- Writing* ... .. To write on slate, from dictation, sentences from the book and others composed of the words of the book.
- Conversation* ... .. To converse in simple sentences using only the words of the book.

*French.*

- Reading* ... .. To read simple sentences and stories from the reading book, and others containing the words only that occur in the book. (About 60 pages from a Second Standard Reader or similar book.)
- Writing* ... .. To write on a slate, from dictation, passages from the reading book and other simple sentences and answers to simple questions, those words only being used which occur in the reading book.
- Conversation* ... .. To converse in simple sentences, those words only being necessary which are to be learnt from the reading book.

*Arithmetic.*

Simple addition, subtraction, multiplication and division, numeration to 1,000,000. (English to be used.)

**Standard IV.***English.*

- Reading* ... .. To read from the reading book simple sentences or stories composed of short words, and others containing words of about the same difficulty. (A Third Standard Reader or similar book.)
- Writing* ... .. To write with pen and ink, from dictation, simple sentences and stories from the reading book and others containing words of about the same difficulty.
- Conversation* ... .. To converse in simple language using the words of the reading book and others of about the same difficulty.

*French.*

- Reading* ... .. To read simple stories from the reading book and others of about the same difficulty. (A Third Standard Reader or similar book.)

- Writing* ... .. To write with pen and ink simple passages from dictation and answers to simple questions and very short simple descriptions of objects and of events.
- Conversation* ... To converse in simple language and to describe simple objects and events.

*Arithmetic.*

Numeration. Easy problems on the four simple rules. Sums in bazaar and shop accounts in Rupees and cents. Addition, Subtraction, Multiplication and Division in Rupees and cents, in Metric Tables and in Table of Time. Reduction in the tables.

**Standard V.**

*English and French.*

- Reading* ... .. To read passages not containing uncommon words or difficult or unusual expressions.
- Writing* ... .. To write from dictation with pen and ink passages not containing uncommon words or difficult or unusual expressions. To write simple accounts of objects and events which have been seen by or described to the pupils. To write in simple language the substance of stories which have been read aloud.
- Conversation* ... To converse on simple subjects in plain language.

*Arithmetic.*

Bills or invoices. Questions on Metric Tables. Greatest Common Measure. Least Common Multiple. Very simple Questions on Vulgar Fractions. Simple Questions on areas of Rectangular Surfaces.

**Standard VI.**

*English and French.*

- Reading* ... .. To read passages from Standard Authors not containing unusual difficulties.
- Writing* ... .. To write from dictation. To write plain descriptions and letters on given subjects. To reproduce in writing the substance of a plain narrative or other composition which is read aloud.
- Conversation* ... General Conversation, not involving unusual difficulties.

*Arithmetic.*

Vulgar and decimal fractions with questions involving their use. Questions on areas of rectangular surfaces and volumes of rectangular solids.

**OPTIONAL SUBJECTS.**

**ENGLISH OR FRENCH.**

**Standard III.**

To repeat twenty lines of simple verse. To point out the nouns, adjectives and verbs in the piece.

**Standard IV.**

To recite with intelligence and expression thirty lines of poetry, and to know their meaning. To point out the parts of speech in a simple sentence and to form simple sentences containing them.

**Standard V.**

To recite with intelligence and expression fifty lines of poetry, and to know their meaning. To parse easy sentences and to show by examples the use of the parts of speech.

**Standard VI.**

To recite with intelligence and expression fifty lines of poetry and to explain the words and allusions. To parse and analyse simple sentences.

**EXTRA OPTIONAL SUBJECTS.****GEOGRAPHY.****Standard III.**

To explain a plan of the school-room and its surroundings, the four cardinal points, the meaning and use of a map.

**Standard IV.**

Geographical terms simply explained and illustrated by reference to the pictorial chart of Geography, and Map of Mauritius. To draw from memory an outline Map of Mauritius showing the Districts and principal places.

**Standard V.**

A thorough knowledge of the geography of Mauritius with complete map from memory. Some acquaintance with the Geography of Europe.

**Standard VI.**

Europe with complete map from memory.

**ARITHMETIC.****Standard IV.**

Questions on the British money table and the connection between pounds shillings and pence and rupees and cents.

**Standard V.**

Questions on the British tables of length and area and the connection between British and Metric measures of length and area.

**Standard VI.**

Questions on the British tables of volume and weight and the connection between the British and Metric Measures of volume and weight.

**ELEMENTARY SCIENCE FOR BOYS.****Standard IV.**

**Animals.** (Blackie's Tropical Reader No. 1.)

**Standard V.**

Plants. (Blackie's Tropical Reader No. 1.)

**Standard VI.**

Animals and Plants. (Blackie's Tropical Reader No. 2.)

**NEEDLEWORK FOR GIRLS.**

**Standard IV.**

Homming, Seaming, Felling. Any garment or other useful article which can be completed by those stitches e.g. a child's pinafore, pillow-case, or pocket-handkerchief, patterns of which may be seen at the Education Office.

**Standard V.**

The works of Standard IV. Stitching and sewing on strings, gathering, setting in, button-hole, sewing on button. Garment: Pinafore, shift, apron, a plain night-shirt, night-gown or petticoat, herring-bone stitch; patterns of which may be seen at the Education Office. The stitch only on canvas or flannel. Darning, simple, on canvas.

**Standard VI.**

The work of the previous Standards and the running-tuck. Garment as in Standard V. Plain darning of a hole in stocking-web material, patching in calico and flannel. Cutting out any garment such as is required in Standard V., patterns of which may be seen at the Education Office.

**REMARKS.**

1. In Reading, attention should be paid to pronunciation, distinctness of speech and proper intonation. All that is read should be understood by the pupil and should be read in such a manner that it may be understood by others.
2. In Writing, not only should attention be paid to correctness of spelling, but good hand-writing should be cultivated. A proper position of the pupil and a proper manner of holding the writing materials are important.
3. In Arithmetic, besides accuracy of working, neatness in arranging the work and in forming the figures should receive attention.
4. In any Standard a pass will be obtained by securing two-fifths of the marks in each division of English and of French and in Arithmetic.
5. Pass Certificates will be awarded to the pupils who pass in any Standard.
6. Certificates of Merit will be awarded to the pupils who secure four-fifths of the total marks obtainable in each obligatory subject of the Standard.

**SCHEDULE B.**

*Syllabus for Indian Dialects.*

(Tamil, Telugoo, Hindi) in Indian Schools, Standards:  
Below, I, II, III, IV.

(In half-time schools established for the Indian population in which the instruction is carried to the Fourth Standard only, an Indian dialect may be taught instead of English or French.)

**Below Standard.**

- Reading ... .. To learn the names of the letters.  
Writing ... .. To copy on slates characters from print; to write words which are spelt.

**Standard I.**

- Reading* ... .. To read from reading book. (30 pages of Primer or other similar book.)
- Writing* ... .. To write on slate from dictation passages from reading book and other passages containing the words of the book.
- Conversation* ... Simple conversation in words similar to those of book

**Standard II.**

- Reading* ... .. To read from reading book, to read passages containing only words of book. (50 pages of First Standard Reader or other similar book.)
- Writing* ... .. To write on slate from dictation passages from reading book and other passages containing the words of the book.
- Conversation* ... Simple conversation in words of reading book and words of similar difficulty.

**Standard III.**

- Reading* ... .. To read from reading book ; to read passages containing words of similar difficulty to those of book. (70 pages of Third Standard Reader or similar book.)
- Writing* ... .. To write from dictation passages from reading book and other passages of similar difficulty. To write answers to simple questions.
- Conversation* ... Simple Conversation in words of similar difficulty to those of reading book.

**Standard IV.**

- Reading* .. ... To read from reading book ; to read simple passages from any book.
- Writing* ... .. To write simple passages from dictation. To write simple descriptions of objects and events. To write substance of simple stories which have been read aloud.
- Conversation* ... To converse in simple language.
-

SCH:

Examination for a 100 tificate.

Max : Marks.	English.	French.	School Management.	Penmanship.	Arithmetic.	World Geography.	History.	Drawing.	Elementary Science.	Needle-work for Female Teachers.	Total.
		150	150	150	50	100	50	50	50	50	50
	<p>Grammar, Reading and Conversation, Dictation, Translation, Composition: To reproduce the substance of a narrative slowly read by the examiner.</p> <p>Text Books recommended. West's English Grammar for beginners, Laurie's Easy Steps in English Composition.</p>	<p>Grammar, Reading and Conversation, Dictation, Translation, Composition as in English.</p> <p>Text Book recommended. Larousse's Lexicologie 1 year entire.</p>	<p>Notes of Lessons, Keeping of School registers.</p>	<p>To write a specimen of the penmanship used in setting copies of text-hand and small hand.</p>	<p>Exercises involving the English &amp; metric Systems of weights and measures, and the English and Colonial currencies. Vulgar and Decimal Fractions.</p> <p>Text Book recommended. C. Smith's Arithmetic.</p>	<p>Europe, general outlines. The United Kingdom and Mauritius in particular, with map. Form and motions of the earth. Explanations of day and night and the seasons.</p> <p>Text Books recommended. Hughes' Class Book of Modern Geography. Geography of Mauritius. Gill's Atlas.</p>	<p>History of England: From the reign of William I. to the close of the reign of Henry III.</p> <p>History of France: To the death of St. Louis, 1270.</p> <p>Text Books recommended. Lingard's abridgment of the History of England (by Burke.) Brouard's Histoire de France. Cours Elementaire.</p>	<p>First Grade Freehand Drawing.</p> <p>Text Book recommended. Kennedy's I Grade Freehand Copies.</p>	<p>Dieck, ventilation, clothing, soil and climate (Blackie's Tropical Reader, No. 2).</p>	<p>The shirt sleeve test to include the following: A seam by running and felling; hemming, gathering, stretching, gathering, necking in or drawing up, the collar, the cuffs, the pocket, the size of an ordinary button. A crossed darn over a hole in a stocking and a darn on linen. A patch for repairing old linen, the seams to be done by felling and the buttonholes to be done by felling. A sample of herring-bone work on flannel or woolen material and used as a hem or to finish a seam.</p>	

A pass in any one subject is gained by getting half the maximum marks in that subject. To obtain a certificate candidates must pass in English, French, School Management, Penmanship and Arithmetic: Boys must also pass in Geography, and girls must pass in Needle work; and any candidate must obtain two-thirds of the total number of marks obtainable.

The System of Education in Mauritius.

SCHEDULE D.

Examination for Teacher's Certificates.

Max. Marks:	English.	French.	School Management.	Penmanship.	Arithmetic.	Geography.	History.	Drawing.	Algebra.	Geometry	Needle-work.
	200	200	200	100	200	100	100	100	100	100	200
Examination for Third Class Certificate.	<p>Grammar, Reading and Conversation, Composition, Translation.</p> <p>Text Books recommended.</p> <p>Morell's Grammar and Exercises, Parts I. &amp; II. Laurie's Practical Text Book of English Composition.</p>	<p>Grammar, Reading and Conversation, Composition, Translation.</p> <p>Text Books recommended.</p> <p>Larousse's Ind. year to page 86; and Grammaire complete 11 year.</p>	<p>Methods of teaching. Reading, Writing and Arithmetic Tables.</p> <p>Text Book recommended.</p> <p>Manual of the Science and Art of Teaching.</p>	<p>To write a specimen of the penmanship used in setting copies of text hand and small hand.</p>	<p>Miscellaneous questions involving the English and Metric Systems of Weights and Measures and the English and Colonial Currencies. Fractions and Proportions.</p> <p>Text Book recommended.</p> <p>C. Smith's Arithmetic.</p>	<p>General outlines of the World. Outline questions of Physical Geography, Map Drawing.</p> <p>Text Books recommended.</p> <p>Hughes' Class Book of Modern Geography. Hughes' Physical Geography. Johnston's Political Atlas, or Gill's Victoria Atlas.</p>	<p>History of England: From Edward I. to the close of the House of York.</p> <p>History of France: To the accession of Louis XIV. (1643).</p> <p>Text Books recommended.</p> <p>Lingard's abridgment of the History of England (by Burke). Brouard's Histoire de France, Cours Moyen.</p>	<p>1st Grade Practical Geometry. 2nd Grade Freehand.</p> <p>Text Books recommended.</p> <p>Gill's First Grade. Practical Geometry. Kennedy's II. Grade Freehand Copies.</p>	<p>Substitutions, Addition, Subtraction, Multiplication, Division, Simple equations in one unknown quantity, and easy problems producing them.</p> <p>Text Book recommended.</p> <p>Hall and Knight's Elementary Algebra.</p>	<p>Euclid I. 1-28, with easy deductions.</p> <p>Text Book recommended.</p> <p>Hall and Stevens.</p>	<p>The work of the Monitor's examination. Sewing on a string, sewing on a button, Whip stitch, Setting on a frill. Marking.</p>

Difficulty to

Max. Marks.	200	200	200	100	200	100	100	100	100	100	200	
Examination for Second Class Certificate.	<p>Grammar, Analysis, Essay, Translation.</p> <p>Text Books recommended.</p> <p>Morrell's Grammar and Exercises, Part III.</p> <p>Laurie's Practical Text Book of English Composition.</p> <p>A Book by a Standard Author, to be set each year.</p>	<p>Grammar, Analysis, Essay, Translation.</p> <p>Text Books recommended.</p> <p>Larousse's Lexicologie II. year extra, and Grammaire Supérieure III. year.</p> <p>Fellister's Premiers Principes de style et de composition.</p> <p>A Book by a Standard Author to be set each year.</p>	<p>School Organisation.</p> <p>Methods of Teaching.</p> <p>Practical examination in teaching English, French, Arithmetic and Geography.</p> <p>Text Book recommended.</p> <p>Manual of the Science and Art of Teaching.</p>	<p>To write a specimen of the penmanship used in setting copies of Text hand and small hand.</p>	<p>General questions and problems, Interest, Insurance, Discount, Profit, and Loss, Exchanges.</p> <p>Text Book recommended.</p> <p>C. Smith's Arithmetic.</p>	<p>The World, The British Empire particularly, with maps, Questions in Physical Geography.</p> <p>General Questions on Commercial Geography.</p> <p>Text Books recommended.</p> <p>Hughes Geography of British Empire.</p> <p>Hughes Physical Geography.</p> <p>Johnston's Atlas of British Empire.</p>	<p>History of England: The Tudor and Stuart periods.</p> <p>History of France: To the present time.</p> <p>Text Book recommended.</p> <p>Lingard's abridgment of the History of England (by Burke).</p> <p>Brouard's Histoire de France.</p> <p>Cours supérieur.</p>	<p>II. Grade Practical Geometry, Mechanical and Ornamental Drawing.</p> <p>Text Book recommended.</p> <p>Gill's II. Grade Practical Geometry.</p>	<p>The foregoing with simple equations in one and more unknown quantities and problems producing them.</p> <p>Text Books recommended.</p> <p>Hall and Knight's Elementary Algebra.</p>	<p>Euclid I. with deductions.</p> <p>Text Book recommended.</p> <p>Hall and Stevens.</p> <p>The work of Class III.: Feather stitch or coral stitch. To ornament, lines, ornaments.</p> <p>Tucking, marking on table linen, towels, &amp;c., crochets.</p>		

- One-half of the marks allotted for English, French, School Management, Penmanship, and Arithmetic, and two-thirds of the total maximum marks are required for a pass.
- Female Teachers may be examined in Needlework in lieu of Algebra and Euclid.
- Candidates who have passed the Junior Cambridge Local Examination or the Examination for the French Brevet de capacité élémentaire or the 6th or 7th Standard Examination Higher Education of Girls or who can produce certificates from the Rector of the Royal College to the effect that they have obtained half the total number of marks at the December Session of the Middle Class or the Upper Remove Class of the Royal College or who have obtained any other certificate which the Director will consider equivalent shall be required to pass in School Management in order to obtain a 2nd Class Certificate.
- Candidates who have passed the Senior Cambridge Local Examination or the London University Matriculation Examination shall be awarded a 2nd Class Certificate on their pass in School Management.
- Candidates who are holders of 1st Class Certificates of the Royal College of Preceptors or holders of the French Brevet de capacité supérieur or who have obtained any other certificate which the Director will consider equivalent, shall be entitled to a 2nd Class Certificate.



SCHEDULE E.

Programme of Studies for School Scholarships.

English.	French.	Arithmetic.	Geography.	History.	Algebra.	Geometry.	Drawing	Total
Max: Marks:—140	140	100	50	50	100	100	100	780
<p>A short paragraph from a book unknown to the candidate to be read intelligently and fluently and questions on the meaning of it answered. (20)</p> <p>Conversation. (20)</p> <p>To recite with expression fifty lines of poetry and to explain the words and allusions. (20)</p> <p>Grammar, including parsing and analysis of easy sentences. (20)</p> <p>Text book:—West's English Grammar for Beginners.</p> <p>To write from dictation a passage containing about 100 words from a book unknown to the candidate; handwriting and spelling to be considered. (20)</p> <p>Translation from French into English. (20)</p> <p>Letter or short narration. (20)</p>	<p>A short paragraph from a book unknown to the candidate to be read intelligently and fluently and questions on the meaning of it answered. (20)</p> <p>Conversation. (20)</p> <p>To recite with expression fifty lines of poetry and to explain the words and allusions. (20)</p> <p>Grammar, including parsing and analysis of easy sentences. (20)</p> <p>Text book: Larousse's Grammaire Élémentaire Lexicologie liv. ansée.</p> <p>To write from dictation a passage containing about 100 words taken from a book unknown to the candidate; handwriting and spelling to be considered. (20)</p> <p>Translation from English into French. (20)</p> <p>Letter or short narration. (20)</p>	<p>Pendlebury:—From p. 1 to p. 152; 160 to 202; 262 to 267; 278 to 294.</p>	<p>Europe, general outline. The United Kingdom of Great Britain and Ireland, and Mauritius in particular, with maps. Elementary Physical Geography. Text Books.</p> <p>Longman's Geographical Series Book 2. Geography of Mauritius.</p>	<p>History of England:—The first part of the work down to the Norman Conquest. Text Book.—Lindsay's abridgement of the History of England by Burke. History of France:—The first part of the work to the death of St. Louis. Text book:—Brouard's Histoire de France, Cours élémentaire.</p>	<p>Definitions and explanation of Algebraical Signs and Terms. Use of Brackets. Addition, Subtraction, Multiplication and Division. Simple cases of Resolution of Algebraical expressions into factors. Equations of the first degree in one and more unknown quantities and problems producing them. Text Book.</p> <p>Hall and Knight.</p>	<p>Euclid Book I and easy deductions. Text Book. — Hall and Stevens.</p>	<p>Practical Geometry Grade I and Easy Freehand Copies. Text Books. — Gill's First Grade Practical Geometry and Kennedy's Freehand Copies Grade I.</p>	

APPENDIX C.

ROYAL COLLEGE OF MAURITIUS.

RULES AND REGULATIONS, 1901.

1. The object of the Royal College is to provide for the youth of the Colony a superior course of classical and general Education ; to prepare them for Matriculation and degrees in the Universities of the Mother Country ; and, also, to provide instruction for the students in special subjects.
2. The Royal College comprehends Schools of Classica, Mathematics, Natural Sciences, and Modern Languages. The regular course comprises instruction in all these branches ; but students will be allowed to follow particular branches subject to such regulations as may be established by the College Committee.
3. The Classes of the Royal College shall be open to the pupils of all other Educational Establishments ; on terms to be specified by the Committee, and approved by His Excellency the Governor.

*Responsible Parties.*

4. Admission to the regular course, as well as to the special classes, shall be obtained by, or for, any candidate on acceptance by a responsible party for him of the established regulations of the Institution, and on payment of the fees.
5. Every candidate applying for admission to the Royal College shall receive, on application, the Rules and Regulations which govern the Institution ; and an admission paper containing certain queries regarding the age, religion, health, and general antecedents of the candidate.
6. The paper shall be signed by the parent, guardian, or responsible party, who may stand *in loco parentis* to the candidate during his academic career.
7. The signature of the paper shall import :
  - (a) An obligation to pay the fees of the pupil.
  - (b) An obligation to replace any article lost or destroyed and to repair any article damaged by the pupil.
  - (c) An acceptance of the Rules and Regulations of the Royal College, both those made at the time, and those which may be made subsequently to the date of signing ; and an obligation to co-operate with the authorities of the College.
  - (d) A copy of the Rules and Regulations with its annexures shall be delivered to the parent, guardian, or responsible party,—or to any substitute provided according to Art. 8, who shall give a receipt for the same, acknowledging that the said party is acquainted with such Rules and Regulations.
8. This responsibility shall continue until the party either finds a substitute and an obligation as above provided shall have been signed by such substitute in his stead, or until he withdraws the pupil.
9. No paper shall be signed by the pupils, signatures from whom shall only be required on their daily work, books or themes.

*Fees.*

10. The College fees for the Regular course or for occasional and special studies, in any branch, shall be fixed from time to time by the College Committee, with the approval of the Governor.

The fees at present are fixed at Rs. 12 per month. The recovery of fees regulated by Ordinances, printed copies of which are hereto annexed.

11. In the case of brothers and half-brothers attending any department of the Royal College simultaneously, a reduction shall be allowed of Rs. 2 per month on each brother.

In special cases in which a "Responsible Party" pays out of his own means the College fees of two or more boys not being brothers or half-brothers, it shall be in the power of the Committee to recommend the same reduction as is made in the case of brothers.

12. Exemption from fees may be accorded by the Governor, on the recommendation of the Rector, to those Students of the highest classes who shall be desirous of continuing some longer time at the Royal College after their ordinary College career is finished in order to follow some special studies, provided that their conduct be "very good," their progress "satisfactory," and that they be willing to devote a portion of their time to the special use and benefit of the institution.

13. The College Committee shall have the power to recommend to His Excellency the Governor for entire or partial exemption from fees during the remainder of their College career a certain number of pupils of the Royal College who through the death or sudden destitution of their parents are unable to continue the regular payments, provided that such pupils shall have been at least two years pupils of the Royal College, having regularly paid their fees, provided also that during that period<sup>\*</sup> their conduct has been generally good and their application and progress satisfactory; and provided further the number of pupils so exempted shall not exceed five per cent. of the number of paying students.\*

14. Every facility will be granted to the Ministers of the Christian religion in the Colony to afford Religious Instruction to the pupils of their respective creeds. No pupil will be required to attend Religious Instruction if his parents or responsible party shall declare in writing to the Religious Instructor that he or she objects to the pupil's attendance at the class of Religious Instruction.

15. The Religious Instruction shall form a special branch of the College education, and shall be conducted in conformity with the rules which regulate the secular instruction.

16. Only these pupils who belong to one of the two prevailing Christian Churches in the Colony, shall be bound to attend Religious Instruction.

17. The instruction will comprise Sacred History, Catechism and the Greek Testament. Sacred History shall be taught by clergymen of the two Churches, appointed for that purpose.

18. The students shall be examined for special marks and prizes for religious knowledge in the classes; they shall also pass periodically oral and written examinations.

#### *Absence.*

19. Absence is to be explained on the day of return by a letter from the parent or responsible person. Unauthorised absence will be punished.

In case of repeated absence, rustication may be resorted to.

No boy, whose absences shall exceed thirty working days in the year, shall be eligible for any prize, medal, scholarship or exhibition, unless the absences, occurring after the first thirty, are accounted for by a medical certificate, or, on an application to be made by the boy's responsible party within a fortnight of each absence, are proved to the satisfaction of the College Committee to have been due to some sufficient cause. Two absences of two hours each shall count as one day's absence.

This rule shall not apply to any examination taking place before the 1st of November, 1897.

\* C.E.L. A/1763 of the 4th August 1890 empowers the College Committee to recommend to the Governor for a grant of free tuition any deserving pupil of the Government or State-Aided Schools whose scholarship or exhibition tenable at the Royal College has lapsed, and whose parents are certified to be unable to pay the College fees, on condition that such recommendations are made on only very exceptional circumstances.

For the purpose of this Regulation the word "year" shall mean the academical year beginning on the 1st of January, except that, with reference to Matriculation Examinations, it shall mean the interval between two January or two June Examinations.

The Rector shall cause to be kept a register of such absences, which register shall be accessible to the boys and the responsible parties during hours fixed by the Rector; and the Rector shall give warning to the responsible parties of any absence beyond the above thirty absences. Such warning shall be given through the Post Office by a registered letter.

*Punishments.*

20. The general punishments will be :

- 10.—Arrest and imposition of an hour to be awarded by any Professor.
- 20.—Arrest of two hours or more and deprivation of weekly holidays or part of any vacation to be awarded by the Rector—such deprivation not to exceed a week without the approval of the College Committee.
- 30.—Rustication to be awarded by the Rector provisionally subject to the final decision of the Committee.
- 40.—Expulsion by the Committee.
- 50.—The pupils of the Royal College are liable to the punishments mentioned in Article 20 of the Rules and Regulations of the Royal College for misconduct in the railway or in any other public place.

21. The classification of the students will be regulated by marks allotted during the term, for application ; and at the Terminal Examinations, for progress.

22. These marks shall be registered, and preserved in the College Records, for reference and guidance in every case of application for College Certificates.

23. On the Terminal Examinations will depend the prizes offered for progress in special branches.

24. Prizes for industry and application will be granted to meritorious students.

25. The award of all Prizes shall be subject to the general good conduct of the pupils.

26. All pupils of the Royal College who shall have matriculated at the University of London and passed the final examination to the satisfaction of Examiners, shall receive the diploma of Associates of the Royal College.

*Scholarships.*

ENGLISH SCHOLARSHIPS.

27. By the terms of Art. I and II of Ordinance 15 of 1893.

I. (1) The Governor shall select every year two pupils of the Royal College, and shall award to each of such pupils, here after called Laureates, a Scholarship of the value of £200 per annum, free of Income Tax, tenable for four years, for the purpose of enabling such Laureate to pursue his studies in the United Kingdom or in any other country in which the Secretary of State for the Colonies may for special reasons allow him to reside.

(2) The Laureates shall be selected by the Governor according to the Rules of the last yearly examinations and in conformity with any rules and regulations made or to be made by the Council of Education and approved by the Governor, provided that no pupil shall be selected as a Laureate whom the Governor in Executive Council shall find unworthy of such a distinction on account of gross misconduct either as a pupil or otherwise.

II. Every Laureate shall also be entitled to an allowance of seventy-five pounds or such other amount as may from time to time be fixed by the Governor, with the consent of the Council of Government, to defray his passage to England and to a like sum in payment of his return passage to Mauritius at the expiration of the said four years.

The following Rules and Regulations have been framed by the Council of Education in accordance with Article 6 of Ordinance 15 of 1892.

28. It shall be lawful for the Governor, or the Secretary of State, to authorise the payment to any Laureate at such times, and in such sums, and upon such conditions, as he may think proper, of any such moneys as would be payable to him by way of annual allowance if he were to continue his studies for the period of four years provided the sum so paid do not in the aggregate exceed the amount of (£800) eight hundred pounds sterling.

29. The conditions under which pupils of the Royal College shall be allowed to compete for these rewards are, subject to the proviso contained in paragraph 2 of Article 1 of Ordinance 15 of 1892, those enacted in the following articles :—

30. Every candidate shall be a British subject, and shall have resided in the Colony for the ten years immediately before the competition, and his parents (both or either of them) shall also have resided therein for the like period prior to the date of competition.

No temporary absence, or absences, from the Colony of the parents not exceeding altogether *three* years, and no temporary absence or absences from the Colony of the candidate not exceeding altogether two years, shall be considered as interrupting the ten years' residence required by this Regulation, provided the candidate has not been absent from the Colony for more than six months during the four years immediately preceding the competition.

Orphans who after the death of their parents shall continue to reside in the Colony, shall be entitled to reckon the term of such residence in order to make up the required ten years' residence.

31. Every candidate must have been a pupil of the Royal College during the eight terms immediately preceding that in which the competition is held. This rule not to disqualify a candidate who has been temporarily absent from the Colony as specified in Article 30.

32. The examination shall take place in the month of December; and no candidate shall be admitted to compete if above 20 years before the first day of July previous. In case of need the College Committee is empowered to postpone the examination.

33. Every candidate shall be bound to send to the Rector of the Royal College before the 1st of September previous to the competition, an application for admission to the examination accompanied by evidence of age and a declaration by his responsible party that the candidate satisfies the conditions laid down in Article 30.

No application made after that date shall be entertained.

34. The list of candidates shall be posted up by the Rector in a conspicuous place at the Royal College before the 15th of September; any objection as to the qualifications of any candidate must be raised before the 15th of October following by letter addressed to the Rector, who shall communicate the list with the objections, if any, to the College Committee before the 1st of November. The College Committee shall decide what candidates satisfy the condition laid down by the preceding rules; the decision of the Committee shall be subject to the approval of the Governor in Executive Council, and such decision, when so approved, shall be final and conclusive as to the qualifications of the candidates required by the preceding articles.

35. Every candidate on the Classical side must satisfy the College Committee, before the 1st of December immediately preceding the English Scholarship Examination that he has passed the Matriculation Examination of the University of London, and every candidate on the Modern side

that he has passed the Senior Cambridge Local Examination in English, French, Mathematics, Theoretical Chemistry, Practical Chemistry, Statics, Hydrostatics, and Dynamics.

36. (a) In December 1894 and in the following years, one of the English Scholarships shall be awarded by the results of an examination based upon the course of studies followed in the highest class on the Classical side, and the other English Scholarship by the results of an examination based upon the course of studies followed in the highest class on the Modern side.

(b) No pupil to be allowed to compete in both examinations. If on either side there shall be no candidate deserving of a Scholarship in the opinion of the examiners, both Scholarships may be awarded to candidates on the other side.

(c) The marks should be allotted as follows :

<i>Classical side</i> :—Total number of marks	- - - -	2,000
English (including History and Literature)	- - - -	300
French ( " " )	- - - -	300
Latin ( " " )	- - - -	500
Greek ( " " )	- - - -	500
Mathematics (Programme of the Intermediate Examination in Arts of the London University)	- - - -	400

<i>Modern side</i> :—Total number of marks	- - - -	2,000
English (including History and Literature)	- - - -	300
French ( " " )	- - - -	300
Mathematics	- - - -	700
Chemistry	- - - -	400
Physica	- - - -	300

37. The successful candidate or candidates will have to proceed to Oxford, Cambridge, one of the Scotch Universities, Trinity College, Dublin, one of the Queen's Colleges, Ireland, University College, London, one of the Inns of Court, the Royal Indian Engineering College, Cooper's Hill, or such other place of Education in the United Kingdom as shall be approved by the Governor, or such place of Education in any other country as the Secretary of State for the Colonies may, for special reasons, allow him to enter ; and will be required to gain such certificates of good conduct and progress as are usually awarded to meritorious students.

The full amount of the allowance will only be paid if the certificates are excellent. The amount payable will be reduced by £2, £3, or £4 a month respectively, if the certificates are less satisfactory. If the total amount of reduction in any year exceeds £35, it will be for the Governor and the Secretary of State to consider whether the Scholarship should not terminate.

38. Every student joining one of the Inns of Court shall be bound, except when exempted from doing so by the Secretary of State for the Colonies, to produce to the Crown Agents, in order to receive the instalments of his Scholarship as they become payable, certificates showing that he has attended two-thirds of the lectures and classes, provided by the Council of Legal Education, in two subjects during each term, and has passed a satisfactory Examination in three subjects.

39. Every laureate shall, as a condition of his nomination to an English Scholarship, make and subscribe an undertaking countersigned by his father or his lawful guardian in the form prescribed by the Schedule annexed to these Rules and Regulations.

40. The Examination will be conducted by Examiners in England, and no Scholarship will be awarded to candidates declared by the Examiners to be undeserving.

41. These Regulations shall take effect from the 1st of January 1894, and on and from that date all previous Rules and Regulations concerning the English Scholarships shall be *ipso facto* repealed.

42. At each examination conducted by the Examiners of the University of London for matriculation of that University, one Scholarship of the annual value of Rs. 250, with free tuition tenable for two years will be given to the most successful competitor.

No candidate shall be entitled to a Scholarship unless he pass the "Honours Division" or "First Division."

The holder of a Scholarship or of an Exhibition, who shall win a Scholarship, or an Exhibition, of higher value, or of longer tenure, shall be entitled to the latter only. The same rule shall apply to the holder of an Exhibition who shall win a Scholarship.

The holder of a Scholarship who shall win an Exhibition, shall continue to enjoy his Scholarship, at the expiration of which he shall be entitled to such portion of the Exhibition as would then have been available, supposing he had been holding the Scholarship and the Exhibition concurrently.

In such cases, the first portion of the Exhibition may be awarded by the results of the same examination, to the next eligible candidate in order of merit.

The available portion of any Scholarship, not being an English Scholarship, or of any Exhibition, which may be vacated under Paragraph 1, of the above rules, or by the death or withdrawal of the holder, shall be awarded at the following examination to the candidate who, being eligible, is next in order of merit to the winner of a Scholarship or Exhibition of the same description, provided that a candidate who, under ordinary circumstances, would be the winner of an Exhibition, or who already holds a Scholarship or Exhibition, shall not be bound to accept the available portion of a vacated Scholarship or Exhibition, which may then be awarded to the next in order of merit who is eligible.

a. No candidate shall be eligible for either of the Scholarships who shall have completed his eighteenth year before the day appointed for Examination by the Senate of the University of London.

b. At each examination held in connection with the University of Cambridge Local Examination system, one Scholarship of the annual value of Rs. 250, with free tuition, tenable for two years, shall be awarded to the most successful competitor among the Senior students; provided that he is under eighteen years of age on the last day of the month fixed for the examination by the University; and one Scholarship of the annual value of Rs. 200, with free tuition, tenable for three years, shall be awarded to the most successful competitor among the Junior students; provided that he is under sixteen years of age on the last day of the month fixed for the examination by the University.

For the award of these Scholarships marks obtained for Latin and Greek shall not be taken into account.

c. These Scholarships are open to all youths of the Colony provided they are British subjects and the sons of persons domiciled in the Island, or Orphans by the death of the father.

d. In the month of December of each year there will be a competition for one Scholarship of the annual value of Rs. 150, with free tuition, tenable for four years; one Exhibition entitling the holder to free tuition for four years; and one Exhibition entitling the holder to free tuition on the Modern side for three years at the Royal College open to candidates under 15 years of age on the 30th day of June previous.

e. The subjects of Examination will be the subjects chosen for the first year of the Royal College Course, and the Examination papers will be set and corrected by Examiners appointed by the Secretary of the Cambridge Syndicate or by the Registrar of the University of London.

f. These Scholarships are open to all youths domiciled in the Colony and its Dependencies provided they are British subjects.

All youths domiciled in the Island and its Dependencies shall include :—

(1) All youths legally domiciled in the Island of Mauritius or its Dependencies.

(2) All youths who shall have resided in the Colony during the five years immediately before the date of the competition.

#### MATRICULATION EXAMINATION.

(g) Two calendar months before the date fixed for each Matriculation Examination of the University of London, the Rector of Royal College shall cause to be posted up in the College Hall a list of those students whom, after consulting the professors, he will allow to present themselves as candidates in the approaching examination.

If, within a fortnight after the publication of the Rector's List, the responsible party of any student should appeal against the Rector's decision, that student shall be examined in the subjects prescribed for the Matriculation Examination by professors whose classes he does not attend, and the Examination papers and marks, together with the student's answers, shall be laid before the College Committee at least a fortnight before the commencement of the University Examination.

The College Committee shall then decide finally whether the student may be admitted as a candidate for Matriculation.

Any student of the Royal College who presents himself for examination by the University without the permission of the Rector, or of the College Committee, shall be considered as having been *ipso facto* withdrawn from the College by his responsible party, and shall not be readmitted unless he shall have satisfied the University Examiners.

Any student so readmitted shall be entitled to reckon the interval between his withdrawal and re-admission as part of the eight terms mentioned in Article 31 of the Royal College Rules and Regulations.

#### CAMBRIDGE LOCAL EXAMINATION.

A. Before the end of the month of June in each year the Rector of the Royal College shall cause to be posted up in the College Hall a list of those students whom, after consultation with the professors, he will allow to present themselves that year as Candidates in the Cambridge Local Examination.

If, within a fortnight after the publication of the Rector's list, the responsible party of any student should appeal against the Rector's decision, that student shall be examined in English Dictation, English Grammar and Analysis, English Composition and Arithmetic, by professors or masters, whose classes he does not attend, and the Examination papers and marks, together with the student's answers, shall be laid before the College Committee before the 15th of August.

The College Committee shall then decide finally whether the student may be admitted to the Cambridge Local Examination.

No student of the Royal College shall be allowed to sign an Entry-form unless he shall have obtained the permission of the Rector, or of the College Committee, to sit for the University Examination.

Any student whose responsible party claims the right to present him for examination by the University, notwithstanding the refusal of the Rector, or of the College Committee, to allow him to be examined as a Royal College Student, shall be considered as having been, *ipso facto* withdrawn from the College by his responsible party, and shall not be readmitted unless he shall have satisfied the University Examiners.



Any student so readmitted shall be entitled to reckon the interval between his withdrawal and re-admission as part of the eight terms mentioned in Article 31 of the Royal College Rules and Regulations.

*College School.*

i. In the month of December of each year there will be a competition for one scholarship of the annual value of Rs. 150 with free tuition at the Royal College tenable for four years, and one exhibition entitling the holder to free tuition at the Royal College for four years open to all candidates under Fourteen years of age on the 30th day of June previous.

j. The subjects of examination will be the subjects appointed for the highest class of the Royal College School, and the Examination will be conducted by Examiners appointed by the Rector of the Royal College with the approval of the College Committee.

k. In the month of December of each year there will be a competition for one Exhibition entitling the holder to free tuition at the Royal College for two years, open to all candidates under 14 years of age on the 30th day of June previous.

The subjects of examination will be the subjects appointed for the Lower Remove Class, and the examination will be conducted by Examiners appointed by the Rector of the Royal College with the approval of the College Committee.

*Vacations.*

43. The vacations shall be three—viz :

(a) The Christmas Vacation,  
from the 15th December to the second Monday of January.

(b) The Easter Vacation,  
from the Wednesday in Passion Week to the Monday after Easter Week.

(c) The August Vacation,  
extending over the month of August.

44. During the Christmas and August vacations, the students will be required to get up, through the medium of Biography, a prescribed portion of Ancient or Modern History. Prizes will be given to those who distinguish themselves in these studies.

45. The weekly holiday shall be on Wednesday, which, however, may be changed to any other day of the week by the College Committee with the sanction of the Governor.\*

46. There shall be no other Holidays except those observed at the Public Offices.

47. Every Candidate for admission to the Royal College is required to pass the Annual Public Examination appointed for the First Class of the College School, or to pass an entrance Examination in the subjects appointed for the first year of the College Course.

*Royal College School.*

48. With regard to Responsible Parties, Religious Instruction, Absence, Punishments, Terms and Vacations, the Rules and Regulations of the Royal College will include the Royal College School.

49. The fees of the Royal College School will be regulated by the College Committee, with the approval of the Governor. For the present they are fixed as follows :—

1st School & Lower Remove...	Ra. 7
2nd & 3rd School ... ..	6
4th & 5th " ... ..	5

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\* The weekly holiday is now on Saturday.

50. In the case of brothers and half-brothers attending the College simultaneously, a reduction shall be allowed of R. 1 per mensem on the fee of each brother.

*Modern Department.*

51. A Modern Department has been opened at the Royal College. The instruction in this Department includes English, French, Mathematics, Modern and Contemporary History, Chemistry, with special reference to Commerce and Manufactures, Book-keeping, Drawing and Hindustanee.

52. Candidates for this Section must show a fair knowledge of English, French, and Arithmetic.

53. The fees of the Modern Department are fixed at Rs. 12.

*Elementary School.*

54. Elementary Classes have been attached to the Royal College School with the view of enabling pupils to begin their early studies at the Royal College. They will be thoroughly grounded in English and French and prepared to pass the preliminary examination required to gain admission into the classes of the College School.

*Curepipe College School.*

55. The Curepipe College School will follow precisely the same studies as those pursued at Port Louis; and the parallel progress of the two Establishments will be secured by Examinations conducted by Professors of the Royal College.

56. The Regulations of the School are in general the same as those laid down for the Royal College School. The fees, however, are for the present as follows: -

1st School & Lower Remove...	Ra. 7.
2nd & 3rd School ... ..	6
4th & 5th " ... ..	5

In the case of brothers and half-brothers attending the College simultaneously, a reduction shall be allowed of R. 1 per mensem on the fee of each brother.

57. There are attached to the Institution, classes following the same studies as the lower classes of the Royal College.

*Associated Schools.*

58. The Committee shall have power to receive into Association with the Royal College any School in Mauritius, in Seychelles and in the Dependencies and to put an end to any Association existing now or which may exist hereafter between any School and the Royal College.

The decision of the Committee refusing to admit a School into Association or putting an end to any such Association may be appealed from to the Council of Education.

59. The Associated Schools shall submit their pupils to an annual examination to be held at the Royal College in the month of December on the programme of the corresponding classes of the Royal College School.

This rule shall not apply to Associated Schools in Seychelles.

Examiners will be appointed by the Rector of the Royal College, with the approval of the College Committee, to examine the pupils of the Associated Schools once a year in all the subjects studied during the year. The examiners will, as soon as possible after the examination, forward a full report of the results to the Rector to be communicated to the College Committee, and prizes will be awarded to deserving candidates.

60. The sum of Rs. 5,000 voted by the Council of Government as a grant-in-aid to the Associated Schools, shall be distributed among the managers of the said Schools as follows :—

(a) Rs. 1,000 for the pupils passing in the First Class and the Lower Remove Class not being above 14 years of age on the 30th day of June previous.

(b) Rs. 1,000 for the pupils passing in the Second Class and not being above 13 years of age on the 30th day of June previous.

(c) Rs. 1,000 for the pupils passing in the Third Class and not being above 12 years of age on the 30th day of June previous.

(d) Rs. 1,000 for the pupils passing in the Fourth Class and not being above 11 years of age on the 30th day of June previous.

(e) Rs. 1,000 for the pupils passing in the Fifth Class and not being above 10 years of age on the 30th day of June previous.

The maximum grant for a pupil passing in the First Class shall be ... ..	Rs. 100
For a pupil passing in the Second Class ... ..	90
For a pupil passing in the Third Class ... ..	80
For a pupil passing in the Fourth Class ... ..	70
For a pupil passing in the Fifth Class ... ..	60

The surplus left by any class is to go to the highest class the pupils of which have not obtained their maximum, so as to complete that maximum and so on.

A pupil shall not be considered as having passed in a class unless he has obtained at least one half of the total number of marks awardable in the class for all the subjects of examination.

No pupil shall gain a grant more than once in the same class.

No Manager shall obtain a grant who has applied for Association after the 30th day of April preceding the examination.

No Manager shall receive a grant in respect of any pupil who has not been a *bond fide* pupil of one or more Affiliated Schools during the six months immediately preceding the examination.

When a pupil has been at different Affiliated Schools during the six months mentioned in this Regulation, the grant shall be divided between those Schools in proportion to the time this pupil has been at each of those Schools respectively during the said six months.

Managers of Associated Schools shall keep accurate registers of the daily attendance of their pupils, and shall be bound to produce these registers whenever they shall be required to do so by the College Committee.

61. In the month of December in each year there will be a competition for one Scholarship of the annual value of Rs. 120 with free tuition at the Royal College tenable for two years and one Exhibition entitling the holder to free tuition at the Royal College for two years open to all candidates being pupils of one of the Associated Schools, and not being above 14 years of age on the 30th day of June previous.

The subjects of examination will be the subjects appointed for the highest class of the Royal College School and the examination will be conducted by Examiners appointed by the Rector of the Royal College with the approval of the College Committee.

In the month of December in each year there will be a competition for an Exhibition entitling the holder to free tuition at the Royal College for two years, open to all candidates being pupils of one of the Associated Schools and not being above 14 years on the 30th day of June previous.

The subjects of examination will be the subjects appointed for the Lower-Remove class, and the examination will be conducted by Examiners appointed by the Rector of the Royal College with the approval of the College Committee.

62. All other Rules or Regulations concerning Associated Schools are hereby repealed.

SCHEDULE.

I, A. B., having been selected by His Excellency the Governor, from among the Pupils of the Royal College, for the purpose of completing my Education, at the expense of the Government of Mauritius, do hereby promise that I will not, directly or indirectly, apply to the Agent-General for Crown Colonies for any money in addition to the Annual Allowances of £200 made to me for four years by the said Government, and the allowance for Passage money to and from Mauritius, and also that I will pursue my studies at such place of Education as may be approved of in accordance with the Regulations.

(Signed :) A.R.

On behalf of the above-written A.B., my (son or ward as the case may be), I assent to confirm the above undertaking.

(Signed :) C.D.

Table of Marks

ENGLISH SCHOLARSHIPS—1901.

Common to both sides.	English.	History of England and English Literature ...	100	
		English, Grammar, Composition and Middle English Translation ...	100	
		Prescribed books.		
	French.	History of French and French Literature ...	100	
		French Grammar and Brachet ...	100	
		Translation and Essay ...	100	
Classical.	Latin ...	Books ...	200	
		Grammar and Philology ...	100	
		Latin Prose and Sight Passages ...	150	
	Greek ...	Books ...	200	
		Grammar and Philology ...	100	
		Sight Passages ...	150	
		Roman and Greek History ...	100	
	Modern.	Mathematics.	Arithmetic and Algebra ...	100
			Euclid and Solid Geometry ...	100
			Trigonometry and Co-ordinate Geometry ...	100
			Problem Paper ...	100
			Arithmetic and Algebra ...	100
Modern.	Mathematics.	Euclid and Solid Geometry ...	100	
		Trigonometry and Co-ordinate Geometry ...	100	
		Higher Algebra and Trigonometry ...	100	
		Conic Sections ...	100	
		Mechanics and Dynamics ...	100	
Modern.	Physics	Hydrostatics ...	100	
		Sound, Light and Heat ...	150	
		Magnetism and Electricity ...	150	
Modern.	Chemistry	Organic ...	125	
		Inorganic ...	125	
		Practical ...	150	

*Greek Exhibitions.*

Two Exhibitions, entitling the holders to free tuition, and tenable for two years and one year respectively, will be awarded to the best and second best candidates in an examination on the Greek language, which will be held annually in the month of December, and which will be open to all students in the Matriculation classes.

A gold Medal will also be awarded to the best candidate, and a book prize to the second.

*French Exhibitions.*

Two Exhibitions, entitling the holders to free tuition, and tenable for two years and one year respectively, will be awarded to the best and second best candidates in an examination on the French language, which will be held annually in the month of December, and which will be open to all students in the Matriculation and Senior Cambridge Classes.

A gold Medal will also be awarded to the best candidate, and a book prize to the second.

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**THE  
SYSTEM OF EDUCATION  
IN  
SEYCHELLES.**

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## THE SYSTEM OF EDUCATION IN SEYCHELLES.\*

The Seychelles, which were for some time the residence of General Gordon and identified by him on account of their beauty as the Garden of Eden, are believed to have been discovered by a Portuguese sailor in 1505. They were for a long period the home of pirates, who preyed upon the East Indian commerce. In 1743 the Governor of Mauritius took possession of them in the name of the King of France. During the revolutionary wars the island was captured by the English, and in 1806 was made a dependency of Mauritius. This connection subsisted under varying conditions till 1830, when an Order-in-Council was passed creating the office of Administrator and nominating an Executive and Legislative Council. The separation of the two colonies was finally completed in 1903, when Seychelles was for the first time administered by a Governor of its own.

The system of Primary Education dates from the year 1873, when a Board of Education was formed, consisting of the members of the Board of Civil Commissioners; and the Chief Civil Commissioner, subject to the approval of the Governor of Mauritius, could appoint an Inspector of Schools.

This Board was empowered to make rules for the examination of teachers, and for the rates of salaries to be paid to the teachers.

Schools were divided into two classes :—(a) Schools established by the Government, and to be maintained entirely at the expense of the Government; (b) assisted schools established by local managers, and to which aid should be granted from the public funds.

Direct religious teaching was forbidden in any Government school, but any minister of religion had the right of giving religious instruction to children of the same religious denomination as himself at such times as the Inspector of Schools approved.

Assisted schools were entitled from the public funds to grants of money for providing school-houses and furniture, and for supplementing the salaries of teachers.

The remuneration consisted of (a) a fixed salary, according to the class of certificate approved by the Board; (b) a result grant; (c) an average attendance grant.

Local managers of assisted schools were responsible for one-fourth of the remuneration of the teachers and of other expenses of the schools under their management.

\* Reports on the Examination of Grant-in-Aid Schools in Seychelles can be seen at the Board of Education Library, St. Stephen's Cannon Row, Whitehall, London, S.W.

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Ordinance of  
1900.

Under Seychelles Regulation No. 4 of 1883 the Inspector of Schools was appointed *ex officio* a member of the Board of Education. This Regulation, as well as Regulation No. 2 of 1873, has now been repealed, and in November, 1900, Ordinance No. 30—an Ordinance to make better provision for the promotion of education in the Seychelles Islands—passed the Legislative Council.

The introduction of this Ordinance was much needed, and there is no doubt that the condition of education at present existent in Seychelles will be materially benefited thereby.

Under the new Education Ordinance (see Appendix A) the Board of Education no longer consists of the members of the Legislative Council, but of the Administrator in Executive Council. Provision is also made for the establishment of an Education Committee for the purpose of advising on all questions connected with education. This Committee has already been constituted, and has done much useful work, the most important being the framing of Regulations for Grant-in-Aid Schools under Section 3 of the Ordinance. These Regulations have been approved by the Board of Education, and will come into operation on June 1st, 1902 (see Appendix B).

The following Regulations have also been approved by the Board :—(a) General Regulations for the Seychelles Scholarships under Chapter IV. of the Education Ordinance. (See Appendix D.)

(b) Regulations for the Victoria School under Section 3 of the Education Ordinance.\*

Administra-  
tion.

The central administration of education is vested under Ordinance No. 30 of 1900 in the Board of Education, which is constituted as follows :—

The Administrator, President.

The Legal Adviser and Crown Prosecutor.

The Treasurer and Collector of Customs.

The Auditor and Inspector of Schools.

Such Board is termed by law The Administrator in Executive Council.

There is an Education Committee, composed of ten members. Decisions arrived at by this Committee are not final, but must be submitted to the Board of Education for final approval.

The only other local authorities which exist are the two Managers of the Grant-in-aid schools, namely, the Roman Catholic Bishop and the Civil Chaplain. These two gentlemen are responsible to the Board of Education for the good management and control of schools receiving Grants-in-aid from the Government.

Finance

The total amount provided in the Estimates of 1902 for Education is Rs.23,528. Of this sum Rs.12,000 are set aside for the payment of Grant-in-aid schools of Primary Education. The schools participating in this grant are those of the Roman Catholic

\* can be seen at the Board of Education Library, St. Stephen's Row, Whitehall, London, S.W.



Mission and of the Church of England. The balance of the amount voted provides for the following expenditure :—

- (a) The payment of the Inspector of Schools' salary.
- (b) The maintenance of the staff of Victoria School and of the Infant School, which serves as a feeder to the former establishment, and the supply of school furniture and books.
- (c) The payment of two scholarships of the value of Rs.600 a year each, tenable for three years, and of passage money for the winners thereof.
- (d) The purchase of books for Grant-in-aid schools.

It is difficult to state with any certainty how far voluntary subscriptions or other pecuniary assistance contribute towards the maintenance of the Roman Catholic schools.

The Church of England schools are assisted by the Mauritius Diocesan Society, the Christian Faith Society, and by voluntary subscriptions. The total amount derived from these sources is Rs.2,400 a year.

There are three schools in the Seychelles Islands where fees are Fees paid, viz., St. Louis College, which is under the control of the Frères Maristes, the Convent, which is under the control of the Sisters of St. Joseph de Cluny, and Victoria School. The usual fee for instruction in the Roman Catholic institutions is Rs.4 per month. The amount of school fees estimated to be derived from Victoria School during 1902 is Rs.900. The fees in the Paying Branch are Rs.2 per month for the Ist and IInd classes, and Rs.3 per month for the Vth, VIth and VIIth Standards. In the case of brothers a reduction of 25 per cent. on the monthly fee of each pupil is allowed.

When the census of 1891 was taken there were 1,731 children attending school out of a total population of 16,440. From these numbers it will be seen that 10.5 per cent. of the population of the Seychelles Islands were receiving education. The census returns of 1901 are not yet in print; but the Census Commissioner informs me that there are 1,358 males and 1,470 females, making a total of 2,828, who are attending schools and receiving private instruction, out of a total population of 19,237. The percentage, therefore, of the present population which is receiving instruction is 14.7.

As education is not compulsory, there are consequently no laws for enforcing school attendance.

It is difficult to state with accuracy the number of existing private schools wholly unconnected with the Government, and therefore outside the public school system. It may with safety be said that the number does not exceed five, and that the kind of instruction imparted is of a very elementary nature. The only private schools that exist in Seychelles to my knowledge are as follows :—a Roman Catholic school at Port Gland, Mahé, another Roman Catholic school at Baie St. Anne, Praslin Island, and a lay school at La Digue Island.

Educational Statistics.

Education not Compulsory.

Private Schools.

**Inspection.** The inspection of all the Grant-in-aid schools and of the Victoria School is carried out by the Government Inspector once a year for the purpose of conducting the annual examinations and of fixing the amount of grant earned by each school.

The time when, and the manner in which, such inspection is to be made are governed by the regulations formed under Ordinance No. 30 of 1900.

The number of schools at present recognised by the Board of Education is twenty-seven. As the office of Inspector of Schools is combined with that of Auditor, it has been very rarely found possible to pay any surprise visits to the schools.

**Teachers.** Certificated teachers only are recognised by the Government in the Grant-in-aid schools. The scale of their payment and the various classes of certificates are fixed by the Regulations for Grant-in-Aid Schools, framed under Ordinance No. 30 of 1900. (See Appendix B.)

There is no training college for teachers in Seychelles. All the teachers of the Roman Catholic schools, excepting the one in charge of Takamaka School, who is a lay female teacher, and those at St. Louis College, who belong to the Order of Frères Maristes, are Sisters of the Order of St. Joseph de Cluny, and come from Europe—the majority of them from France.

**Pupil Teachers.** Nor does there exist in the Seychelles Islands any regular system of pupil teachers or of apprentice teachers. Pupil teachers are, however, employed at Victoria School and at St. Paul's School, Victoria; but there is no syllabus of a pupil teacher course regulating their examination. Nor are those pupil teachers, who are so employed, paid by the Government, excepting in the case of Victoria School, where provision is made for the salaries of four monitors at the rate of Rs.180 each per annum, rising by yearly instalments of Rs.60 to Rs.480 per annum.

The number of male teachers (exclusive of the staff of Victoria School, consisting of three masters, and of the staff of Victoria Infant School, consisting of a mistress only) who are recognised by the Board of Education, is eight; and the number of women teachers recognised by the Board is thirty-nine.

**Pensions.** The only pensionable appointments in the Education Department are those of the Inspector of Schools, and of the masters of Victoria School.

**Religious Instruction.** Religious teaching does not form part of the instruction to be given in the Government schools; but a minister of religion can give religious instruction to the children of the religious denomination to which such minister belongs, at such times and places as may be agreed upon between him and the head teachers. Such instruction is given daily to the pupils of the Grant-in-aid schools by priests of their respective denominations. At the Victoria School the pupils are sent to the Church of England and to the Roman Catholic Church twice a week for religious instruction.

**Singing.** Singing, as a subject of instruction, is not recognised by the Education Department. In most schools, however, it forms a regular part of the opening and closing exercises.

Drawing, as a subject of instruction, finds no place in the curriculum of studies for Grant-in-aid schools. It is, however, being taught at Victoria School, and at the Paying Branch of St. Louis College.

Cookery, Laundry work, Ironing and Needlework of almost every description are taught in the Convent to thirty-five orphans.

No provision has as yet been made for manual training and instruction in handicrafts or agriculture in connection with the elementary schools. It is, however, proposed to have an annual exhibition of school work of all kinds, the regulations for which are now in the hands of the Education Committee.\* The question of introducing a system of manual training, such as carpentry and bookbinding, at the Victoria School is also under the consideration of the same Committee.

There is no regular system for the teaching of drill and the promotion of physical exercise. Nearly all the schools, however, are provided with adequate playgrounds, and the children indulge in outdoor games of various descriptions. The pupils of the town schools take part in such games as football and cricket.

No arrangements are made in Seychelles for Continuation Schools or Classes.

Schools for the blind, deaf and dumb have not been established, there being no such requirements. Nor has any provision been made for defective children, or for children needing special restraint. The want of such institutions has not been felt.

Under Ordinance No. 30 of 1900 regulations have been framed and provision has been made for secondary education.

In the rules which regulate the course of instruction at the Victoria School† provision is made for the award of four exhibitions every year, tenable for three years, to the best pupils of the Fourth Standard, entitling the holders to free books and free tuition in the upper standards of the Paying Branch. The first examination for these exhibitions will be held in July, 1902.

Provision is also made for an annual examination, open to all boys in Seychelles who can satisfy the conditions laid down in the regulations (see Appendix D), according to the result of which the two best boys will be awarded scholarships of the value of Rs.600 per annum each, tenable for three years, and passage money allowance, and will be able to continue their studies at the Royal College of Mauritius, or at some school in England to be approved by the Administrator. The first examination for these scholarships will take place in July, 1902.

The only schools of secondary education are the Victoria School and St. Louis College (Paying Branch). The Convent (Paying Branch) may also be said to be a school of secondary education for girls.

\* It is stated in Colonial Reports, Annual, No. 395. Seychelles. Report for 1902 (Cd. 1768) that the first Annual Exhibition of School Work, open to the pupils of all Grant-in-Aid and Private Schools and to those of the Victoria School, was successfully held on December 24th, 1902. The exhibits numbered 315, and thirty-two prizes were awarded.

† There can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall London, S.W. (See also Appendix C.)

Regulations for the Higher Education of Girls have been drafted, and are now in the hands of the Education Committee.\*

**Technical Education.**

Regulations have been made during 1901 for Apprenticeships as Hospital Attendants at the Public Hospital.† The subjects for examination are those laid down for the examination of candidates for admission to the Civil Service as Copyists.† The apprenticeships extend over a period of three years, and the apprentices are instructed by the Chief Medical Officer. Their rate of pay is Rs.10 a month for the first year, Rs.15 a month for the second year, and Rs.20 a month for the third year. The first apprentice was appointed on December 1st, 1901.

**Agricultural Instruction.**

Rules and conditions for Industrial Apprentices at the Botanic Station, Victoria, were drawn up in March, 1901 (see Appendix E). Provision is made for a course of agricultural training to be given by the Curator of the Botanic Station. An examination for apprenticeships was held in November last, the subjects of which are the same as those laid down for the examination of Copyists. The apprenticeship extends over a period of four years, and the course of instruction is clearly defined in the regulations annexed. The rates of wages are Rs.10 per month for the first year, Rs.15 per month for the second year and Rs.20 per month for the third and fourth years. The first apprentice was appointed on December 1st, 1901.

**Commercial Instruction.**

No school has been specially designed to impart a commercial education. In Victoria School, however, book-keeping and commercial arithmetic receive special attention.

**Native Education.**

There is not really what may be termed a native race in Seychelles. The general population is a very mixed one. Various races of the world may be said to be in one way or another represented in Seychelles. The majority of the population consists of the descendants of old settlers from Mauritius and Réunion, and of African immigrants and of liberated slaves.

The common language is a mixture of the Bourbonese and Mauritian patois—a corruption of the French language.

**Conclusion.**

The whole system of education has just been reorganised; a prominent place has been given to the teaching of the English language, and a very important step may be said to have been made towards the improvement and progress of the youth in Seychelles.

L. O. CHITTY,

5th January, 1902.

Inspector of Schools.

\* These Regulations were approved by the Administrator on February 25th, 1902, and established a system of examinations in four standards (according to age). There is also a system of money rewards and book prizes. No pupils, however, were presented for the examination announced for December, 1902.

† These can be seen at the Board of Education Library.

APPENDIX A.

THE EDUCATION ORDINANCE, 1900.

AN ORDINANCE enacted by the Administrator of the Seychelles Islands, with the advice and consent of the Legislative Council thereof.

TO MAKE BETTER PROVISION FOR THE PROMOTION OF EDUCATION IN THE SEYCHELLES ISLANDS.

7th November, 1900. No. 30, 1900.

Whereas it is expedient to make better provision for the promotion of Education in the Seychelles Islands:

Be it therefore enacted by the Administrator of the Seychelles Islands, Enacting with the advice and consent of the Legislative Council thereof, as follows: clause.

I. POWERS AND DUTIES OF BOARD AND COMMITTEE OF EDUCATION.

1. The Board of any provisions of the by Regulation No. 2 of 1873. Creation of is to be abolished the Victoria School shall be created a Board of Board of Education. It may from time to time be appointed which shall consist of the Administrator to be fixed by the Administrator with the Legislative Council.

8. Religious teaching shall not be at the Victoria School, but any person shall have power to frame Regulations in Regulations authorised to give religious instruction and from time to time to amend or repeal denomination to which such as may be agreed upon between the Administrator and the Legislative Council.

9. (1) Education at the Victoria School, as to—  
Standard. (i) Conditions for admission, fees payable by the pupils, generally, the administration and management of the said school.

(2) In and after the curriculum of studies.

(i) Prizes for efficiency to be awarded to the pupils, and the conditions of competition for such prizes.

(iv.) The appointment of Examiners to conduct all competitive examinations among the pupils.

(v.) The award and tenure of Scholarships and Exhibitions, subject to the provisions of this Ordinance so far as the Seychelles Scholarships are concerned.

(vi.) The manner and mode of payment of the Scholarship Allowances.

(B) With regard to Grant-in-Aid Schools, as to—

(i.) The good government, discipline, and routine work of all Grant-in-aid schools.

(ii.) The attendance required to entitle any school to a grant-in-aid.

(iii.) The standards of attainments in the subjects of instruction taught in any school necessary to qualify the school to earn a result grant.

- (iv.) The month of the annual examination of each school for a result grant.
- (v.) Generally the conditions under which the annual examinations of schools for result grants shall be held.
- (vi.) The qualifications to be required for the issue and classification of certificates to teachers, the cancellation, suspension or reduction of such certificates, and generally, the punishment of teachers for misbehaviour.
- (vii.) The sufficiency of school-house accommodation, furniture and apparatus, and the admission and attendance of scholars.
- (viii.) The scale of salaries to be allowed to teachers according to the class of certificates held by them.
- (ix.) The scale of attendance and result grants to be paid to managers of schools for the attendance of scholars and for their satisfactory examination in the prescribed standards.
- (x.) The manner in which, and the conditions under which, all salaries and attendance and result grants are to be paid.
- (xi.) A system of industrial education for primary schools.

Education  
Committee.

4. (1) There shall be established for the first year, styled the Education Committee, which shall be constituted as follows:
- (i.) The Judge, Chairman.
  - (ii.) The Inspector of Schools.
  - (iii.) The Head Master of Victoria School.
  - (iv.) The following members appointed in every year:
    - (a) Four members chosen by the Governor, two of whom may respectively be the Bishop of Victoria and the Civil Chaplain.
    - (b) Two members on the nomination of the Governor.
    - (c) One member on the nomination of the Governor.
- (2) The Head Master of Victoria School, or such other person as may be appointed by the Administrator, shall act as Secretary of the Education Committee.
- (3) The Committee shall be summoned by direction of the Chairman, or on written application to the Chairman signed by at least four members of the Committee.
- (4) The meetings of the Committee shall be public except on such occasions when a majority of the Committee shall otherwise decide.
- (5) Three members of the Committee including the Chairman shall form a quorum. In the absence of the Chairman the members present shall elect a Chairman. The Chairman shall have a casting as well as an original vote.
- (6) The Committee shall be held to be legally constituted notwithstanding any vacancies therein by death, resignation, or incapacity of any member if the number of members be not reduced at any time by such vacancies below five: Provided always that every such vacancy may be filled up by a person appointed by the Administrator, on the nomination of the person who shall have nominated the member whose death, resignation or incapacity shall have caused such vacancy.

(7) In case of failure by the said person to nominate any person to fill the vacancy as aforesaid within fifteen days it shall be lawful for the Administrator to appoint a person to fill such vacancy without nomination.

5. It shall be the duty of the Committee to advise upon all questions connected with the education of youth in the Seychelles Islands. Duties of  
Committee.

## II. VICTORIA SCHOOL.

6. The Government Undenominational School established at Victoria, Mahé, shall henceforth be called the "Victoria School." Creation of  
Victoria  
School.

Provided that the Administrator may appoint the Head Master and Second Master of the Government Undenominational School to form part of the staff of the Victoria School.

Provided further that the provisions of the Pensions Laws shall continue to apply to the Head Master and Second Master of the Government Undenominational School so long as they continue in the service of Government.

7. (1) The Victoria School shall be under the superintendence and direction of a Head Master, to be appointed by the Administrator, at a salary to be fixed by the Administrator with the advice and consent of the Legislative Council, who shall be the Executive Officer for carrying out within such School any provisions of the Regulations applicable thereto. Staff of Vic-  
toria School.

(2) The staff of the Victoria School shall further consist of such Masters as may from time to time be appointed by the Administrator at salaries to be fixed by the Administrator with the advice and consent of the Legislative Council.

8. Religious teaching shall not form part of the instruction to be given at the Victoria School, but any minister of a Christian religion shall be authorised to give religious instruction to the children of the religious denomination to which such minister belongs, at such times and places as may be agreed upon between him and the Head Master. Religious  
teaching not  
to form part  
of instruc-  
tion.

9. (1) Education at the Victoria School shall be free up to the Fourth Standard. Fees.

(2) In and after the Fifth Standard all pupils shall pay such fees as may be from time to time fixed by the Board of Education under Section 3 of this Ordinance.

(3) Provided that there shall be a paying branch consisting of two Standards, the first of which shall include the programme of studies of the first and second non-paying Standards and the second of which shall include the programme of studies of the third and fourth non-paying Standards, which shall be open to all children whose parents are willing to pay for their education.

(4) The fees in these two Standards shall be fixed by the Board of Education.

10. (1) The sums due for the education of the pupils at the Victoria School shall be paid to the Treasurer every month. Recovery of  
fees.

(2) In the event of any such sum not being paid on or before the seventh day of the following month, the Treasurer shall give seven clear days written notice to the parent, guardian, or surety, whose duty it was to pay the said sums, to the effect that if such fees are not paid he will issue his warrant to compel payment. Such notice may be served by any member of the police force.

(3) All fees due and left unpaid after the notice aforesaid shall be dealt with and summarily recovered as taxes unpaid.

(4) A certificate under the signature of the Head Master of the Victoria School shall in all cases be *prima facie* proof of the fact that the fees claimed are due, in respect of the pupil therein mentioned, by the parent, guardian or surety, as the case may be.

(5) The Head Master of the Victoria School shall send to the Treasurer every month the names of all pupils not entitled to gratuitous education.

Should the Treasurer report, and it shall be his duty to report, to the Administrator that arrears of fees due for any pupil for the period of three months have been left unpaid, and that it has not been possible to recover the same, the pupil, subject to the provisions of sub-section (6) of this section, shall be excluded from the Victoria School.

(6) The Administrator, in Executive Council, shall have the power to remit, or extend the time of payment of, any sum due for school fees.

### III. SCHOOLS OF PRIMARY EDUCATION.

**Definition.** 11. (1) Schools of Primary Education shall be schools already or hereafter established by local managers, and to which aid shall be contributed from the public funds of the Seychelles Islands.

(2) These schools shall be called Grant-in-aid schools.

**Condition of payment of grant.** 12. Any school of Primary Education established by any person shall, on the recommendation of the Inspector of Schools, approved by the Board of Education, be entitled to be admitted as a Grant-in-aid school if the following conditions are fulfilled :—

(i.) That provision to the satisfaction of the Board of Education be made for the regular visitation, management, and control of the school by a manager who shall have the power to appoint and dismiss the teacher of the school.

(ii.) That the teacher to be so appointed be approved by the Board of Education.

(iii.) That the average attendance of the school, computed on a period of three months next preceding the date of application to be admitted as a Grant-in-aid school, be not less than fifteen in the country districts, and twenty in the town of Victoria.

(iv.) That the school be open to all children without distinction of religion or race.

(v.) That no child receive any religious instruction objected to by his parent or guardian, or be present while such instruction so objected to is given to other children.

(vi.) That the school be at all times open for inspection.

**Salaries, and attendance and result grants.** 13. The aid to which Grant-in-aid schools shall be entitled shall consist of :—

(i.) A fixed salary to be paid according to the class of certificates held by the teachers.

(ii.) An attendance grant.

(iii.) A result grant.

**Conditions of continuance of Schools.** 14. (1) No Grant-in-aid school shall be continued in any locality unless the annual daily attendance of the school be not less than fifteen outside the limits of Victoria, and twenty in the town of Victoria, except when, in the opinion of the Board of Education, the annual daily attendance has fallen below the above figures on account of some temporary or fortuitous cause.



(2) Provided that the Grant-in-aid may be withdrawn on the recommendation of the Inspector of Schools, if any of the conditions mentioned in Section 12 (other than condition iii.) are not complied with.

15. (1) The total amount to be granted in any year for education purposes shall be annually fixed by the Legislative Council. Payment of grant.

(2) No school shall receive aid from the public funds of the Seychelles Islands until the amount of the aid has been voted by the Legislative Council.

#### IV. SCHOLARSHIPS.

16. (1) In the month of July of every year there shall be held at the Victoria School an examination, designated in the Regulations, and open to all boys in the Seychelles Islands, who shall satisfy the conditions laid down in the Regulations. Scholarships and Laureates.

(2) The Administrator shall award, according to the result of such examination, to each of the two best boys, who shall be called Laureates, a Scholarship, which shall be termed a Seychelles Scholarship, of the annual value of six hundred rupees, tenable for three years, to enable such Laureates to pursue their studies at the Royal College in Mauritius, or in some school in England to be approved of by the Administrator.

(3) Provided that no such Scholarship shall be awarded to a boy whom the Administrator in Executive Council shall find unworthy of such distinction on account of gross misconduct either as a pupil of the Victoria School or otherwise.

17. Every Laureate shall be entitled to an allowance of one hundred rupees, or such other amount as may from time to time be fixed by the Administrator with the consent of the Legislative Council, to defray his passage to Mauritius or to England, and to a like sum in payment of his return passage to Seychelles at the expiration of the said three years. Passage allowance to Laureates.

18. Every Laureate shall be entitled to receive his allowance in the form and manner provided for by the Regulations. Allowance when and how paid.

#### V. GENERAL.

19. The following laws are repealed :—

Repeal.

Regulations of the Board of Civil Commissioners :—

No. 2 of 1873 and No. 4 of 1883.

Provided that all existing rules made under Regulation No. 2 of 1873, not inconsistent with this Ordinance, shall remain in operation until they have been repealed or replaced by Regulations framed under Section 3 of this Ordinance.

20. This Ordinance may be cited as the " Education Ordinance, 1900." Short title.

21. This Ordinance shall come into force on the day of its publication in the Government Gazette. Coming into force.

Passed in the Legislative Council this 7th day of November, 1900.

APPENDIX B.

REGULATIONS FOR GRANT-IN-AID SCHOOLS.\*

Framed by the Board of Education under Section 3 of The Education Ordinance, 1900.

I. SCHOOL-BUILDING AND REQUISITES.

School-  
building and  
furniture.

1. The school-building and furniture shall satisfy the following conditions, viz. :—

- (1) The grounds adjoining the school-building shall be properly drained.
- (2) The building shall be in every part at least nine feet in height from the floor to the ceiling or to the point from which the roof springs.
- (3) The roof of the building shall be in shingles or in thatch, or, if in corrugated iron, shall be ceiled.
- (4) The floor shall be in any material approved of by the Board of Education.
- (5) The building shall afford at least 74 square decimetres† of internal area for every pupil in average attendance for the last quarter.
- (6) One-fifth at least of the total wall-surface of the building shall consist of doors and windows.
- (7) Boys and girls respectively between twelve and fifteen years of age attending the same mixed school shall be kept separate from each other and shall be provided with distinct sets of desks.
- (8) Separate privies shall be provided as far apart as possible for boys and girls.
- (9) The school furniture shall consist at least of—
  - (a) Forms for pupils not using desks.
  - (b) Desks and benches affording two feet in length of desk space per pupil in average attendance for the last quarter.
  - (c) One black-board for at least every twenty pupils in average attendance for the last quarter.
  - (d) One desk and chair for the teacher's use.
  - (e) One clock.
  - (f) One hand-bell.

\* These can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

† A decimetre = about 4 inches.

II. CERTIFICATES AND EXAMINATION FOR TEACHERS.

2. (1) Every teacher who receives remuneration from the Education Grant shall be required to hold a certificate of competency from the Board of Education to be obtained as provided for in the next section. Teacher to hold certificate of competency.

(2) Provided that holders of first, second and third class certificates at the time these Regulations come into force shall respectively be recognised as holders of first, second and third class certificates under these Regulations.

3. (1) The certificates of competency of teachers shall consist of the following classes :— Teachers' certificates.

- (i.) A fourth class certificate, under Schedule A.
- (ii.) A third class certificate, under Schedule B.
- (iii.) A second class certificate, under Schedule C.

The fourth, third and second class certificates shall be awarded to teachers only who shall have qualified themselves for the same in passing successfully the Annual Examination under Schedules A, B and C respectively, or who shall be otherwise qualified as hereinafter provided.

- (iv.) A first class certificate, which shall be awarded to the holder of a second class certificate after three years of successful teaching in the Seventh Standard of Schedule D.

(2) Certificates of capacity as teachers in Grant-in-Aid Schools may be granted by the Bishop of Mauritius or the Civil Chaplain, and by the Bishop of Victoria or his Vicar General, to deaconesses and nuns under the control of such Bishops. Teachers so nominated shall be recognised by the Board of Education as holding a fourth class certificate under Schedule A.

(3) Candidates, who shall have passed the Junior Cambridge Local Examination, or the Higher Standard Examination of the Higher Education of Girls, Mauritius, or who can produce certificates from the Rector of the Royal College of Mauritius to the effect that they have obtained half the total number of marks at the December Examination of the Middle Class of the Royal College, or who have obtained any other certificate which the Board of Education may consider equivalent, shall be required to pass only in School Management in order to obtain a third class certificate under Schedule B.

(4) Candidates who are holders of the French "Brevet Élémentaire, or Brevet de Capacité de Second Ordre," or who have obtained any other certificate which the Board of Education may consider equivalent, shall be entitled to a third class certificate under Schedule B.

(5) Candidates who have passed the Senior Cambridge Local Examination or the London University Matriculation Examination, shall be awarded a second class certificate on their passing in School Management under Schedule C.

(6) Candidates, who are members of the Royal College of Preceptors, or holders of the French "Brevet Supérieur de Capacité," or who have obtained any other certificate which the Board of Education may consider equivalent, shall be entitled to a second class certificate under Schedule C.

(7) Ordained priests of Christian denominations shall be qualified for a second class certificate on the recommendation of their respective Bishops, provided that the Salary Grant shall only be paid for such time as such priests are actually employed in teaching.

(8) Teachers holding the fourth, third, second and first class certificates from Mauritius shall be recognised as holders of local certificates of the same classes respectively.

Teachers' Examination when to be held. 4. (1) The examination for certificates of competency in accordance with Schedules A, B and C, shall be held annually as far as possible in the second fortnight of August.

(2) Except in the French subject, the examination shall be conducted in English.

Date of Examination to be advertised. 5. The Inspector of Schools shall publish a notice in the Government Gazette fixing the date of the annual examination for teachers' certificates three full months before the examination is held.

Candidates for Teachers' certificates to send in written application. 6. Intending candidates for teachers' certificates shall send to the Inspector of Schools, four weeks before the date fixed for examination, a written application stating the class of certificate for which they wish to be examined.

### III. SCHOOLS.

Schools to be open to visitation. 7. All Grant-in-aid schools shall, at all times during class hours, be open to visitation by the Inspector of Schools, or any member of the Board of Education, or of the Education Committee.

Application for Grant-in-Aid. 8. Every application for a Grant-in-aid to a new school shall be made on [the approved] form, duly filled in and signed by the Manager and addressed to the Inspector of Schools.

Application for Grant-in-Aid when not to be entertained. 9. No application for a Grant-in-aid to a new school shall be entertained if the conditions referred to in Section 12 of the Education Ordinance, 1900, are not fulfilled.

### IV. NATURE AND APPORTIONMENT OF GRANTS.

Apportionment of Grant-in-Aid. 10. (1) The Grants to which Grant-in-aid schools shall be entitled under Section 13 of the Education Ordinance, 1900, shall be apportioned as follows:—

(i.) A fixed annual salary to be paid to teachers according to the class of certificate, viz. :—

For the First Class Certificate	Rs. 250
Second	" 200
Third	" 150
Fourth	" 100

(ii.) An Attendance Grant, to be paid annually at the fixed rate of R.0.50c. per head upon the average daily attendance of the school . . . . . provided that the school shall have been open at least 200 full days or 400 half days during the twelve months preceding the examination.

(iii.) A Result Grant, to consist of the balance left after paying from the sum annually voted under Section 15 of the Education Ordinance, 1900, the fixed salaries to teachers in accordance with (i.) and the fixed rate of attendance in accordance with (ii.), and to be apportioned in the manner specified in Sections 12, 13 and 14, subject to a proportional reduction in case the balance so left as aforesaid be found insufficient to pay the total Result Grants.

(2) No grant whatsoever shall be paid for pupils under five years or above fifteen years of age.

11. The general Standards of Classification and Syllabus thereof shall be those set forth in Schedule D. Syllabus and Standards of Classification

12. The Result Grant shall be paid in the following proportion for each pupil passing successfully in the obligatory subjects set forth in Schedule D. Proportion of Grants for obligatory subjects.

Standard I.	..	..	Rs. 2	per pupil
Standard II.	..	..	" 3	"
Standard III.	..	..	" 5	"
Standard IV.	..	..	" 7	"
Standard V.	..	..	" 9	"
Standard VI.	..	..	" 11	"
Standard VII.	..	..	" 15	"
Standard VIII.	..	..	" 20	"

13. Pupils obtaining one-half of the aggregate marks for the obligatory subjects in any one Standard of Schedule D shall be entitled to a pass, provided however that they do not fail to obtain at least one-third of the marks allotted for either subject. Pass how to be obtained.

No Result Grant shall be paid unless such pass is obtained.

14. (1) A " Rupee Grant " for each of the optional subjects of Schedule D shall be paid in addition for successful pupils therein, provided they have obtained in the obligatory subjects the required pass referred to in Section 13.

(2) A pupil shall be deemed successful in any of the optional subjects who shall have obtained one-half of the total marks allotted for such subject.

15. A pupil who shall have passed successfully in any one standard shall on no account be presented again in that same standard. Result Grant not to be paid twice for the same pupil in any one standard.

#### V. SCHOOL TIME AND REGISTERS.

16. All Grant-in-aid schools shall be opened during five days in the School Week week, and the pupils frequenting them shall be taught for at least four hours daily, except during school holidays granted by the manager and on Public and Church Holidays.

17. The school year shall be from the 1st of June to the 31st of May of School year. the next civil year.

18. For the purposes of Section 16, the school hours shall be from 9 to 11 a.m., and from 1.30 to 3.30 p.m. School hours.

19. The teacher in charge of every Grant-in-aid school shall keep the following registers :— Registers to be kept by the Head Teacher.

- (1) An Admission Register.
- (2) An Attendance Register, "The Durham Class Register," in which the daily attendances of pupils shall be registered according to such directions as the Inspector of Schools may issue from time to time.
- (3) A Register of Transfers and Withdrawals.
- (4) A Register of Visitors.

20. No pupils under five or over fifteen years of age shall be entered on the Official Attendance Register of a Grant-in-Aid School. Limit of age.

## VI. EXAMINATION OF SCHOOLS.

21. (1) There shall be made by the Inspector of Schools an annual examination of the Grant-in-Aid Schools for the purpose of fixing the amount of the Result Grant under Chapter IV. of these Regulations.
- Date of Examination to be advertised. (2) The itinerary of the annual examination of Grant-in-Aid Schools shall be published in the Government Gazette fifteen days in advance.
- All pupils to be presented on Examination day. 22. All pupils whose names shall appear on the Attendance Register (except in cases of unavoidable absence) shall be presented to the Inspector of Schools on the annual examination day.
- Examination how to be conducted. 23. The annual examination shall, as much as possible, be conducted in English in Standards I., II., III., IV. and V., and, exclusively in English, in the Sixth and higher Standards. Provided that the examination in the French subject shall, when possible, be conducted in French.

## VII. 24, 25, 26.—TRANSFERS OF PUPILS.

. . . . .

## VIII. 27, 28, 29, 30, 31.—DUTIES AND RESPONSIBILITIES OF MANAGERS.

. . . . .

## IX. 32, 33, 34.—WITHDRAWAL AND FORFEITURE OF GRANTS.

. . . . .

## X. 35, 36.—MISCELLANEOUS.

. . . . .

- Coming into force. 37. These regulations shall come into operation on and after the 1st of June, 1902, and shall apply to the Annual Examination to be held in 1903, provided that Section 23 shall not be strictly enforced until the Annual Examination of 1904.

Framed by the Board of Education (Administrator in Executive Council) under Section 3 B of Ordinance No. 30 of 1900, at a Meeting held on the 26th October, 1901.

SCHEDULE A.

FOR THE FOURTH CLASS CERTIFICATE OF COMPETENCY.

SECTION 3 (1), (i).

I. English.	II. French.	III. Arithmetic.	IV. School Management.	V. History.	VI. Geography.	VII. Needlework for Female Teachers.
Maxima : 150	100	150	150	100	100	50
<p>1. Reading. 2. Conversation. 3. Dictation. 4. Parsing. 5. Grammar. 6. Letter writing. 7. Recitation. 8. Analysis (Simple sentence).</p> <p>TEXT BOOKS.</p> <p>Chambers's Fluent Reader, Book VI. Mason's Outlines of English Grammar. Recitation : The Field of the World. J. Montgomery. Life and Death Weighed, Shakespeare (Hamlet). Advice to a Reckless Youth. Ben Jonson. Praise of Chastity. Milton (Comus).</p>	<p>1. Reading. 2. Dictation. 3. Parsing. 4. Irregular Verbs. 5. Translation into English. 6. Easy letter writing. 7. Conversation. 8. Recitation.</p> <p>TEXT BOOKS.</p> <p>Grammaire Latine et Fleurie, 1ère année. The whole. Bachette's First French Reader. Passages for translation :— 1. " Le Chaudronnier." 2. " Le Turban Blanc." 3. " Alabama." 4. " Naufrage sur l'Île Royale." Recitation : 1. La Vieille Mendicante. } in Haeck- 2. Souffrance d'hiver. } stie. 3. Songs d'Athalie— Racine. Athalie, Act II., Sc. V. " était pendant... consulter."</p>	<p>1. Numeration and Notation. 2. First four rules, Simple and Compound. 3. Measures of Weight, Length and Time. 4. Practice, Simple and Compound. 5. Invoices. 6. Fractions, Vulgar and Decimal. 7. Proportion. 8. Simple Interest. 9. Reduction of Rupees to s. and d. (Exchange). 10. Metric System.</p> <p>TEXT BOOKS.</p> <p>For 1-3 Penderbury's Elementary Arithmetic, pages 1 to 107, and pages 115 to 125. For 4-6 as set in Penderbury's Graduated Arithmetic, Part V. For 6-8 as set in Graduated Arithmetic, Part VI.</p>	<p>1. To prepare notes necessary to explain to pupils a passage chosen in text book for the I., II., or III. Standard of Schedule D. 2. Keeping of Registers mentioned in Section 19 of the Regulations.</p> <p>TEXT BOOKS.</p> <p>For 1-3 Penderbury's Elementary Arithmetic, pages 1 to 107, and pages 115 to 125. For 4-6 as set in Penderbury's Graduated Arithmetic, Part V. For 6-8 as set in Graduated Arithmetic, Part VI.</p>	<p>From the Roman Conquest to end of the House of York.</p> <p>TEXT BOOK.</p> <p>Chambers's Senior English History, pages 1 to 107.</p>	<p>1. General outlines of the Five Divisions of the world. 2. United Kingdom and India. 3. Seychelles Islands.</p> <p>TEXT BOOK.</p> <p>Cornwell's Geography for beginners, pages 1 to 26; 28 to 56; 63 to 66; 71 to 76; 80 to 98. Maps of England, Europe and Malé.</p>	<p>Hemming, Seaming, Felling. Any garment or other useful article which can be completed by the above, such as a child's pinafore, pillow-case, pocket-handkerchief.</p>

SCHEDULE B.

FOR THE THIRD CLASS CERTIFICATE OF COMPETENCY.

SECTIONS 3 (1.), (ii).

I. English.	II. French.	III. Arithmetic.	IV. School Management.	V. History.	VI. Geography.	VII. Needlework for Female Teachers.
Maxima: 150	100	150	150	100	100	50
<p>1. Reading. 2. Grammar. 3. Analysis of sentences (easy complex sentences). 4. Composition. 5. Letter writing and narration. 6. Conversation. 7. Recitation.</p> <p>-----</p> <p>TEXT BOOK.</p>	<p>1. Reading. 2. Grammar. 3. Dictation. 4. Analysis of sentences (easy complex sentences). 5. Translation. 6. Letter writing. 7. Conversation. 8. Recitation.</p> <p>-----</p> <p>TEXT BOOKS.</p>	<p>1. Miscellaneous questions on chapters for Fourth Class Certificate. 2. Percentages, Profit and Loss. 3. Stocks and shares. 4. Averages. 5. The Unitary method. 6. Compound interest. 7. Square root. 8. Problems (work and time).</p> <p>-----</p> <p>TEXT BOOK.</p>	<p>1. Same as for Fourth Class Certificate. 2. Class teaching. 3. Methods of teaching reading, writing and arithmetic.</p> <p>-----</p> <p>TEXT BOOK.</p>	<p>Houses of Tudor, Stuart and Hanover.</p> <p>-----</p> <p>TEXT BOOK.</p>	<p>1. Same as for 4th class certificate. 2. British Colonies in Asia.</p> <p>-----</p> <p>TEXT BOOKS.</p>	<p>1. Same as for 4th Class. 2. Stitching and sewing on strings, gathering, setting in, button-holing, sewing on button, garment, a pinafore, shift, apron, a plain night-shirt, night-gown, herring-bone stitch on canvas or flannel. Darning, simple, on canvas.</p>
<p>O. P. Mason's Shorter English Grammar. Revisions:— 1. The Beggar — Thomas Mow. 2. The World Compared to a Stage—Shakespeare (As You Like It). 3. The Fire-side—N. Cotton.</p>	<p>Grammaire Latine et Française, 5me année pages 1—150. Hachette's First French Reader. Revisions:— Le Chateau de Cartes—Florian. Clémentine d'Auguste—Curucille. "Promis un siège.... Paris, il est temps."</p>	<p>Pendlebury's Graduated Arithmetic, Part VII. (the whole).</p>	<p>Manuals of the Science and Art of Teaching.</p>	<p>Chambers's Senior English History, page 128 to end of book.</p>	<p>Cornwell's Geography for Beginners. Howitt's British Colonies, pages 21—24.</p>	



SCHEDULE C.

FOR THE SECOND CLASS CERTIFICATE OF COMPETENCY.

SECTION 3 (1), (iii).

I. English.	II. French.	III. Arithmetic.	IV. School Management.	V. History.	VI. Geography.	VII. Algebra.	VIII. Geometry.	IX. Needlework for Female Teachers.
Maxima: 150	100	150	150	100	100	100	100	50
1. Grammar. 2. Analysis. 3. Paraphrasing. 4. Correction of faulty English. 5. Punctuation. 6. Essay. 7. Conversation.	1. Grammar. 2. Analysis. 3. Translation. 4. Essay. 5. Conversation.	Miscellaneous questions on chapters for Fourth and Third Class certificates, but of greater difficulty.	1. Same as for Fourth and Third Class certificates. 2. Discipline. 3. How to train Pupil Teachers.	House of Hanover.	1. Same as for Third Class. 2. British Colonies in America and Africa.	1. First Rules. 2. Use of Brackets. 3. Simple factors. 4. Simple equations involving one unknown.	1. Definitions, postulates, axioms. 2. Book I.	1. Same as for the Fourth and Third Class Certificates. 2. The running tack, patching in calico and flannel, cutting out and making any garment such as those mentioned in Schedule B.
TEXT BOOKS.	TEXT BOOK.	TEXT BOOK.	TEXT BOOK.	TEXT BOOK.	TEXT BOOK.	TEXT BOOK.	TEXT BOOK.	
C. J. Mason's Shorter English Grammar. Letitia's First Steps in Composition.	Grammaire Larive et Fleury. The whole of the 2 <sup>me</sup> and 3 <sup>me</sup> .	Fendlebury's Arithmetic.	Manuals of the Science and Art of Teaching.	Cyril Ransome's History of England.	Hewitt's British Colonies, pages 86 to 183	Hall and Knight's Algebra.	Todhunter's Euclid.	

NOTE:—Subjects VII. and VIII. do not apply to female teachers.

## SCHEDULE D.

Syllabus for all the Standards for which a Grant-in-aid School is entitled to receive a Result Grant.

(Sections 11, 12, 13.)

STANDARDS OF CLASSIFICATION.	OBLIGATORY SUBJECTS.		
	ENGLISH.		ARITHMETIC.
	ORAL.	WRITTEN.	—
STANDARD I.	Reading: The capital and small letters of the Alphabet from Reading sheets.	Writing:—The Vertical Writing Copy Book No. 1. Copy: — Neat and correct copy on slate of words of from 2 to 3 letters set on Black-board. Dictation: — Capital and small letters of the alphabet on slate.	To read and write numbers up to 20 (Notation only). Addition on slate of numbers up to 20. <b>MENTAL ARITHMETIC.</b> Addition up to 20 (starting at any number below and increasing by using figures 1, 2, 3 only).
STANDARD II.	Spelling and reading. Meaning of nouns. To pick out Nouns from Text. Word-building as given at end of book. Book: — Chambers's Fluent Readers, 1st and 2nd Primers.	Writing:—The Vertical Writing Copy Book Nos. 1 and 2. Copy: — Neat and correct copy from Reading Book on slate. Dictation:—On slate from Reading Book spell twice and slowly.	To read and write numbers up to 100 (notation only). Addition on slate of numbers up to 100. <b>MENTAL ARITHMETIC.</b> Addition up to 100 (starting at any number below and increasing by using figures 1, 2, 3 only).  Book: Fendlebury's Graduated Arithmetic, Part I., pages 1-12.
STANDARD III.	Quick Spelling and intelligent reading. Meaning of Nouns and Verbs. To pick out Nouns and Verbs from Text. Word-building. Book: — Chambers's Fluent Readers: Infant Reader.	Writing:—The Vertical Writing Copy Book Nos. 2 and 3. Copy: — Neat and correct copy from Reading text on slate or paper. Dictation:—On slate from Reading Book, spell once and slowly.	Notation: Numbers of 3 digits. Numeration up to 100. Addition: Numbers of subtraction of 3 digits. Multiplication tables 2 to 6. <b>MENTAL ARITHMETIC.</b> Addition of numbers up to 100 (starting at any number below and increasing by using figures 1 to 5 only).  Book: Fendlebury's Graduated Arithmetic, Part I., the whole.
STANDARD IV.	Quick Spelling and intelligent reading. Meaning of Nouns, Adjectives, and Verbs. To pick out Nouns, Adjectives, and Verbs from Text. Word-building. Book: — Chambers's Fluent Readers: Book I.	Writing:—The Vertical Writing Copy Book Nos. 4 and 5. Copy: — Neat and correct copy on slate or paper from Reading Book. Dictation:—On slate from Reading Book slowly dictated.	Notation and Numeration of numbers of 4 digits. Addition, Subtraction, Multiplication of numbers of 4 digits. Short division. Multiplication tables. <b>MENTAL ARITHMETIC.</b> Addition and subtraction to 100 (using figures 1 to 10).  Book: Fendlebury's Graduated Arithmetic, Part II.

SCHEDULE D.—continued.

STANDARDS OF CLASSIFICATION.	OBLIGATORY SUBJECTS.		
	ENGLISH.		ARITHMETIC.
	ORAL.	WRITTEN.	—
STANDARD V.	<p>Fluent and Intelligent Reading. Meaning of any of the words of Text. To pick out Nouns, Adjectives, Verbs, and Pronouns from Text. Verbs to Be and to Have. Word-building. Books: Chambers's Fluent Readers, Book II. Mason's Code Standard English Grammar, Part I.</p>	<p>Writing:—The Vertical Writing Copy Book, Nos. 6, 7 and 8. Copy:—On slate and on paper. Verbs to Be and to Have. Parsing:—Simple Sentence with Verb to Be. Dictation on Slate or on Copy Book slowly dictated.</p>	<p>Notation and Numeration of numbers of 7 digits. The first Four Rules. The same applied to Ra. and Cts. Addition and Subtraction (&amp; s. d.)</p> <p>MENTAL ARITHMETIC. Multiplication and Division of numbers of 2 digits by any figure of the Multiplication Tables.</p> <p>Book: Pindlebury's Graduated Arithmetic Part III., pages 86 to 76 and exercises 69 to 73; 75 and 76; 78 to 80; 82 to 60.</p>
STANDARD VI.	<p>Fluent and Intelligent Reading. To pick out any of the parts of speech from Text. Regular Verbs: Parsing: Word-building. Books: Chambers's Book III. Mason's Code Standard English Grammar, Part II.</p>	<p>Writing:—Vertical Writing Copy Book Nos. 9 and 10. Regular Verbs (Conjugation). Parsing:—Simple Sentence with Regular Verb. Dictation (Repeated three times).</p>	<p>Same as for Standard V. Plus Multiplication and Division (&amp; s. d. and Ra. and Cts.).</p> <p>Books: Pindlebury's Graduated Arithmetic, Part III. (the whole), and Part IV., pages 97 to 116.</p>
STANDARD VII.	<p>Fluent and Intelligent Reading. Meaning of Locutions and Idioms. Regular and Irregular Verbs. Parsing and Analysis. Books: Chambers's Book IV. Mason's Code Standard English Grammar, Part III.</p>	<p>Writing:—Vertical Writing Copy Book Nos. 11 and 12. Parsing and Analysis:—Easy Compound Sentence. Verbs:—Regular and Irregular. Word-building. Dictation (repeated three times). Letter-writing.</p>	<p>Reduction: Money and Time. Decimal Notation. Metric System. Rapid casting of figures. Invoices and Bills. Simple Practice.</p> <p>Books: Pindlebury's Graduated Arithmetic Part IV., pages 170 to 123 and 131 to 144; and Part V., pages 157 to 160, and 165 to 170.</p>
STANDARD VIII.	<p>Fluent and Intelligent Reading. Meaning of Locutions and Idioms. Regular and Irregular Verbs. Analysis and Parsing. Test Exercises. Formation of Words. Books: Chambers's Book V. Mason's Code Standard English Grammar, Part IV.</p>	<p>Writing:—Vertical Writing Copy Book, Nos. 13 and 14. Parsing and Analysis. Composition. Letter-writing. Test Exercises and Formation of Words. Dictation (repeated twice).</p>	<p>Reduction of Ra. and Cts. to s. d. and vice versa (with exchange). Reduction of Weights and Measures. Unitary Method. Practice: Simple and Compound. Invoices and Bills. Fractions: Vulgar and Decimal. Simple Interest.</p> <p>Books: Pindlebury's Graduated Arithmetic Part V., the whole; and VI., pages 183 to 200; 207 to 222; 243 to 245.</p>

NOTE: The Inspector of Schools may use any other Reading Text-Books of equal difficulty.

## SCHEDULE D.—continued.

(Section 14.)

STANDARDS OF CLASSIFICATION.	OPTIONAL SUBJECTS.				
	RECITATION.	GEOGRAPHY.	HISTORY.	FRENCH.	NEEDLEWORK.
Standard I.	1. Dick's song. 2. The Star.  BOOK : Chambers's Infant Reader.				
Standard II.	1. The Star. 2. What the Little Mouse Saw. 3. Merry Spring.  BOOK : Chambers's Infant Reader.	To show on any Wall Map the drawing representing the Coast line, an island, a river, a mountain, a strait, a cape.			
Standard III.	Three pieces taken from Chambers's Infant Reader at the option of the Teacher.	As for Standard II., plus : a gulf, a bay, a lake, a sea, a peninsula, an isthmus. To show on the map of the world the continents, oceans and large islands.		Quick Spelling and Reading, neat and correct copy from reading text on slate or copy book.  Book : Guyan : "J'apprends à lire."	Hemming : — J child's pinafore, pillow - case, pocket handkerchief.
Standard IV.	Three pieces taken from Chambers's Book I. at the option of the Teacher.	Definitions of geographical terms. To show on the map of Europe the position of the names mentioned in Cornwell's Geography for Beginners, Nos. 28, 29, and 32 to 36.		Fluent and intelligent reading. Verbs avoir and être. Dictation from Text-Book spells once and slowly.  Book : Guyan : "Je lis."	Hemming and Beaming : a child's pinafore, a pillow case, a pocket handkerchief.
Standard V.	Four pieces taken from Chambers's Book II. at the option of the Teacher.	To learn definitions, etc. etc.  BOOK : Chambers's Geography Manuals Standard IV. To show on the Map of England the names mentioned in Cornwell's Geography for Beginners Nos. 21 to 41 and pages 18, 21 and 22.	The Ancient Britons to the Saxon line restored.  BOOK : Chambers's Junior English History, pages 1 to 25.	Reading, Dictation, exercises, verbs être and avoir. Parsing. — Easy simple sentence with verb être. Translation into French, passages from Chambers's Book II.  Books : Grammaire Latine et Fléury—Année préparatoire (the whole). Guyan : Année Élémentaire de Lecture Courante.	Hemming, Scam- ing, Felling, Mark ing on canvas, sewing on button straw plaiting.

SCHEDULE D.—continued.

STANDARDS OF CLASSIFICATION.	OPTIONAL SUBJECTS.				
	RECITATION.	GEOGRAPHY.	HISTORY.	FRENCH.	NEEDLEWORK.
Standard VI.	Five pieces taken from Chambers's Book III., at the option of the Teacher.	Definition of geographical terms. To learn the geography of England, Scotland and Ireland. Maps of England and Malé. BOOK: Chambers's Geography Manuals, Standard V.	Norman Kings and House of Plantagenet. BOOK: Chambers's Junior English History, pages 38 to 70.	Reading, Dictation, Exercises, Regular Verbs. Parsing: Simple sentences with regular verb. Translation into French, passages from Chambers's Book III. BOOKS: Grammaire Larive et Fleury, 1ère année, pages 1 to 101. Guyana: Année préparatoire de Lecture Courante.	Stitching, setting-in, gathering, plain darning and patching, marking on linen and canvas.
Standard VII.	Five pieces to be taken from Chambers's Book IV., at the option of the Teacher.	Australia, Canada, South African Colonies, India, Ceylon. With maps. BOOK: Chambers's Geography Manuals, Standard VI.	Houses of Lancaster, York, and Tudor. BOOK: Chambers's Junior English History, pages 70 to 100.	Reading, Dictation, Exercises, Parsing: Translation from French into English and vice versa passages from Chambers's Book IV. BOOKS: Grammaire Larive et Fleury, 1ère année (the whole). Guyana: 1ère Année de Lecture Courante.	The running tuck, button-hole stitch, marking on linen, cutting out and making a pinfore, shirt, apron, night-shirt, night-gown or petticoat.
Standard VIII.	Five pieces to be taken from Chambers's Book V., at the option of the Teacher.	The British Colonies and Dependencies, with maps. BOOK: Chambers's Geography Manuals, Standard VII.	Houses of Stuart and Hanover. BOOK: Chambers's Junior English History, from page 100 to end of book.	Reading, Dictation, Parsing, Irregular Verbs, Letter-writing. Translation from French into English and vice versa, passages from Chambers's Book V. BOOKS: Grammaire Larive et Fleury, 1ère année (the whole). Nicolas: Lecture Morale "Tu seras chef de famille."	As in Standard VI., plus cutting out and making an ordinary complete dress: bodice and skirt, coat and trousers.

APPENDIX C.

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SCHEDULE I. SCHEDULE OF STUDIES FOR THE JUNIOR CLASSES OF THE VICTORIA SCHOOL  
(PAYING BRANCH).

	ENGLISH.	ARITHMETIC.	GEOGRAPHY.	HISTORY.	FRENCH.	LATIN OR NATURAL SCIENCE.
PREPARATORY CLASSES. below Standard I.	<p><b>CLASS A.</b> Reading and Spelling. Copies on slate or copy book. Book :—Chambers's Fluent Readers, First and Second Primers. Recitation :—<i>The Merry Spring.</i> Writing :—Vertical Series, Nos. 1 and 2.</p>	<p><b>CLASS A.</b> Notation numbers up to 100. Addition " " " " on copy book or on slate. Also Mental Arithmetic, addition up to 100 (using figures 1 to 9).</p>	<p><b>CLASS A.</b> Oral Lessons on Test Map (without names) to acquaint pupils with drawings meant to represent any of the geographical terms.</p>			
	<p><b>CLASS B.</b> Quick Spelling and Reading. Copies and Dictation. Book :—Chambers's Fluent Readers, Standard 0. Recitation : Pieces set for Recitation in Standard 0. (at end of book). Writing :—Vertical Series, Nos. 1 and 2.</p>	<p><b>CLASS B.</b> Notation, Addition, Subtraction numbers of 4 digits. Numeration numbers of 3 digits. Mental Arith. : Addition and Subtraction (using figures 1-10). Book :—Fendlebury's Arithmetic, Standard I.</p>	<p><b>CLASS B.</b> Same as for Class A. To show on Test Map of the World the Continents and Oceans and the five largest Rivers, Lakes and Islands of the World.</p>			
STANDARD I.	<p>Reading, Dictation, Verbs to Re and to Have. Writing : Vertical Series, Nos. 3 and 4. Book :—Chambers's Fluent Readers, Book 1. To learn the meaning of all the Nouns, Adjectives, Verbs, &amp;c., as well as of the Locutions and Idioms, and Verbs with appropriate prepositions, used in the Book. Recitation : Poetry : Pieces set for Recitation at end of Book. C. F. Mason's First Notions of Grammar, pp. 1-34 with exercises.</p>	<p>Notation and Numeration. Simple Addition, Subtraction, Multiplication and Division. Book : Fendlebury's Elementary Arithmetic pages 1 to 46.</p>	<p>Europe and England. Book :—Dornwell's Geography for Beginners pages 1 to 23 and 22 to 36 orally on Test Maps.</p>			

CLASS I.

*The System of Education in Seychelles.*

CLASS II.	STANDARD II.	<p>Reading, Dictation, Paragraph Writing, Parsing.</p> <p>Writing: Vertical Series Nos. 4 and 6.</p> <p>Books:—Chambers's First Readers, Book II. To learn a vocabulary of all the parts of speech as well as of the Locations and Idioms, and Verbs with appropriate prepositions, used in the Book.</p> <p>Recitation: Pieces of Poetry at end of Book.</p> <p>C. F. Mason's First Notions of Grammar, pages 1 to 66, with exercises.</p>	<p>The First Four Rules.</p> <p>Compound Addition and Subtraction (Money).</p> <p>Reduction (Money).</p> <p>Book:—Pendlebury's Arithmetic (Elementary), pages 1-75.</p>	<p>The United Kingdom and Europe, with Maps.</p> <p>Books: Cornwell's Geography for Beginners, pages 1 to 26. Chambers's Geography Manuals, Standard IV.</p>	<p>Britain to the Danish Campaign.</p> <p>Book: Chambers's Junior English History, pages 1-26.</p>		
	STANDARD III.	<p>Reading, Dictation, Parsing, Irregular Verbs, Easy Composition.</p> <p>Writing: Vertical Series Nos. 7 and 8.</p> <p>Books:—Chambers's Fluent Readers, Book III. (same as for Standard II.).</p> <p>Recitation: Pieces at end of Book.</p> <p>C. F. Mason's First Notions of Grammar, pp. 1-120, with exercises.</p>	<p>Same as for Standard II.</p> <p>Fins: Compound Multiplication and Division.</p> <p>Measures of Weight and Length.</p> <p>Book:—Pendlebury's Elementary Arithmetic, pages 1-107.</p>	<p>The British Isles.</p> <p>Book: Chambers's Geography Manuals, Standard V.</p> <p>Outline of Europe.</p> <p>Map of Africa to be filled up.</p>	<p>The Saxon Line Restored to Richard II.</p> <p>Book: Chambers's Junior English History, pages 27 to 66.</p>	<p>Reading, Dictation, Parsing, Verbs Avoir et Être, Regular verbs.</p> <p>Translation from French into English and from English into French.</p> <p>BOOK: Larive et Fleury's 1ère Année de Grammaire, pp. 1-56.</p> <p>M. Guyau's Année préparatoire, for translation into English.</p>	
	STANDARD IV.	<p>Reading, Dictation, Parsing, Analysis, Irregular Verbs, Easy Composition, Easy Letter-writing.</p> <p>Writing: Vertical Series Nos. 9, 10, 11.</p> <p>Books:—Chambers's Fluent Readers, Book IV. (same as for Standard III.).</p> <p>Recitation: Pieces set at end of book.</p> <p>C. F. Mason's First Notions of Grammar (the whole).</p>	<p>Same as for Standard III.</p> <p>Fins: Measures of Area, Holid, Capacity and Time.</p> <p>Book:—Pendlebury's Elementary Arithmetic (the whole).</p>	<p>Physical and Political Geography of Australia, Canada, South Africa, Colonies, India and Ceylon.</p> <p>Book: Chambers's Geography Manuals, Standard VI.</p> <p>Maps of Europe and Mash, with Islets to be filled up.</p>	<p>House of Lancaster, York, and Tudor.</p> <p>Book: Chambers's Junior English History, pages 70 to 106.</p>	<p>Reading, Dictation, Parsing, Verbs, &amp;c.</p> <p>Translation from French into English and from English into French.</p> <p>BOOKS: Larive et Fleury's 1ère Année de Grammaire, pages 56-137.</p> <p>M. Guyau's 1ère Année de Lecture Courante, for translation into English.</p>	<p>(Classical side.)</p> <p>Parts of Speech, Declensions, Gender, Comparison of Adjectives, Numerals, Pronouns, Verb Paradigms, Regular Verbs.</p> <p>BOOKS: H. Kennedy's Shorter Latin Primer, pages 1-49.</p> <p>First Latin Reader Sentences 1-233.</p> <p>(Modern side.)</p> <p>Natural Science.</p> <p>Paul Bert chapter on animals.</p>

\* Taken from the Regulations for the Victoria School, under Section 2 of the Education Ordinance, 1920. These regulations can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

## SCHEDULE II.\*—SCHEDULE OF STUDIES FOR THE SENIOR

	ENGLISH.	ARITHMETIC.	GEOGRAPHY.	HISTORY.
Standard V.	<p>Reading, Dictation, Parsing, Analysis, Composition, Letter Writing, Formation of words.</p> <p>Writing: Vertical Series Nos. 12 and 13.</p> <p>BOOKS—Chambers's Fluent Readers, Book V. (same work to be done as in Standard IV.)</p> <p>Recitation: Pieces at end of book.</p> <p>Mason's Shorter English Grammar.</p>	<p>First four rules.</p> <p>Roman system of Notation, Factors, G.C.M., L.C.M.;</p> <p>Measures of Money and Weight.</p> <p>Fractions—Vulgar and Decimal, Fractions, Invoices, Ratio, Proportion.</p> <p>BOOK.</p> <p>Fordlebury's Arithmetic, pages 1-152; 175-197.</p>	<p>British Colonies and Possessions, their acquisition and growth, with Maps.</p> <p>BOOK.</p> <p>Chambers's Geography Manual, Standard VII.</p>	<p>The Houses of Han and Hannover.</p> <p>BOOK.</p> <p>Chambers's Jan English Bible page 108 to end book.</p>
Standard VI.	<p>Same as for Standard V.</p> <p>Writing: Vertical series, Nos. 13 &amp; 14.</p> <p>BOOKS.</p> <p>Chambers's Fluent Readers, Book VI. (same as for Standard V.)</p> <p>Recitation: 4 pieces at end of book.</p> <p>Mason's Shorter English Grammar.</p>	<p>Fordlebury's Arithmetic, pages 1-152; 180-202; 202-207.</p>	<p>Mathematical, Physical &amp; Political Geography of Great Britain and Ireland, and the Colonies.</p> <p>BOOK.</p> <p>Cornwell's School Geography, pages 1-128.</p>	<p>The Houses of Tudor and Stuart.</p> <p>BOOK.</p> <p>Chambers's Senior English History</p>
Standard VII.	<p>Paraphrasing, Essay, Narration, Practice in making abstracts of lessons previously read out.</p> <p>BOOKS.</p> <p>Micklejohn's English Grammar, pp. 8-25.</p> <p>Tennyson's Death of the Duke of Wellington.</p> <p>Recitation: from Palgrave's Golden Treasury: Part II., poems 2, 14, 22, 32.</p>	<p>Fordlebury's Arithmetic, pages 1-152; 180-202; 202-207; 273-294.</p>	<p>Mathematical, Physical and Political Geography of the whole of Europe and as in Standard V. Maps of Europe and Malak.</p> <p>BOOK.</p> <p>Cornwell's School Geography.</p>	<p>The Houses of Han and Hannover.</p> <p>BOOK.</p> <p>Chambers's Senior English History.</p>

\* Taken from the Report of



(continued).

BOOKS OF THE VICTORIA SCHOOL (PAYING BRANCH).

FRENCH.	DRAWING.	ALGEBRA.	SCIENCE.	CLASSICAL SIDE ONLY.	MODERN SIDE ONLY.
<p>ing, Dictation, raising, Verba, reviews.</p> <p><b>BOOKS.</b></p> <p>maire Larive et cury. 2me Année, pages 1-124.</p> <p>hette's First French Reader, 1-88, for translation.</p>	<p>Figures and easy combinations of the same to be drawn with Rulers, and Freehand.</p> <p>Elementary Free-hand Exercises.</p> <p>Text: New Code Drawing Books by G. E. Town.</p> <p>Books 4 and 5.</p>			<p><b>LATIN.</b></p> <p>Stodman's First Latin Reader, Sentences 239-353.</p> <p>Shorter Latin Primer.</p> <p>Accidence and Syntax. Numerals.</p>	<p>Paul Bert's First Year of Natural Science, chapter on Plants.</p> <p>Todhunter's Euclid: Definitions, &amp;c., Book I. Propositions I. to VIII.</p> <p>Book Keeping by Single Entry:— Ready Money Sales Book, Stock Book, Petty Cash Book, Cash Book and Day Book.</p>
<p>ing, Dictation, raising, Verba, reviews, Composition, Letter-writing.</p> <p><b>BOOKS.</b></p> <p>maire Larive et cury. 3me Année, pages 125-224.</p> <p>ette's First French Reader, Pages 99-148 for translation.</p>	<p>Taking dimensions from a scale.</p> <p>Drawing to scale a plan or figure having marked dimensions. Enlarging and reducing plane figures to scale.</p> <p>Text: New Code Drawing Books Nos. 6 and 6j.</p>	<p>The First four Rules.</p> <p><b>BOOKS.</b></p> <p>Hall and Knight's Algebra (Elementary), pages 1 to 61.</p>		<p><b>LATIN.</b></p> <p>Stodman's Easy Latin Exercises 1-29.</p> <p>Revised Latin Primer, pp. 1 to 111.</p>	<p>Paul Bert's First Year of Natural Science, Physics.</p> <p>Todhunter's Euclid: Definitions, &amp;c., Book I. Propositions I. to XV.</p> <p>Book Keeping by Single Entry:— Ledger, Waste Book, Balance Sheet, and other books as for Standard V.</p>
<p>as as for VI. standard. Translation of easy passages from English to French, Essay.</p> <p><b>BOOKS.</b></p> <p>maire Larive et cury. 3me Année, p. 1-124.</p> <p>hette's First French Reader, pages 110 to end for translation.</p> <p>mbert's First French Reader, Book VI, c translation.</p>	<p>Same as for Standard VI. plus: Moderately difficult Exercises in Freehand, to be enlarged and reduced from the examples.</p> <p>Text: New Code Drawing Books Nos. 6, 6j, and 7.</p>	<p>The First four Rules, use of brackets, Simple Equations, Highest Common Factor, lowest Common multiple, elementary fractions.</p> <p><b>BOOK.</b></p> <p>Hall and Knight's Elementary Algebra, pp. 1 to 74.</p>	<p>Paul Bert's 1st year of Natural Science: Physics and Chemistry.</p>	<p><b>LATIN.</b></p> <p>Stodman's Easy Latin Exercises 1-30.</p> <p>Stodman: Kings of Rome (Methuen).</p> <p>Revised Latin Primer pp. 1-120 §§ 1-267.</p> <p><b>GEOMETRY.</b></p> <p>Todhunter's Euclid: Definitions, &amp;c., Book I. the first 15 propositions.</p>	<p>Todhunter's Euclid: Definitions, &amp;c., Book I. The first 24 propositions.</p> <p>Book Keeping by Double Entry: Cash Book, Office and Petty Cash Books, Banking Account Book, Bill Book, Account Sales Book, Day, Journal and Ledger Books.</p>

at the Victoria School.

## APPENDIX D.

## GENERAL REGULATIONS FOR THE SEYCHELLES SCHOLARSHIPS UNDER CHAPTER IV. OF THE EDUCATION ORDINANCE, 1900.

Conditions for admission to Examination.	1. The conditions under which candidates shall be allowed to compete for the Seychelles Scholarships shall be the following :— (i.) Every candidate shall be a British subject ; (ii.) Every candidate shall be under fifteen years of age on the 30th of June of the year in which the examination is held ; (iii.) Every candidate shall send to the Headmaster of the Victoria School an application, with his certificate of birth annexed, not later than the 31st of March previous to the examination. No application made after that date shall be entertained.
Subject matter of Examination.	2. The Seychelles Scholarships Examination shall be awarded according to the results of an examination based upon the course of studies set forth in Schedule II.* for the Seventh Standard of the Victoria School, provided that no candidate shall be allowed to compete at the same time in the Classical side and in the Modern side.
Laureates must satisfy Examiners.	3. (1) The Scholarships shall be awarded according to the results of the Examination, provided that the candidates obtaining the highest marks shall be in the opinion of the Examiners deserving of the Scholarships. (2) If on either side there shall be no candidate deserving of a Scholarship in the opinion of the Examiners, both Scholarships may be awarded to candidates on the other side.
Marks.	4. The marks allotted for the subjects shall be as follows :— For the Classical side - - - 1,200 marks. English - - - - - 100 English Dictation and Essay, Letter or Narration - - - 100 English History - - - - - 150 French, including Dictation and Composition - - - 150 Drawing - - - - - 50 Geography - - - - - 150 Arithmetic - - - - - 150 Algebra - - - - - 75 Geometry - - - - - 75 Science - - - - - 75 Latin - - - - - 125  Total - - - - - 1,200 For the Modern side - - - - - 1,200 marks. English - - - - - 100 English Dictation and Essay, Letter or Narration - - - 100 English History - - - - - 150 French, including Dictation and Composition - - - 150 Drawing - - - - - 50 Geography - - - - - 150 Arithmetic - - - - - 150 Algebra - - - - - 75 Geometry - - - - - 100 Science - - - - - 75 Book-keeping - - - - - 100  Total - - - - - 1,200

\* See Appendix C above.

5. (1) The Seychelles Scholarships Examination shall be held at the Examination Victoria School in the first fortnight of the month of July of every year ; where held the questions shall be set, and the answers of candidates corrected by and by whom Examiners appointed by the Secretary of the Cambridge Syndicate. conducted.

(2) Provided that in case of need the Board of Education shall be empowered to postpone the examination.

(3) The date of the Examination shall be fixed by the Administrator, and a notice of the same shall be published in the Government Gazette three weeks at least before the appointed day.

(4) The first examination for these Scholarships shall be held in July, 1902.

6. The Seychelles Laureates shall proceed to the Royal College of Mau- Laureates to ritius or such other place of education in England as shall be approved of proceed to by the Administrator, and shall be required to gain such certificates of good Mauritius or conduct and progress as are usually awarded to meritorious students. to England.

7. Every Laureate shall, as a condition of his nomination to a Seychelles Form to be Scholarship, make and subscribe an undertaking countersigned by his filled by father or his lawful guardian in the following form :— Laureates and responsible party.

I, \_\_\_\_\_ having been selected by His Honour the Administrator for the purpose of completing my Education at \_\_\_\_\_

at the expense of the Government of Seychelles, do hereby promise that I will not, directly or indirectly, apply to \_\_\_\_\_ for any money in addition to the Annual Allowance of Rs. 600 made to me for three years by the Seychelles Government, and the Allowance for Passage Money to and from Seychelles, and also that I will pursue my studies at such place of Education as may be approved of in accordance with the Regulations.

(Signed)

On behalf of the above written \_\_\_\_\_ (my son or ward as the case may be), I assent to confirm the above undertaking.

(Signed)

Father or Guardian.

8. The Allowance of Rs. 600 to the Laureates shall be payable either in Mode of pa- Mauritius or in England, in such manner and at such place as may be ment of approved of by the Administrator in the case of each Laureate. allowance.

9. Candidates undergoing the examination shall be under the control of Sub- Sub-Examiners to be appointed by the Administrator. Examiners.

Made by the Board of Education (Administrator in Executive Council) under Ordinance No 30 of 1900, at a meeting held on the 4th February, 1901

## APPENDIX E.

RULES AND CONDITIONS FOR INDUSTRIAL APPRENTICES  
AT THE BOTANIC STATION, VICTORIA.

- Annual examination for apprenticeships. 1. In January of every year an examination will be held for two apprenticeships at the Botanic Station open to the youth of Seychelles.
- Subjects of examination. 2. The subjects of examination will be those laid down for the examination of candidates for admission to the Civil Service as Copyists.
- Certificates of conduct and health. 3. Candidates for examination will be required to produce two certificates of good conduct from well-known persons, and a medical certificate that they are physically fit for employment as apprentices.
- Age of candidates. 4. Candidates must not be less than fourteen years or more than sixteen years of age on the 1st January of the year in which the examination takes place.
- Duration of apprenticeships. 5. The apprenticeship will extend over a period of four years.
- Dismissal. 6. Inefficient apprentices, or those who misconduct themselves, may be dismissed at any time by the Administrator on the report of the Curator of the Botanic Station.
- Hours of labour. 7. The hours of labour will be 6.30 to 9.30 a.m., and 11.30 a.m. to 4.30 p.m.
- Work. 8. Apprentices will be required to perform whatever work may be directed by the Curator, but, generally speaking, they will be taught the following duties :—  
*First Year.*—Handling the ordinary implements used in digging, harrowing, sowing, planting, etc., preparing soil, and trimming and cutting trees, hedges, etc.  
*Second and Third Years.*—In addition to the above, the preparation of manure, potting, grafting, pruning, and laying out beds, and the organs of plants.  
*Fourth Year.*—Classification of plants, laying out of grounds and forestry.
- Rates of wages. 9. The following will be the rates of wages :—  

First Year	- - - - -	Rs. 10	per mensem
Second Year	- - - - -	15	" "
Third Year	- - - - -	20	" "
Fourth Year	- - - - -	20	" "
- Absence. 10. Apprentices will receive wages only for the days on which they work, but no reduction will be made in respect of Sundays or Public Holidays.
- Illness. 11. In case of illness, certified by a medical practitioner, apprentices will draw half-pay during such period of their absence as the Administrator, on the recommendation of the Curator, may decide.
- Injuries at work. 12. In the event of apprentices being absent owing to any injury received whilst at work, the Administrator may authorise their drawing full pay for such period as the Curator may recommend, or as the circumstances of the case appear to justify.

E. B. SWEET-ESCOTT,

Administrator.

7th March, 1901.

## APPENDIX A1.

### THE EDUCATIONAL WORK OF THE BASEL MISSION ON THE GOLD COAST:

ITS METHOD IN COMBINING INDUSTRIAL AND MANUAL TRAINING  
WITH OTHER INFLUENCES INDISPENSABLE TO THE FORMATION  
OF THE CHARACTER OF THE NATIVE RACE.

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#### I. INTRODUCTION.

Education has always been a difficult problem with regard to the African tribes, considering the degraded state of minds based upon heathenism and the low state of civilization. The condition of the people to be educated being such it will be universally acknowledged that a mere imparting of knowledge and literary training will not be sufficient, but that there must be combined with it a training in useful industries, a most energetic influence on the character and a decisive work upon the will of the natives.

The Basel Missionaries on the Gold Coast, being fully aware of this fact, have from the beginning dealt with these educational questions in various ways:

I. In making a simple and limited mode of manual work, chiefly agriculture, compulsory in all their Elementary Schools up to Standard III.

II. In adding other industrial and technical instruction to agriculture in their higher Central Schools comprising the Standards IV.-VII., as well as in their two Training Schools for catechists and teachers.

III. In training nearly all the girls attending the standard classes of the Elementary Schools, but especially those in their Boarding Schools for Girls, in needlework and the different branches of domestic economy.

IV. In making expensive experiments in establishing an Agricultural School on the mountains of Akuapem, now discontinued, and in erecting a still flourishing workshop for carpentry, joinery, and smithwork on the Coast.

V. In establishing Mission stations with solid mission houses, airy and well-ventilated schoolrooms and teachers' houses in the centres of the inland provinces, each of these stations being an object lesson on the usefulness of all kinds of handicraft, an example of a higher mode of living, and a triumph of civilization amidst the heathenish barbarism.

VI. In giving a sound education—the instruction throughout all the Basel Mission Schools being based upon the culture of the native language—apt to influence and raise the great mass of the people.

## II.

AGRICULTURAL WORK DONE IN THE LOWER SCHOOLS UP TO  
STANDARD III.

In all the lower schools of the Basel Mission some agricultural work connected with the school is compulsory. A smaller or larger piece of land belonging to the school or to the Basel Mission Christian community of the place is cleared and cultivated with one or two or three of the following plants: coffee, cocoa, arrowroot, cassada, colanut, rubber, sissal-hemp, etc. The further manual work done consists in watering, weeding, replanting and fencing in the plantation. In the case of coffee and cocoa the fruit is prepared through all its stages until fit for sale or export. The preparation of the coffee, which till recently was the chief product of the school plantations, causes, as there are no machines in use in these small schools, not a little trouble. The berries are plucked, dried, and by beating them in wooden mortars, husked, dried again and selected.

The Basel Mission Elementary School at Akropong had, in 1888, 1,000 coffee trees on their plantation, and earned 600 lbs. of coffee; other smaller schools have 300 to 600 trees on their plantations. Things which threaten to be fatal to the good result of this agricultural work are:

- a. The exceedingly low price paid for coffee on the market in recent years.
- b. The lack of other means of transport to the Coast besides carriers; therefore the further away from the Coast, the less the cultivation of coffee will pay.
- c. The fact that for some years past the coffee trees in large districts of the Colony have been subject to damage by insects.

Cassada and arrowroot are dried and ground on small perforated tin plates (taken from provision and kerosene tins) and worked into starch and powdered arrowroot, fit for washing and cooking purposes. At the Basel Mission Boarding School at Christiansborg (on the Coast), the preparation of starch from cassada has become an industrial branch, worked in a systematic way by simple machines constructed in the Basel Mission workshop. Though this home-made starch cannot compete with Colman's starch in purity and efficiency, yet it is gladly bought by the native population for washing purposes. The newly introduced plants—rubber, colanut and sissal-hemp have not yet reached the stage of being made into articles for use or sale.

In some schools weaving of mats, baskets and caps is taught, but in no systematic way and without any industrial scope.

Though in smaller schools distant from an European Station, where the superintendence of the manager cannot be strictly exercised, the agricultural work is of a very limited and simple character, and not very systematically done, as there is seldom

proper tilling and manuring of the ground or dressing of the trees, yet with a little care and attention on the part of the teacher such school plantations will be a kind of model plantation, so far as the work goes, for the surrounding native population. In proof of this only two points need be mentioned :

a. Before setting out the plants a deep hole is made and filled with vegetable mould taken from virgin soil, a thing utterly neglected in the plantations of the common natives.

b. The plants are set out in regular lines at proper distance from each other, whilst the natives in foolish greediness, wishing to get as much as possible in the shortest time, let their plants grow thickly bushed together.

And there is no doubt that in the province of Akuapem the example given by the Basel Mission in its school plantation at Akropong was imitated by the natives, and coffee extensively grown until the insects began to destroy the trees, and the low price paid for coffee made most of the natives discontinue the cultivation of it, and try the new product—cocoa. Besides the good example given to the natives, the work on the school plantation is of great benefit to the pupils themselves, as :

a. After the mental work done in the schoolroom, the working on the plantation affords a healthful physical exercise.

b. It prevents the children from lounging about and idling away their time after school, giving them at the same time not only a lesson on the value of time, but also on the dignity of labour.

### III.

#### THE INDUSTRIAL WORK DONE IN THE HIGHER SCHOOLS (STANDARDS IV.—VII.) OF THE BASEL MISSION.

The six Higher Schools of the Basel Mission, called Middle (Grammar) Schools, are all Boarding Schools under direct European superintendence, therefore the attendance in these schools is very regular, the instruction effective, and the discipline very strict.

Schools in such a favourable position ought to be able to do something good in industrial work, too.

a. In agriculture the same plants as in the Elementary Schools are cultivated, viz., coffee, cocoa, colanut, sissal-hemp, rubber, cassada. But under the eyes of the European Superintendent—though no object-lessons are as yet given upon the plants cultivated—all work is done systematically and according to a plan. The area under cultivation is much larger than in the Elementary Schools; for instance, at Akropong, two acres, at Begoro, four acres of ground; at the latter place the crops produced the sum of £10 10s. 6d. in the year 1895, which was spent in buying a husking machine; at Akropong, till lately, an old machine for winnowing was used.

b. Though there are no technical classes with special masters attached to these schools, yet a great deal of industrial work is done in addition to agriculture, as :

1. Masonry, *i.e.*, paving of gutters; every kind of work in swish, as swish walls; brick-making, whitewashing; even small stone walls, as foundation for swish walls, were erected by the scholars; breaking and hewing of stones, *etc.*
2. Carpentry of a limited character, as planing boards, joining of forms, *etc.*, wood carving, *etc.*
3. Bookbinding, especially at Akropong, which, five years ago, was awarded the first prize at the annual exhibition.
4. Weaving of mats, baskets, sunshades, *etc.* As there is great difficulty in getting special masters for such different kinds of work, the principals of these schools themselves, being mostly men of different practical attainments, teach the boys, and if that be not the case, by some kind of tradition the above-mentioned manual attainments are kept up by the elder scholars.

How far this manual work will have a lasting influence upon the character of the scholars is difficult to say. The hope which one of the School Inspectors had in proposing technical classes at the Government School at Accra, that such technical instruction would induce scholars who had passed Standard V. to apprentice themselves for a period of three years at least, in order to become workmen in the Public Works Department, will, we are afraid, meet with sad disappointment. There is a distaste for anything savouring of labour among the upper standard boys, who think that to be a scholar is to be a gentleman, and to be a gentleman precludes the possibility of gaining a livelihood except by the pen. Therefore it was and will be always an exception to the rule when a boy who has passed Standard V. makes up his mind to learn a handicraft, as smith or carpenter. As the Basel Mission Schools with higher standards were established with the primary aim of serving as preparatory schools for the Training Schools for Teachers and Catechists, it is not our aim to prepare the pupils for a trade, but we are pleased that the great mass of the pupils of these Higher Schools (with the exception of the Grammar School at Christiansborg) wish to enter the Mission service as catechists and teachers. The industrial instruction given in these schools has therefore mostly an educational value, *i.e.* :

1. As the pupils have six daily lessons, and have to study at least two to three hours in the class-rooms under superintendence, two hours' healthful exercise in manual work daily is of great physical benefit.
2. The time-table thus leaving for the days from Monday till Friday, only two hours' leisure time in a day, gives the pupils a good lesson on the value and right use of time.
3. All scholars from the first to the last are compelled to do any manual work shown to them, even less agreeable tasks, as



carrying of stones and making of swish, by working the ground with the bare feet, and thus are kept as much as possible in humbleness and strict obedience, and taught that labour is no disgrace even for a high standard boy.

4. Lastly, even as teachers and catechists, these practical acquirements will be of good use to them.

Even in the two Training Schools for teachers and catechists nobody is exempted from manual work, which is done for one hour every day, and is nearly the same as in the Middle Schools.

#### IV.

##### TRAINING OF GIRLS IN NEEDLEWORK AND DOMESTIC ECONOMY.

In the larger Elementary Schools, reaching as far as Standard III., and even in some with only Standard I., instruction in elementary needlework is given, generally under the superintendence of the wife of the head teacher. Though even in these smaller schools very good results are achieved, yet a more lasting influence upon the character of the girls is obtained in the Basel Mission Boarding Schools for Girls. In these schools, under the direct superintendence of a European lady, the girls get a Christian training of such a kind as to fit them to be useful wives and mothers at a future day; they are trained especially with a view to their becoming wives of the teachers, catechists, and other better situated members of the Basel Mission community. Therefore:

a. Sewing is here of really an industrial and therefore useful character. At the yearly visit of the Inspector, as well as at the annual exhibition at Accra, the needlework done in these schools is publicly exhibited, and includes a useful variety, from the joining of pieces to the cutting out and making up of shirts, short frocks, and drawers, pillow-cases, babies' garments and bibs, socks, stockings, antimacassars, etc.; even various samples of lace work. The verdict on this kind of work, pronounced by the Government School Inspector at his annual visit to one of these schools, was: "Needlework, as usual, is excellent."

2. Domestic Economy, as far as it is taught, is only an improved form of what the natives require in ordinary life, but we think this is an useful step in the right direction. The girls are trained in the habits of cleanliness, order, and practical utility bearing on home life; they receive instruction in washing, starching, ironing, mending, darning and house-cleaning; they cook their own food, and some are actually trained in European cookery of the plainer kind; indeed, they are practically and well taught.

#### V.

##### AGRICULTURAL AND INDUSTRIAL SCHOOLS.

The Basel Mission, recognising the fact that industrial training is a most important factor in the education of a heathen.

un-civilised nation, tried to exercise an every-day influence on the people, making the spade and other instruments go hand-in-hand with the Bible.

a. At the beginning of the Mission on the mountains of Akuapem, an agricultural school for native youths under a European agent was established at Akropong. In connection with this school, very expensive experiments were made in order to introduce European methods of cultivation. Horses, mules, asses and cattle were brought from the Canary Islands, the plough and spade were used for tilling the ground instead of the native hoe, cutlass and mattock; and every effort made to get greater facilities of transport by carriages. Very costly attempts were made to introduce other than native products, as coffee, cotton and tobacco; for the latter, a large drying hall was erected at Akropong; again, trials were made with different kinds of grain, vegetables and fruit trees; a beautiful alley of mango and orange trees at Akropong still gives evidence of those admirable exertions (from 1857-1878) of the Mission. After a twenty years' costly and laborious struggle to make this great agricultural enterprise succeed and pay, it had to be given up, from the following reasons:—

1. The natives had no perseverance or spirit of enterprise, and preferred their easy and traditional way of agriculture to new painstaking efforts, considering any hard labour a disgrace for a *free man*.
2. Political friction and hostilities between the tribes on the Gold Coast frustrated the consolidation of this peaceful work.
3. Frequent deaths of the European agents made the Society shrink from risking more valuable lives.

Yet this admirable work was not discontinued without leaving a lasting mark on the country: the cultivation of coffee was taken up by many natives, and until recently many acres of ground were covered with coffee trees; and only the low price paid for it, as a result of foreign competition, caused many to plant cocoa instead of coffee.

b. Besides agriculture, other trades were taken up by the Basel Mission, as:—

Book-binding, shoemaking, straw-plaiting, etc., under the superintendence of lay-missionaries. Two of these heroic and self-denying men built the first road into the interior, leading from the coast to the foot of the Akuapem mountain, winding up the mountain to Aburi, and from there over hills and valleys, crossing many rivulets, to Akropong and Odumase, a distance of about forty-five miles. This was done from 1850-1860. Though the Government granted some pecuniary help, the greater part of this expensive work was borne by the Mission.

c. Another industrial establishment which still exists, and is quite unique on the whole coast, is the Basel Mission Works, at Christiansborg, on the coast near Accra, where carpenters, wheelwrights and blacksmiths are trained to do very good work, not only all

along the Gold Coast, but also down to the rivers, and the Congo Free State. This establishment, which for many years had to fight for its very existence, and required heavy contributions from the Mission for its upkeep, now seems to be enjoying better days; not only does it pay, but it is nowadays generally appreciated, and its eminent usefulness acknowledged everywhere. And well does it deserve its success. The Basel Mission works are superintended by two European managers, one of them an expert in every kind of iron work, and the other a professional worker in wood. The workshops are airy and well-ventilated, and equipped with every necessary apparatus, possessing not less than eleven machines for iron, wood and turnery work.

There are at present six skilled labourers and twenty-four apprentices employed. The manager in ironwork, who looks back upon an experience of fifteen years, has seen more than 160 young men apprenticed in this establishment during this period; two-thirds of whom were pupils in the ironwork department, and one-third in joinery and turnery work. It is true that, before 1890, many of these apprentices, after one or one and a-half years' stay in the workshops wilfully left, thinking themselves already "masters of arts," or at least considering what they had learned enough to seek their fortune elsewhere as independent workmen. Since 1890, when the Basel Mission Works were reorganized, the apprentices have had to sign a bond, by which they promise to continue their studies for a period of three years, and deposit £4 as security, which is returned after the completion of the term of three years' apprenticeship, but if the apprentice leaves before the completion of the term, or if he is discharged on account of disobedience or misconduct, this sum is forfeited.

The workshops being now in a better financial position, and having a good internal organization, the great and good work done in this institution is patent to everybody. A young man who has finished his three years' apprenticeship there will be sure to be appreciated wherever he works; there is only one voice of praise for workmen trained in the Basel Mission Works from Sierra Leone to the Congo river, on board of the steamers as well as in the factories along the coast, where there are railways, or on military expeditions. Lately a gentleman saw a workman, returning from the Congo Free State, deposit £250 with the purser on board a steamer; this man had learned his trade in the Basel Mission Works, at Christiansborg, and had earned the above-mentioned sum in a comparatively short time. These good results are based on the following points:

1. The managers are skilful, energetic men, devoting all their time and strength to the work.
2. The instruction given in these well-equipped shops is solid, thorough and well graded, from making a key, to the repair of steam engines, from making a simple box, to the construction of go-carts (a carriage with two wheels and springs, drawn by

native servants), gigs and dog-carts, trucks of two and four wheels of the greatest solidity and strength. In the year 1901, not less than sixty of these different carriages were constructed and sold.

3. The superficial and shallow character of the natives, who want to earn money and to get a good living as quickly and as easily as possible without earnest labour and due perseverance, is greatly influenced for good in these shops, as the apprentices, under direct European superintendence, have to work patiently and diligently for three full years; being constantly corrected and pushed forward, and by word and example taught to strive after thoroughness.

4. By stern discipline, requiring the strictest obedience, they are trained in habits of punctuality and order.

5. The managers also try to influence their apprentices and workmen religiously—morning prayers before the beginning of the day's work being compulsory for all—and to implant into them the sense of honesty and truthfulness.

Indeed, the Basel Mission Works at Christiansborg are an institution, the value of which for the whole West Coast cannot be too highly estimated. The Basel Mission has never received the least subsidy from the Colonial Government, but has from its own exertions, and of its own accord, supplied the Public Works Department with its best native servants, and greatly promoted civilization on the whole coast. This, our glory, shall not be taken away from us.

## VI.

### THE ESTABLISHMENT OF MISSION STATIONS IN THE INTERIOR.

The Basel missionaries, when advancing into the inland provinces—Akuapem, Krobo, Akyem, Okwao, Asante—had to build their own houses. They came to Africa with the intention of doing the work of evangelisation and civilisation amongst the Negro tribes for life, *i.e.*, to live amongst the natives for a number of years (on an average, five years) before going on furlough, and to return again after one or two years' absence.

A missionary home, affording the moderate comfort required by a European family, was therefore absolutely necessary. The Mission-houses of the first period were solid stone houses of one storey, those of the second period (from 1860) are houses of two storeys, the second mostly framework with bricks.

The missionaries had to teach the natives all the masonry work, the sawing of boards and beams, the splitting of shingles, and all the carpenters' work. Besides the Mission-houses, spacious chapels, school-houses and teachers' houses were erected, solid swish-buildings with doors, windows and shingle roof.

On the land acquired by the Mission the Christian converts had to build their houses; a new settlement, on the principles of a Christian community, arose before the eyes of the natives, exemplifying a new and higher mode of life.

No better lesson can be given on the usefulness of all kinds of handicrafts, and no better picture of a higher and happier mode of life placed before the eyes of a degraded, slow-bellied, heathenish nation, than these stations of the Basel Mission. Therefore, wherever the Basel Mission is setting its foot the whole aspect of the country is being changed; its stations are, indeed landmarks of civilisation.

## VII.

### THE CULTURE OF THE NATIVE LANGUAGES.

In speaking of the education of a native tribe, and of influencing its character through schooling, one thing is not to be forgotten: the culture of the native language. It is a generally acknowledged truth that the education of a heathen, uncivilised, degraded nation, in order to raise it to a higher moral standard and better mode of life, cannot be done through the medium of a foreign language, but that a sound education can only be given on the basis of the vernacular. An educational system which utterly disregards the reading and writing of the native language, and teaches professedly English only, will have a good result with only a comparatively small number of students who reach the higher standards; the great mass of the scholars will derive very little or no profit from their years of studying the foreign language, and a good number of these will become half-educated caricatures of civilisation. It is statistically proved that not even one-sixth of all children entering a school in the Gold Coast Colony go beyond Standard III. According to the official report of 1893-94, of the 6,925 scholars presented for examination no less than 4,579, or nearly 66 per cent., are classified under infants and sub-standards; no less than 6,277 were under Standard IV., and only 648 in the Standards IV.-VII. In the year 1899 there were of 10,164 scholars examined, 6,208 in infants and sub-standards; under Standard IV. were 8,781, and in Standards IV. to VII. only 1,383. Now what about the great majority which does not go beyond Standard III.? The truth is, though most of those who passed Standard III. may be able to read the reading-book of Standard III., as the contents were, perhaps, explained to them with the help of the Vernacular, yet even these scholars are as a rule not able to read an easy English story-book with understanding, not to speak of writing the easiest English letter or essay. Therefore, we ask again, what about the 86 per cent. not going beyond Standard III.? What benefit had they from their schooling, if not able to read and write their own language? Are they not an easy prey to a most foolish vanity, priding themselves and parading before the uneducated natives a few English phrases? These poor, puffed-up specimens of a wrong system of education, having only nibbled in the most superficial manner at a foreign language, look down haughtily upon their uneducated countrymen, unconscious how contemptible their arrogance appears to the European spectator.

The Basel Mission Society, being an educational body as well as a Missionary Society, and as such wishing to influence the masses, was from the beginning convinced that a school system, if it would raise the people to a higher and better mode of life, could in no way dispense with the Vernacular. Consequently, the Basel Missionaries chose two languages, the first of which is prominent on the coast around Accra, the seat of Government, called the Gã or Accra, language; the other one, the Tshi, or Asante, language, is the leading language in the interior up to Salaga and Atabu. By the help of an alphabet, skilfully and conscientiously based on the Lepsius Standard Alphabet, these two languages were written on the phonetic system, and are now, as they appear in the books, a very accurate representation of the spoken language. Many thousands of natives have learned to read and write their language easily and fluently, and unanimously testify that the language as written by the Basel Missionaries is an excellent medium to fix their language.

A good number of well-graduated school books, as well as religious books (*e.g.*, the whole Bible), were compiled and printed and bound in Europe. By the help of these books the Vernacular is taught on a system well adapted to its requirements. All the scholars entering a Basel Mission School begin with the Vernacular, till a stage is reached in which systematic study of English, learning the language whilst learning to read, can be taken up; and then instruction in both languages goes on together till the end of Standard III. Whilst correct and fluent reading and writing of the Vernacular is an aim in itself, and for the greater part of the scholars—who are not proceeding beyond Standards I. or II. or III.—is indeed the chief part of all their instruction, the Vernacular is also regarded as preparatory to English teaching and made subservient to this end. There is no doubt that the Vernacular, having been laid as good foundation, will be of great help to a better understanding and more solid acquisition of the English language. One of the Government School Inspectors stated in his report: "The previous training of pupils in the Vernacular makes it certain that at least 80 per cent. of those presented in Standard I will not fail to pass. Also the writing in Vernacular, taught in a thorough and well-graded system, prepares the way for the English one."

It is therefore beyond any doubt that by the school system of the Basel Mission, including Vernacular as a chief agency, the character of the natives educated in the Mission schools is deeply influenced. It creates not only respect for their own language, and in consequence also respect for their native customs and their nationality, but also tends to promote the intellectual powers of the whole race.

Considering all the above-mentioned points, and looking back upon the great and good work done amongst the native tribes on the Gold Coast by the Basel Missionaries, who:—

## APPENDIX B 1.

NOTES ON INDUSTRIAL TRAINING FOR NATIVES ON  
THE CONGO.

(BAPTIST MISSIONARY SOCIETY)

1.—(a.) Industrial training has been attempted by some of the Missions, but largely as a means to secure a supply of more or less skilled labour without having to send to the coast for costly work-people. The training has largely consisted in the performance of the simpler tasks under the supervision of skilled coast mechanics working under the direction of the missionaries, or, as in the Government workshops, with skilled Europeans. Craftsmen from the coast do not like the idea of the "bush people" of the interior learning their trades—the same remark applies in some measure to the European mechanics and makes the wished-for system of apprenticeship difficult to work. Attempts have been made, but they have not yet proved an appreciable success; but, in the nature of things, such a system could hardly be expected to succeed seeing that trades-union principles extend so widely, even beyond the range of trades unions themselves.

(b.) As to courses of study in matters industrial nothing can be said, seeing the work in hand, for the time being, has been the only determining factor as to the training given or acquired. Regular "Technical" or "Industrial" teachers, so far as I know, have never been sent to the Congo. The missionaries, however, when engaged in housebuilding, re-erecting of steamers, and the incidentals connected with their establishments in the country, have found the occasion for training some hundreds of young people as brickmakers, bricklayers, sawyers, carpenters, and some few engineers. This supply of native labour has made the establishment of new stations towards the interior, of late years, a simpler and less costly matter than those nearer the coast at the outset of their enterprise. At the four or five printing offices established, some scores have learned to set type, bind books, etc.; at the Bolobo Mission press some fifteen or eighteen young men do practically all the work except the proof-reading. Press work, however, is not so popular among the young people as other trades, the demand for such skill being comparatively limited.

(c.) Agricultural work, unfortunately, is at a discount with boys and men, and even in the Government plantations the work is mainly done by the women. That the men should take to tilling the ground is an object much to be desired, but I fear it will be a long time before they do so. Belgian, French, and in a lesser degree evangelical missionaries, have all tried to break down the

prejudice of the boys in this matter, but in no case can any considerable success be claimed—in some instances distinct failure has followed. It is needless to point out how disastrous it is for a country that its menfolk should taboo agriculture, or how important it is for those who are seeking the development of the country to foster every effort to produce a change in this respect.

2.—Those who have acquired handicrafts have become accustomed to drawing comparatively good wages for their services, and to the spending of the same upon what were, awhile ago, luxuries and non-essentials. There “luxuries,” however, are in many cases becoming, as they are to all civilised people already, the necessities of life, and this to the advantage of commerce. The industrious members of the community are most decidedly its best characters. Health and physique are certainly improved in a great number of cases by the provision of clothes and better houses, enabling those thus protected to pass through times of bad weather without incurring the stress involved by the old conditions of life.

3.—Under present conditions I consider it wise that all scholars should be “half-timers,” going to school one-half the day and working the other, till they can read and write, and perhaps do the first four rules in arithmetic. When this standard has been reached, excepting in the case of those who give distinct evidences of ability to qualify for teachers, I do my best to get our young people drafted off into one or other of our workshops—habits of industry are of more importance for the great majority than “higher education,” and the dignity of labour is a lesson they all need to be taught. Most of our more or less skilled native work-people commenced to learn to read and to work at the same time. Few Congo scholars go to school twice a day, and all our boarders, except mere children, work during half of each day, and go to school the other half. Day scholars we cannot control out of school; the boys loaf about for the great part, but girls go to help their mothers in the farms—in fact, this working in the fields makes the attendance of the girls much more irregular than that of the boys. Below the age of sixteen our system of “half-timers” works well, but whether or not it would be advantageous for young men proceeding beyond ordinary school classes I cannot say from experience, but I should try the experiment, if the occasion offered, with every confidence. We have generally a few specially-talented pupils round us, but not enough to constitute a separate department; they are individually dealt with by these specially interested in them.

4.—Technical education, as understood in Europe, does not exist on the Congo, but all our boarders, as previously indicated, work for a portion of each day in one or other of our industrial departments, that is to say, all but the very young, *i.e.*, those under ten or eleven.

The ordinary school curriculum covers reading, writing, and arithmetic in the vernacular, and a very little French. Even in the schools conducted by French-speaking teachers the



progress made in that language has hitherto been but slight. Just now I learn that extra stress is being laid on this subject, the Government being in need of French-speaking storekeepers and clerks.

5.—The special difficulty is economic. Mission societies cannot be expected to devote their funds to technical or industrial work, except so far as it may promise to be advantageous in furnishing a supply of home-trained instead of imported and expensive labour. In this matter our society has been in a measure successful. The Government is not in a position to vote the funds required for dealing with this subject in anything like a comprehensive manner. (*See* also 1 (a.) above.)

GEORGE GRENFELL.

Yalembe, Upper Congo, 1902.

## APPENDIX B 2.

EDUCATIONAL WORK IN LIVINGSTONIA.  
 WITH SPECIAL REFERENCE TO THE EFFECTS OF MANUAL, INDUSTRIAL,  
 AND AGRICULTURAL INSTRUCTION.

It should be mentioned at the outset that none of our Livingstonia missionaries being at home at present, and there not being sufficient time to write out and get back an answer, the following statement has been written without that full and detailed information desirable to answer satisfactorily the questions put by the Board of Education.

## ORIGIN AND HISTORY OF THE MISSION.

It may help to a clearer understanding of the Educational work in Livingstonia if a short account be first given of the origin and history of the mission. It was David Livingstone who first proposed to the Scottish Churches the starting of a mission on the uplands of Lake Nyasa, in Central Africa. At the time it was found impossible to carry this through, but the suggestion was never lost sight of. On his death, twelve years later, Dr. James Stewart, of Lovedale, coming straight from the funeral of the great African traveller in Westminster Abbey, proposed to the General Assembly of the Free Church of Scotland (1874) the carrying out of Livingstone's idea, as the best tribute to his memory. His words were:—"What I would now humbly suggest as the truest memorial of Livingstone is, the establishment by this Church, or several churches together, of an institution, at once industrial and educational, to teach the truths of the Gospel, and the arts of civilised life, to the natives of the country." The proposal met with warm support, and was heartily adopted. An influential committee was appointed, of which Mr. James White, of Overtoun, father of Lord Overtoun, was made the first convener.

It will thus appear that, from its first conception, the Livingstonia Mission was designed to be an industrial mission. While everything was to be subordinate to the one grand purpose of preaching and teaching the Gospel of Jesus Christ, education, industry, medicine, and literature were all to have a place. Experience in Lovedale had shown that this mode of missionary work was best suited to the wants and conditions of the African people. It was, therefore, agreed that the work in Livingstonia should be conducted along four lines, viz., Evangelistic, Educational, Industrial, and Medical. Hence a carpenter, a blacksmith, an agriculturist, and an engineer accompanied the two pioneer clerical missionaries, one of whom was a medical man, an M.B., C.M. of Aberdeen.

The first seven years of the mission (1875-1882) were largely years of inquiry, exploration and surveying—a civil engineer

being of the company. They were years of severe hardships and sore trials. Difficulties were overcome, prejudices removed, and suspicion changed into confidence. But even during these early years, industrial work played a prominent part in improving the habits of the workers, and securing the goodwill of the people.

The next twelve years (1883-1895) saw the mission greatly consolidated and widely extended. Rarely, in the mission history of the church, has a new land of darkness been so rapidly and effectively mapped out. A vast stretch of unbroken heathenism was practically taken possession of for Christianity and civilisation. This period saw six central stations, to the west of Lake Nyasa, settled, with nearly one hundred out-stations, schools multiplied to 120, with about 30,000 children in attendance, eight languages reduced to writing by the staff, with the whole of the New Testament and part of the Old Testament translated into one, school books prepared, teachers trained, the sick healed, and to all classes the Gospel preached. Again the industrial work played an important part. Brick-making, house building, garden cultivation, printing, and bookbinding, &c., quite changed the habits of the people, and turned fierce raiders into peaceful carriers and tillers of the soil.

The third period (1895-1900), which marks the close of last century, saw the starting of the long-looked-for training institution. It was begun at a new station, called Livingstonia, near Florence Bay, on the N.W. shore of Lake Nyasa, which is now the central station of the mission. What Lovedale and Blythswood are among the Kafirs in the South, centres of education, industry, and civilisation, it is hoped soon to make Livingstonia, in Central Africa. The institution can hardly yet be said to be in working order, as it is little more than five years since the site was chosen. It is on a plateau about 4,000 feet above sea level, with hills to the west of it, rising 2,000 feet higher. The district was practically uninhabited, the people having been driven out by the fierce 'Ngoni.

For a time, work was carried on tentatively and slowly, as an experiment to test the suitability and healthiness of the situation. Experience having confirmed the wisdom of the choice, rough temporary houses were erected for the staff, and dormitories for the pupils. Schools were put up, and a workshop with wooden framework reed walls and a saw-pit. All who attended school gave part of their time to manual labour, and native lads were apprenticed to the various trades.

The four lines of work originally contemplated—Evangelistic, Educational, Industrial, and Medical, are all now in working order, though not fully developed. On the educational side, the institution has four divisions—(i.) Preparatory; (ii.) Lower Course; (iii.) Upper and Normal Course; (iv.) Theological Course. The Lower Course teaches Standards II.-IV.: the Upper Course Standards V.-ex. VI., with special subjects. At present there are 223 resident and about 1,000 out-scholars.

[See Notes I., III. and IV. for the codes and regulations for the training of teachers.]

**INDUSTRIAL WORK.**

On the industrial side there are two distinct divisions—(a) a school of manual training for the pupils to train their hands as well as their heads. (b) Apprenticeship to the different trades of the industrial department.

**I. Manual Training.**

For all the pupils (boys and girls), part of every day is devoted to industrial work. Companies are engaged in mason work, building and plastering, rough carpentry, road-making, gardening, tailoring, and mat weaving, besides the duties arising out of the Boarding Department. A tentative code has been formulated, and followed out as far as the conveniences of the station permit, with courses of work arranged for systematic instruction.

All the classes of the institution are free in the afternoon for systematic training in industrial work.

In the Lower School, the boys are arranged in companies, not so much according to age as according to physical ability. The little ones get light work, such as weeding or attending to the paths on the station, which gives them exercise in the open air, and develops their physique. Others are in the printing office; while the more robust get work in the carpentry and building departments, and in the making and repairing of roads. It is proposed, for the future, to give each boy in turn a regular course of manual instruction in carpentry, wood-turning, and building, to which is to be added a course of forging. All these industrial courses are intended to be the complement of the literary side of the Institution to train the hands as well as the minds of the pupils.

In the Upper School the boys receive technical instruction only by turns of a month at a time during the school session, seeing that the majority of them are at present acting as teachers. But they may remain at the Institution during the October and November vacation, and get instruction in industrial work, such as is going on. For this extra work they are paid, and so can help to defray part of the expense of their education.

With the amount of extra work going on just now at the Institution there are endless opportunities and splendid advantages for manual training. But, in addition, all through this Upper School course the spheres of pastors, teachers, tradesmen, etc., are set before the pupils, and their training directed according to their choice. A beginning has been made with the purely technical classes, and they have been well spoken of by the masters. Last year twenty-one of the pupils in these classes were found occupying honourable places in the prize list.

**II. Apprenticeship to Trades.**

The various trades or industrial departments have now taken shape, and are as follows:—(1) Printing and book-binding.

(2) Carpentry and saw-milling. (3) Building, including brick-making, brick-laying, stone-quarrying, hewing and building. (4) Agriculture. In addition work in the stores gives a preparation for a commercial life, while the advent of the telegraph has given another department for training. Already in this department (the telegraph service), quite a number of mission boys are to be found as operators. In 1901 no fewer than 210 natives were under industrial training on engagements of one to five years, and 200 labourers were employed. Machinery, driven by water-power, has been introduced into the workshops, and a turbine, a circular saw, a band-saw, planing, grooving, and other machines are in use. The water for this purpose, and for the supply of the community, since an abundant supply of good pure water is essential for health, has been brought from the mountains over a distance of five miles in steel pipes at a cost of £4,000, the generous gift of the Convener, Lord Overtoun. Water power from the Manchewi river, adjoining, provides a means of generating electricity, and an electric installation for the supply of light and power is now being fitted up. A turbine and dynamo for generating the electricity at the waterfall, and a motor for the threshing and flour mills have been sent out, while it is hoped to add motors for the machinery in the printing, carpentry, and blacksmith departments. The installation will provide power and carrying cables for 600 sixteen-candle-power lamps, and light up the whole Institution and grounds at less cost than the present outlay on kerosene oil. All the work connected with these large undertakings has been done, and is being done, by the natives under the superintendence of Europeans, viz. — One electrical engineer, one surveyor, one agriculturist, two printers, three carpenters, and three masons.

The industrial or technical teachers are all European. There are twelve such in the Institution at present. Some of these are sent away with their apprentices to do work as required at other stations. These industrial masters have not been specially trained in the art of teaching. The mission has had difficulty enough to get good tradesmen with good characters willing to go. Native industrial teachers have not been tried, simply because the Institution has not had time yet to train them.

As to the age at which manual training ends and technical education begins it is impossible to say, as sometimes two and even three generations may be seen sitting in the same class. Happily this is every year becoming rarer. There are still, however, apprentices and other workers who had not the opportunity of education in earlier years. For these an evening school is held. The enthusiasm on the part of many of the pupils is very marked, and every year good work is done. Last year 134 attended, and ninety-seven pupils went in for the examinations. But, however earnest the pupils may be, the energies of both pupils and teachers are <sup>very</sup> well used up after a full day's work.

The ~~effects~~ results of industrial training on those receiving it are,

according to the testimony of the missionaries, undoubtedly good. This is specially noticeable in the case of the older lads, and their example and influence are telling increasingly on the younger. Further, this kind of training is adding to the economic value of the lads. So much is this the case that it is becoming increasingly difficult to retain the services of not only lads who have finished their apprenticeship, but also those who have just begun. They receive offers of service from traders and others at wages with which the Mission cannot compete. Steps are being taken, with the co-operation of the Administration, to make binding indentures of apprenticeship.

The experience of Livingstonia Institution is too limited to give an opinion as to how far industrial education can be successfully combined with instruction of a more literary and general character. So far as their short experience goes the testimony of the missionaries is favourable to such combination. That it is desirable seems evident. The African needs to have his hands trained as well as his head, otherwise he is very helpless. The most useful and successful men among them are almost invariably those who have received some industrial training. The missionaries all ask for it, and desire to see it extended and developed.

In British Central Africa the white population, so far from objecting to the education of natives, seem to desire it, as the trained pupils of the Institution are in great demand and eagerly sought after. This is partly to be accounted for by the fact that the supply of native labour is far short of the demand. But the fact remains that the trained native commands a higher wage and is preferred to the untrained. In British Central Africa there is as yet no competition between white and native labour.

In closing it may be useful to quote the testimony of Mr. Fred L. M. Moir, Secretary of the African Lakes Corporation, and for years the manager in Central Africa:—"On inquiring at the officials in Glasgow, great appreciation is recorded of the lads educated at the Livingstonia Mission. Large numbers of old Mission boys are employed as overseers of carriers, as engineers in steamers, as carpenters and bricklayers, as interpreters, as keepers of small stores who have to keep accounts of their transactions, and in other capacities. A boy recommended by the Livingstonia Mission as having creditably passed through its classes is almost sure of immediate employment. There seems no near prospect of too many such educated lads being put on the labour market."

J. FAIRLEY DALY.

February, 1903.

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## NOTE I.

## REGULATIONS FOR THE TRAINING OF TEACHERS.

There are two courses of training which qualify teachers for the charge of schools under the Mission, viz. :—

## 1. THE NORMAL COURSE AT THE INSTITUTION.

## 2. THE ACTING-TEACHERS' COURSE PROVIDED AT THE SEVERAL STATIONS.

1. *Normal Course.*

(a) Pupils may be admitted to the Normal Department of the Institution upon passing an examination in the subjects prescribed for Standard IV.

(b) Attendance for five sessions is required in this Department, during four of which the pupils must be daily engaged, for at least one hour, in the work of teaching, under supervision.

(c) At the end of the course the pupils are examined in the following subjects :—

1. Scripture Knowledge.
2. English Language.
3. A Vernacular Language.
4. Writing.
5. Arithmetic.
6. School Management.
7. Practice of Teaching.
8. Geography.
9. History.
10. Practice of Singing.
11. Drill.
12. Freehand Drawing.
13. Theory of Music.

*Nos. 12 and 13 are optional.*

(d) A pass in six of the first eight subjects entitles to a Teacher-Probationer's Certificate; but any subjects in which the candidate has failed, and any subjects omitted in this examination, must be taken at subsequent examinations during probation.

(e) The period of probation is for three years, including three examinations of the school in which the probationer is engaged.

(f) The probationer, besides taking up any subject required by rule (d), may offer for a higher examination in any subject in which a pass has previously been secured.

(g) At the end of the probation a Schoolmaster's (or Schoolmistress's) Certificate is given, graded, according to the results of these examinations, and the Reports upon the School or Classes conducted during the period.

2. *Acting-Teachers' Course.*

(a) Pupils who have passed the examination in Standard IV., and who are employed as teachers under supervision at any Station of the Mission, may proceed with this course.

(b) They may attend such special classes as are provided at their Station, and the Continuation School at the Institution, or study privately when no classes are available.

(c) On passing examinations in Standards V. and VI., the pupil will receive an Acting-Teacher's Probationary Certificate; and the period of probation will begin.

(d) The period of probation is for three years, including three examinations of the school in which the probationer is engaged.

(e) During probation examinations will be set in the undernoted subjects :

1. School Management.
2. Practice of Teaching.
3. Geography.
4. History.
5. Music.
6. Freehand Drawing.
7. Drill.

*Nos. 5 and 6 are optional.*

(f) Any compulsory subjects in which a probationer fails must be taken at subsequent examinations; and a probationer may offer for a higher examination in any subject in which a pass has already been secured.

(g) At the end of the probation a Schoolmaster's (or Schoolmistress's) Certificate (A.-T. Course) is given, graded, according to the results of these examinations, and the Reports upon the School or Classes conducted during the period.

Livingstonia Mission, October, 1897.

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## NOTE II.

### EXTRACT FROM THE REPORT OF THE LIVINGSTONIA MISSION FOR 1901.

#### LIVINGSTONIA.

##### INDUSTRIAL.

Mr. Hardie, since his arrival, has been chiefly engaged in preparing for the work of the next dry season, when native labourers become available. A road suitable for vehicular traffic is needed between the lake and the top of the cliff, from which a road is already made to the Institution. As the difference of height from the lake to the top of this cliff is 2,300 feet, and the distance in a straight line is only about three miles, a great deal of search and careful surveying were required ere a line with a suitable gradient was found. This could only be satisfactorily accomplished after the bush fires had cleared the face of the hills and gorges, thus showing the exact contour of the ridges. Now the line of road has all been marked out, and, with the few men available, part of it near the lake end has been cleared. The making of the road will be a heavy piece of work; but it will relieve natives of the carriage of many and heavy loads, which is apt to frighten them from coming here at all.

Similar preparations are being made for the laying of the water pipes.

Mr. Chalmers arrived on 23rd November, and at once set to work on needed repairs on the wood-working machinery, and setting up other machines that had but recently arrived.



1. *Printing*.—Mr. R. D. M'Minn reports :

Staff—Compositors, six apprentices ; bookbinders, one journeyman and seven apprentices.

*Work done*.—In Namwanga—a small Catechism (500 copies). In 'Ngoni—Parables, &c. (500 copies). In Mambwe, for the London Missionary Society—School Primer (500 copies), Parables (250 copies). In Konde, for the Berlin Mission—School Primer (1000 copies). School roll-books for Dutch Mission and London Missionary Society ; cargo receipts and manifests, passage tickets, log-sheets, &c., for African Lakes Co., Ltd., Tanganyika Concessions, Ltd., &c. ; also the usual variety of work for our own stations—memos., account headings, school registers, certificates, schedules, syllable sheets, &c.

There has been a considerable increase in the amount of binding done for members of the staff and others.

*Work on hand*.—Seven books in as many different languages, including a Nyanja Hymn Book for the Dutch Mission ; Acts and Gospel of John, for the London Missionary Society ; and a School Primer, for the Berlin Mission.

Value of work .. .. .	£377 14 4
Books sold in book store .. .. .	268 16 10
	<hr/>
	£646 11 2

2. *Carpentry*.—Mr. Meldrum reports :

During the end of 1900 and the beginning of 1901 the Carpentry Department suffered very much owing to the lack of European supervision, Mr. John M'Gregor being the only carpenter engaged at that time in the work ; and when we remember that he had to look after the workshop, the erection of the turbine house and machinery, keep all the sawpits going, and about 800 outside workers in addition, we can imagine his position. Matters have been righted to a large extent during the year, Mr. Murray being relieved from the charge of the Agricultural Department, owing to the return of Mr. and Mrs. Moffat from furlough, and the appointment of Messrs. Meldrum and Adamson. At the present time each one has charge of a certain branch of work—two at Livingstonia, and two for the other stations—so that now the wants of these are being attended to by two European carpenters with native helpers, and also as much material supplied from Livingstonia as it is possible to prepare. The present staff of native workers consists of 3 journeymen carpenters, 16 sawyers, and 37 apprentices, of whom 19 have been engaged during the year ; while 3 have left owing to sickness, 2 have been dismissed as unsuitable, and 2 have left without giving any reason. During the year 2 apprentices finished their course of five years, and are now engaged as journeymen.

We are employed at the present time with the woodwork of a house for Dr. Elmslie at Ekwendeni, which will soon be ready for occupation: a cottage at Livingstonia, which will soon be ready for the roof ; and a landing-stage for goods at the lake shore. The house presently occupied by Mr. Moffat has been finished ; alterations were made on the house at Hora ; and the Educational Department had several reed houses erected for schoolboys, also a reed school at Livingstonia, and help given to the natives in erecting similar schools at Mlowe and at Hora. A shed had to be erected at Manchewe as a wood store. Little could be done for outside customers owing to the need for work at the Institution and other stations.

The following is a summary of the work done :—22 panelled doors, 5 glass doors, 33 windows, 9 school desks, 8 school forms, table for saw sharpener, 6 tables, 1 wardrobe, 1 sideboard, 3 small chests of drawers, 1 wash-stand, 3 sets of tressles for book-stands, 2 picture frames, 29 small blackboards for village schools, 3 blackboards for Institution, 3 ox carts, 2 yankers,

9 wheel-barrows, 2 hand-carts, 6 ladders, 24 rakes, 3 masons' bunkers, 18 straight edges, 2 grain sieves, several yokes and 90 skeys for oxen, and several smaller articles, in addition to repairs needed during the year.

Trees to be cut up into planks and boards are chiefly brought from the top of Mount Nyamkowa. Owing to cold and mist on the mountain top the natives cannot begin this work till July or August, and they leave off in November to go home to cultivate their own gardens. From Nyamkowa and other places several hundred logs have been brought to the sawmill to be ready for cutting up during the time that native labour is scarce.

### 3. Agriculture.—Mr. M. Moffat reports :

There is not much of importance to chronicle in connection with the work in this department for the past year. Since the closing of the school last March, on account of the shortness of food, the department has managed to keep up the food supply without any assistance from our friends at Bandawe.

Our crop of maize was particularly good. Nearly 90,000 lbs. were harvested. Of beans we did not gather in such a plentiful supply—only about 8,000 lbs. The wheat crop was fairly good ; about 6,000 lbs. were threshed out. The return from our small coffee plantation was very meagre, amounting in all to some 600 lbs. Very little tree planting has been done.

The cattle have thriven fairly well. We have reared forty calves, and a good supply of milk has been sustained, whilst the trek oxen have been invaluable in the carting of brick and stone and the ploughing of the fields.

### 4. Building.—Mr. Gauld and Mr. Sutherland report :

On Mr. Sutherland's arrival from Bandawe in February, 1901, nothing gave him more surprise than the work in hewn stone done by the boys at the Institution. He was soon at work repairing the brickwork of the turbine flume, which had been destroyed by heavy floods, and building a pillar of stone to support the wooden part of the flume. For this work 287 feet of ashlar and 2½ tons of lime were used.

In March the building of a stone house was begun, and the apprentices showed considerable interest in the work, and some became fairly good builders. In May this work was postponed for a time to help at a brick cottage, with back wing for kitchen, at which Mr. W. I. Henderson with a company of school boys had been at work. Lack of bricks necessitated the building of this cottage being stopped for a time, and allowed of a return to the stone building. The dilapidated condition of the carpenters' present reed shop made it necessary to begin the permanent workshop, and the foundations were excavated for walls 200 feet long and gables 30 feet wide, with stone foundation for brick walls above. This work went on till most of the labourers left in December, at which time the stonework of two gables and 40 feet of each side wall had been brought up to the ground level.

A number of orders for monumental stonework have been received. Several tombstones, with inscriptions, have been sent to different places. A cross for Tanganyika, a baptismal font for the new church at Bandawe, and a memorial stone with inscription for the pavilion at Zomba in memory of our late Queen, have been partly made or completed, and there are nine orders still to be overtaken. One native especially shows a deep interest in and liking for this work.

Mr. Gauld arrived from Bandawe at the close of March. The crane for the quarry, sent out by kind friends in Glasgow, was at once set up with Mr. W. I. Henderson's help. It has been most useful, and when at work saves us about five shillings per day as compared with native labour required to accomplish the same work. Other one or two derrick cranes to lift 30 or 40 cwts. would be an immense help and saving in house-building operations.

A verandah was added to Rev. Mr. Henderson's house, and another to the new cottage the late Mr. W. D. Macgregor had occupied. The brickwork

for boilers in the kitchen at the dining-hall was rebuilt. The foundation of another brick cottage was laid in stone, and the brickwork carried up to the level of the joists.

In June, Mr. W. I. Henderson, with native helpers, went to Ekwendeni to build the brickwork of a new house there, and after he left for furlough the natives remained to help with the building of the school church, outbuildings and repairs.

A large amount of stone has been quarried, and substantial work done with it, including fire-place and door and window lintels and sills. In the brickfield between 400,000 and 500,000 bricks were moulded, but great losses were sustained owing to untimely showers. Lime was brought by steamer from Young's Bay to Florence Bay, but it takes a long time to get it carried to the buildings by means of loads of from 30 to 50 lbs. on the heads of carriers up the steep ascent from the lake.

Some 1,200 labourers have been employed for longer or shorter periods during the year, and there are at present a large number serving a five-years' apprenticeship, and others working on engagements for one year.

\* Approximate value of industrial work done :—

	£	s.	d.
Printing Department .. .. .	377	14	4
Carpentry Department .. .. .	1,020	0	0
Building Department .. .. .	1,650	0	0
Agricultural Department .. .. .	500	0	0

Natives under industrial training on engagements of one to five years, 210.

\* From "The Aurora," a Journal of Missionary News and Christian Work, Livingstonia, April 1st, 1902.

### APPENDIX B 3.

#### THE EDUCATIONAL WORK OF THE BLANTYRE MISSION, BRITISH CENTRAL AFRICA.

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The following information has been furnished by the authorities of the Blantyre Mission in response to an inquiry addressed to them by the Board of Education.

(1) *What has been done to provide manual, industrial, or agricultural education for natives? Of what do such courses consist? Are the teachers Europeans? Have they been specially trained in the work of teaching? Have native teachers been tried? If so, with what success?*

Every native boy at Blantyre and Domasi, Zomba and Mlanjé, is taught a trade, though he may be a teacher, or a catechist looking forward to the ministry. He is trained by the resident qualified European Missionary to be a printer, a joiner, a gardener, a builder, a cobbler, etc. A number are hospital attendants. One or two medical assistants are so advanced that they can do everything, except major operations. Some make excellent teachers.

(2) *At what ages does technical education in industry and agriculture begin in the earlier stages of general education? (i.e., before the commencement of specifically technical education?) Is manual training made a feature of the curriculum? If so, with what results?*

The Educational Regulations (see Note II.) will give the ages. Manual training is an essential feature.

(3) *Does it appear that industrial and agricultural education is having good effects (a) on the character of the natives receiving it; (b) on their economic efficiency.*

The effects are good, both on character and economic efficiency.

(4) *Can such industrial and agricultural education be successfully combined with instruction of a more literary and general character? If so, to what degree has such a combination proved desirable?*

Yes, certainly. The aim is to maintain the missionary character. The trained young men do evangelistic work.

(5) *Has there been any opposition on the part of any section of the white population to the provision for natives of a kind of education which might enable the latter to compete effectively with skilled white labour in various industrial occupations?*

There is little or no skilled white labour, except that the trading

and transport companies have European employees who have natives under them. The planters and traders compete for the services of the educated mission-boys, and, as they offer higher wages than the Mission can give, it is difficult for the Mission to retain its workers. In fact, this sifts the workers, only earnest lads who like Christian work remaining in the Mission.

January, 1903

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NOTE I.

BLANTYRE MISSION EDUCATIONAL CODE.

MARCH 1900.

VERNACULAR SCHOOL.

Also Village Schools and Out-Station Schools.

CLASS I.

*Reading.*—Alphabet.  
*Writing.*—Holding Slate and Pencil ; Strokes.  
*Arithmetic.*—Figures 1-9, 0 ; English and Vernacular numerals 1-10.  
*Catechism.*—Questions 1-3.  
*Religious Knowledge.*—Life of Christ and Old Testament History taught orally in alternate Sessions.

CLASS II.

*Reading.*—Syllabus.  
*Writing.*—Strokes, Hooks, m, n, l, u, w, o, a, e, r, d, g.  
*Arithmetic.*—Vernacular and English numerals 1-50. Addition Tables of two units.  
*Catechism.*—Questions 4-7.  
*Religious Knowledge.*—As above.

CLASS III.

*Reading.*—1st Mang'anja or Yao Reading Book ; Spelling.  
*Writing.*—All letters ; short words without capitals (on slate).  
*Arithmetic.*—English and Vernacular numerals 1-100 ; Sums of three lines of units.  
*Catechism.*—Questions 8-19.  
*Religious Knowledge.*—As above.

CLASS IV.

*Reading.*—2nd Mang'anja or Yao Reading Book.  
*Writing.*—Capital Letters ; sentences copied from blackboard.  
*Arithmetic.*—Addition of 4 lines of figures and numeration up to 10,000  
Subtraction tables.  
*Catechism.*—Questions 20-36.  
*Religious Knowledge.*—As above.

CLASS V.

*Reading.*—3rd Mang'anja or Yao Reader.  
*Writing.*—Dictation of a paragraph from Lesson, with punctuation and capitals, etc.  
*Arithmetic.*—Addition and Subtraction ; Numeration up to 1,000,000.  
*Catechism.*—Questions 37-51.  
*Religious Knowledge.*—As above.  
*Special Subject.*—For those proceeding to Anglo-Vernacular School—English ; Queen's Primer, Parts I. and II. ; Spelling ; Translation and Re-Translation.

## ANGLO-VERNACULAR SCHOOL.

(AT BLANTYRE STATION ONLY.)

## JUNIOR DEPARTMENT.

## STANDARD I.

*Reading (English).*—Infant Reader and Book I.; Spelling; Translation and Re-Translation.

*Reading (Vernacular).*—A Gospel.

*Writing.*—Dictation on Slates; Copy.

*Arithmetic.*—Addition; Subtraction; Multiplication 1-6.

*Catechism.*—Questions 52-60.

*Religious Knowledge.*—As above, with special knowledge of Gospel read.

## STANDARD II.

*Reading (English).*—Book II.; Spelling; Translation and Re-Translation.

*Reading (Vernacular).*—A Gospel.

*Writing.*—Dictation with Pencil in Book; Copy.

*Arithmetic.*—All Simple Rules.

*Composition.*—Writing a story in Vernacular; proper use of capitals and full stops.

*Catechism.*—Questions 61-78.

*Religious Knowledge.*—As above.

## STANDARD III.

*Reading (English).*—Book III.; Spelling; Translation and Re-Translation.

*Reading (Vernacular).*—A Gospel.

*Writing.*—Dictation in Book with Pencil; Copy.

*Arithmetic.*—Compound Rules—Money; Reduction of Money.

*Composition.*—Letter in Vernacular with Punctuation.

*Grammar.*—Parts of Speech in English and Vernacular.

*Catechism.*—Questions 79-100.

*Religious Knowledge.*—As above.

## ANGLO-VERNACULAR SCHOOL.

## SENIOR DEPARTMENT.

(FOR PUPIL TEACHERS AND APPRENTICES IN THE VARIOUS MISSION INDUSTRIES.)

## STANDARD IV.

## 1st Year.

*Reading.*—Book IV.; Spelling; Translation and Re-Translation.

*Writing.*—Dictation with pen on paper; Copy.

*Arithmetic.*—Compound Rules (Weights and Measures); Reduction; Elementary Fractions.

*Grammar.*—Knowledge of Article, Noun and Adjective.

*Composition.*—Vernacular Essay and Short English Sentences.

*Geography.*—Points of Compass; Globe; Maps; Local Geography with maps.

*Religious Knowledge.*—Our Lord's Miracles and a Period of Old Testament.

## STANDARD V.

## 2nd Year.

- Reading*.—Book V. ; Spelling ; Translation and Re-Translation.  
*Writing*.—Dictation on Paper ; Copy.  
*Arithmetic*.—Simple Proportion ; Fractions ; Bills of Parcels.  
*Composition*.—Vernacular Essay ; English Sentences.  
*Grammar*.—Knowledge of all Parts of Speech.  
*Geography*.—General Outlines of Geography of the World ; Continents ; Oceans, etc. ; Geography of Africa.  
*History*.—General Outlines of History.  
*Religious Knowledge*.—Our Lord's Parables and a Period of Old Testament.

## STANDARD VI.

## 3rd Year.

- Reading*.—Book VI. ; Spelling ; Translation and Re-Translation.  
*Writing*.—Dictation on Paper.  
*Arithmetic*.—Compound Proportion ; Decimals ; Interest ; Mensuration of Simple Areas.  
*Composition*.—Vernacular Essay and English Sentences.  
*Grammar*.—Analysis of Sentences.  
*Geography*.—Europe generally and British Isles.  
*History*.—Outlines of Church History.  
*Religious Knowledge*.—Book of Acts and Period of Old Testament History.  
*Special Class for Teachers*.—School Management and Method.

## ADVANCE CLASSES.

## FOR DEACONS, EVANGELISTS, OR READERS.

## FIRST YEAR.

- English Reading*.—Translation and Re-Translation ; with Elementary Knowledge of English Literature.  
*Advanced Arithmetic*.—Involution and Evolution ; Mathematical Properties of Square, Circle, Triangle, Oblong, Parallel Lines.  
*Science*.—General Physiology and Physical Geography.  
*Composition*.—English and Vernacular Essays.  
*History*.—General History of British Isles, with its relation to their Geography.

## SECOND YEAR.

- English Reading*.—Translation and Re-Translation, with Elementary Knowledge of English Literature.  
*Science*.—Some other scientific subject.  
*Old Testament*.—The Pentateuch.  
*New Testament*.—The Synoptic Gospels.  
*History*.—General History and Expansion of Civilization with its relation to the Geography of the World.

## THIRD YEAR.

- Old Testament*.—Joshua to 2nd Kings.  
*New Testament*.—Gospel of St. John, Acts of the Apostles with reference to the various Epistles and other writers.  
*Theology*.—The Creed.  
*History*.—General outlines of Church History with special knowledge of First Four Centuries.



COURSE OF INSTRUCTION  
FOR APPRENTICES TO THE TRADE OF PRINTING.

FIRST YEAR.

1. Learning cases, type, and method of distributing.
2. Composing plain work, with instruction in spacing, justifying, moving of type, and preparing for distribution.
3. Learning manuscript signs, punctuation, capitalization and indentation.
4. Learning proof-correcting signs.
5. Taking copy and correcting proof.

SECOND YEAR.

1. Composing—more advanced; tabular work.
2. Making up, imposing and locking up for small press—hand and treadle.
3. Inking; making and care of rollers.

THIRD YEAR.

1. Advanced composing—displaying.
2. Making up, imposing, and locking up for large press—hand or cylinder.
3. Use of large press.

Apprentices will be examined at the end of each year, and will show specimens of their work. The result of the examination will be entered in their certificate.

COURSE OF INSTRUCTION FOR APPRENTICE CLERKS.

FIRST YEAR.

Copying letters; indexing letter books; addressing letters; folding and arranging letters, receipts, etc.  
*Arithmetic.*—Weights and Measures.

SECOND YEAR.

Invoices:—giving receipts; despatching and receiving blandos.  
Petty Cash:—Elementary exercises in book keeping.  
*Arithmetic.*—Averages and percentages.

THIRD YEAR.

Rendering accounts:—Freight calculation; commercial abbreviations, stores, letter writing and typewriting.  
*Arithmetic.*—Interest; ratio and proportion, etc.

Apprentices will be examined at the close of the year, and will produce specimens of their work. The result of the examination will be entered in their certificates.

COURSE OF INSTRUCTION FOR CARPENTRY APPRENTICES.

FIRST YEAR.

*Router.*—Rough planing and use of jack plane; use of square and *Red* straight-edge; reading, and use of foot rule.

- 2nd Quarter.*—Smooth planing; use of smoothing plane and hand plane; training the eye in planing straight edges; sawing and use of different saws; names and uses of various tools.
- 3rd Quarter.*—Use of auger and boring brace and bits; dressing wood for door and window frames; grinding tools on grindstone; sharpening plane irons, chisels, etc., on oilstone.
- 4th Quarter.*—Making door and window frames. Making a plain door and brick mould.

SECOND YEAR.

- 1st Quarter.*—Making roofing for houses and putting on iron.
- 2nd Quarter.*—Putting in and fastening door and window frames; hinging the same; mortising; marking off wood; making a screen.
- 3rd Quarter.*—Making book-shelves, school forms, black-boards and stands; use of bow saw.
- 4th Quarter.*—Making common tables, wash-stands, towel rails, chairs (camp and folding).

THIRD YEAR.

- 1st Quarter.*—Making a window and glazing it; a panelled door.
- 2nd, 3rd and 4th Quarter.*—Dining-room table; chair; sofa; picture frames; French polishing.
- Special.*—Wood Turning and Wood Carving.—For those desiring it special instruction will be provided.

Apprentices will be examined at the close of each year, and will produce specimens of their work. The result of examination will be entered in their certificates.

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OUTLINES OF SUBJECTS TO BE TAUGHT

DURING THREE YEARS' APPRENTICESHIP IN HOSPITAL.

QUALIFICATION AT END OF APPRENTICESHIP—"HOSPITAL ATTENDANT."

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FIRST YEAR.

The general structure of the body and the elements of physiology.  
The treatment of wounds, ulcers, and burns.  
Bandaging.

SECOND YEAR.

Temperature taking. The elements of dispensing. Weights and Measures.  
The different syringes and their uses. Baths and the packs, cupping, poultices, fomentations. The care of patients, bedsores, etc. Sick-room cookery. Disinfecting.

THIRD YEAR.

How to observe patients, the pulse, etc.; states of collapse, concussion, delirium, etc. What to do in emergencies, drowning, poisoning, snakebites, loss of blood. Contagion and infection. Ventilation.

Apprentices will be examined at the end of each year. The result of each examination will be entered in their certificates.

## NOTE II.

## REGULATIONS

FOR THE EDUCATIONAL AND INDUSTRIAL DEPARTMENTS OF THE  
BLANTYRE MISSION, 1900.

## I.—GENERAL.

1. In the admission of pupils, preference will be given to those who bring certificates of character or letters of recommendation from other stations of the Mission, or who have passed through the Vernacular course in any of the out-stations or village schools, or who are recommended by European employers and who are over fourteen years of age and under twenty. Admission of young boys or of very young girls is not advisable except in special circumstances and then only when recommended by parent or guardian.

2. All Christian parents sending children to school are expected to pay the usual fees for board and education.

3. All boarders and others resident on the Mission are expected to attend morning and evening prayers at the stated time of worship.

## II.—BOARDERS.

4. All boarders are expected to be within Mission bounds after sunset except by special leave of the Head of the Mission. Any boarder found absent from the station, visiting any of the villages after that hour, or absent during the night without such leave, or any boarder bringing in beer into the station, or frequenting beer-drinkings in the villages is liable to dismissal.

5. All boarders must be in their dormitories after night bell has rung, and must answer their names at roll call.

6. All boarders must rise at bugle call, sweep and clean out their dormitories, and fold their blankets and mats before first bell. On Saturdays they must wash and clean out their dormitories and have them ready for inspection at eight o'clock.

7. All boarders must take their turn in washing the plates and sweeping the dining hall after each meal.

## III.—JUNIOR SCHOOL.

8. All pupils in the Junior School must work in the afternoon and on Saturday forenoon at such useful occupation as is appointed them in part payment for their board and education.

9. All pupils in the Junior School must take their turn in sweeping out the school daily, and on Friday afternoon and Saturday morning must wash out and clean the school under the direction of the teachers and pupil teachers.

10. No pupil will be retained in school, or continue to receive education in the Mission after he has passed through the Junior School (Standard III.), unless he binds himself by agreement or indenture as apprentice for three years to any of the industrial departments of the Mission to work in accordance with the regulations appointed for the same as per Section VI. of these regulations.

11. Certificates of character and education will be given to all who pass through the course of the Junior School Code and pass the exit examination.

IV.—SENIOR SCHOOL.

12. The Senior School is open to all apprentices, and is held from 6.30 to 8 in the morning and from 8 to 9 in the evening. The subjects taught are those of the Senior Code—Standards IV. to VI.

13. Certificates of character and education will be given to all who pass through the course of the Senior School Code and pass the exit examination.

V.—GIRLS' INDUSTRIAL WORK.

14. The hours of work are from 6.30 to 8 in the morning, when the girls are engaged in household work in the various mission houses as far as opportunity permits. From 8 to 12 the senior girls who are not in school are trained in laundry work, sewing, cutting out and making garments. From 2 till 5 the girls both junior and senior engage in manual work of various kinds. One afternoon in the week is devoted to washing and ironing their own clothes.

VI.—APPRENTICES.

15. The working hours are from 8 to 12 and from 2 to 5, and on Saturdays from 8 to 12.

For hospital attendants the hours of duty will be arranged by the doctor in charge.

16. Every apprentice must present himself promptly at his work at the ringing of the bell, and must continue steadily at work during the appointed hours.

17. No apprentice may be absent from his work for any purpose whatever without permission of the Head of the Department.

18. No smoking is allowed at any time during work hours.

19. The school hours for apprentices are from 6.30 to 8 in the morning and from 8 to 9 in the evening, and pupils must present themselves promptly on the ringing of the bell.

20. The period of apprenticeship shall be three years. The rate of wages for apprentices shall be as follows:—

1st Year 2s. 6d. per month.

2nd Year 3s. 6d. per month.

3rd Year 5s. per month.

21. A bonus of £2 sterling shall be paid to an apprentice in the event of his completing the full period of his apprenticeship and giving satisfaction as being faithful and competent in his calling and as having conducted himself to the satisfaction of the Head of the Mission and of the Head of the Department in which he has served, who shall be the sole judges as to the above qualities in the apprentice.

22. One month's holiday without pay or one fortnight with pay is given each year at such time during the school vacation as the Head of the Mission may arrange.

23. Leave of absence will be granted at other times only when sufficient cause is shown. For such leave application must be made first to the Head of the Mission and next to the Head of the Department to which the applicant may belong. In cases of sickness a medical certificate is required.

24. At the end of each year the apprentice will be examined in the subjects of the course for that year, and will submit for inspection specimens of his work. The results of such examinations will be entered on his certificate of character and discharge.

25. When an apprentice is found culpably wasting his time by being unpunctual at bell or by loitering when he ought to be at work he shall be subject to a small fine.

26. Work or tools spoiled through carelessness shall be paid for by the culpable party.

VII.—ADVANCED COURSE.

27. An advanced course is provided for those who desire to proceed with their education towards the office of deacon, evangelist, or catechist with a view to the ministry of the native Church. This course will embrace the following subjects :—

*First year* :—English, Advanced Arithmetic; a science subject; Composition, History.

*Second year* :—English; a science subject; Old Testament; New Testament; History.

*Third year* ;—Old Testament; New Testament; Church History; Theology; Christian Ethics.

During the above course pupils will be able to support themselves by means of their trade or calling.

## APPENDIX B 4.

## THE EDUCATION OF NATIVES IN SOUTH AFRICA.

This subject, which has long interested English people, has a fresh importance to-day, for the manner in which it is dealt with is calculated to affect, either directly or indirectly, every colony in South Africa, not only through the example offered by the local administrations, but by the influence exercised on the large native population which is being attracted to the mines in the Orange River Colony, Transvaal and Rhodesia from all parts of the Continent.

The steps already taken in regard to education in the new colonies show that there is full recognition of its value so far as children of European origin are concerned. It is quite right that this should receive the first consideration, but we have to bear in mind that where two races on different planes of civilization come into such close contact, as do the whites and blacks in South Africa, they act and react on each other, and where the higher race neglects its duty to the lower it will itself suffer.

It must be admitted that a wide-spread prejudice exists in South Africa against the school native, based upon a conviction that book learning has lowered his usefulness for work, for which it makes him more disinclined than he naturally is, as well as uppish and conceited.

The opportunities of education within the reach of the average native are generally meagre and imperfect. As the books conveying instruction are not in themselves demoralising, the fault, if fault there is, must be with the instructors or pupils, or both.

The teachers are mostly missionaries who have devoted their lives to Christianize and civilize the natives. In the great majority of cases these worthily carry on the duties of their profession; but many of them with their families have necessarily led isolated lives, with few chances of associating or exchanging ideas with people engaged in other work, and have in consequence been unconsciously influenced by their surroundings, and some amongst them, impressed by the evidence they recognised of a humanity having so much in common, have come to the conclusion that the moral and intellectual difference between white and black is but a question of religion and book-learning. This view would be readily adopted by the native and would foster conceit and discontent with service. But whatever the objection to the school Kaffir may be, or whatever reason may be offered for this objection, the growing desire of the intelligent young natives to be taught cannot be disregarded. The more they come in contact with Europeans the more this is

shown, as is evidenced by the increasing attendance at the Missionary schools for adults, as well as at the night schools in the towns and mining centres where such schools are available.

It appears the province of the Government to afford the natives opportunities of satisfying their legitimate desire for knowledge by providing suitable buildings and teachers under the supervision of qualified inspectors in mission schools, by grants-in-aid, dependent on a proper system of teaching, it being understood that in every school receiving Government aid instruction must be given in English. In the case of wage-earning youths and adults the expenditure need not be large, as in night-schools established in towns and mining centres the scholars' fees should pay the greater part of the current costs, and in mission schools the same thing should be encouraged. With regard to children's education, it is best left in the hands of religious bodies or societies, but as the parents lose the service of their children while being taught, they are, as a rule, unwilling to make further sacrifices. State aid, subject to satisfactory reports from Government inspectors, should be given. This has been recognised by all the colonies in South Africa and its extension would probably meet present requirements as far as primary education is concerned. As regards higher education, the demand for natives who are qualified to act as teachers, interpreters, sub-clerks, shopmen, etc., exceeds the supply, and it would benefit the community for Government to establish institutions to meet this want, and substantially to subsidise those already existing, but here, as in the case of primary schools for wage-earning natives, fees should be expected from those who desire to learn.

But, though natives mostly ask for book-learning, it is yet more desirable to offer them opportunities of industrial training. The few arts and crafts of which we found them possessed resembled those we had over a thousand years ago and cannot survive competition with our present methods. Being thus deprived of all chance of progress in their own industries, it seems fair that some compensation should be provided. In prospect of the coming increase of European settlement in South Africa there will be a large field for artificers at a moderate rate of wages, and this can be partially met by trained natives. The objection of Europeans to teach trades to natives, based on fear of competition, is very shortsighted. The South African natives, as a rule, are wanting in initiative and self-confidence. After proper training they prove useful apprentices and fair journeymen, but it is unlikely for generations to come that they will be found efficient as master-workmen, a position which belongs to the European and which it is his own fault if he loses. Industrial schools are generally conducted by the various Missionary societies and some of them have produced excellent results considering the small means at their disposal. Such institutions well deserve increased aid from the Administrations.

In addition to schools there are other ways of having natives

instructed in trades. For instance, Administrations and Corporations might require their European artificers in permanent employ to have a certain number of selected native apprentices who would thus fall under the supervision of qualified officials.

However this question of education is met, there are difficulties and prejudices to overcome, and this consideration makes it wise not to be too ambitious at first, using when possible existing institutions which so far have weathered the storm. The object in view, affecting as it does the mutual advantage of the divers races who seem destined to share the future of South Africa, is one undoubtedly worthy of our best efforts.

MARSHAL CLARKE,  
Resident Commissioner,  
Southern Rhodesia.

Lennington,  
April, 1902.



## APPENDIX B 5.

## ON NATIVE EDUCATION—SOUTH AFRICA.

Native education in South Africa is almost entirely in the hands of the Missionaries. It is supported partly by Government grants and partly by funds from home. The latter are employed as salaries of Missionaries and teachers and for buildings. It is also now aided in some places by native fees. Where Education Department grants are given there is, of course, inspection. Such inspection at one institution, with over 700 pupils, lasts over two months.

It will be accepted as a sound principle that education in any country should be shaped so far as possible to meet the requirements of the individual, or community, or people to whom such education is given. It cannot be said that native education in South Africa has been so dealt with. The course of education, subjects for examination and certificates are the same for black and white. Formerly, though now less so, Europeans and natives, in Missionary institutions at least, were in the same classes.

This guiding principle helps to determine generally what shape the education of the native races should take in South Africa. It should be practical, industrial, and, for the great majority, largely elementary. Complaint is made by colonists that there is too much mere book work, and too little practical training. One cause of both complaint and result has been mentioned. The Missionary, however, has no choice.

The second cause is the view the native takes of education. He confounds instruction and education, means and end, and has an ambition to learn all that the white man learns. He also makes little or no distinction between intellectual and moral education, and does not understand that the best results are only got when the two are combined, and secured by being made definite objects, continuously aimed at from first to last. But there are others besides the African who do not give sufficient prominence to this combination. In consequence it sometimes, perhaps often, happens that in the long struggle to reach a certain intellectual level, the higher or moral result is missed, with the consequence, to the individual and to the world, of a less useful and less completely educated man.

The mind of the African is empty, and he has a great idea of what he calls "getting knowledge." Hence his anxiety about instruction merely, apart from mental discipline and habit. To this must be added little liking for manual labour, though that dislike is not peculiar to his colour in certain latitudes. He is not, however, so unwilling to work as is generally stated. But there is the erroneous idea that manual work is servile toil, and mental work is supposed to elevate a man to a higher class. This is the old

native idea of social rank. It is common, probably, in the West Indies as well as in South Africa, and may be over a wider area. His desire, therefore, is to learn whatever the white man learns. This aspiration is very strong, no matter how slight may be the knowledge attained of any particular subject. Educational equality is probably looked at as a step to further equality. There is such an idea existing among a small and not very satisfactory class. Hence there is a strong desire, almost amounting to a craze, for Latin and Greek among a few, though the amount of knowledge gained of such subjects is, of course, useless.

But taking the curriculum, as prescribed by the Education Department of Cape Colony, as it stands, another cause which operates against much manual or practical training of the native during his too short course of education is the large number of subjects in the normal classes which are kept running through the entire course. Little time is left for what is certainly a most important part of that training. And it is obviously unfair to the native to put him into competition with the white on the same subjects during a three years' course and in a foreign language, and to add on the weight of a totally different kind of manual training, which the European does not so much require, and does not get, and has therefore more time and energy for purely examination subjects.

In reply to the inquiries sent as to—

1. *Provision made for manual and industrial or agricultural education for natives.*—So far as I know no separate educational institution or organisation strictly belonging to the Education Department of Cape Colony exists for that end. Such agencies in a partial form, however, are found at various Missions. These are at Keiskanna Hoek, Grahamstown, Zonnebloem, and St. Mark's, of the Church of England. There are the Wesleyan Institutions at Healdtown and Lesseyton, Butterworth, and others smaller. At some only one trade, or, for girls, domestic economy is taught. Lovedale, of the Scottish Presbyterian Mission, is the largest and oldest. It has had for over forty years the following trades:—Carpentering, waggon-making, blacksmithing, printing, book-binding, and, later, post office and telegraph work; and for girls, laundry work, sewing, and dressmaking. The average number in these is about 100 in both departments. The number might be much larger, but the grants allowed by the Education Department are not sufficient to allow of large numbers being taken. The grant for some of the instructors is about £96 a year, which is, in reality, half the sum that is necessary. We require to pay £150 a year, and give a free house. All apprentices in this section are indentured for three and some for four years. The course consists of regular training in each of these departments, so that at the end of apprenticeship the lads may be able to take the position of journeymen.

2. *Special training of Instructors.*—Generally, the older men have not been specially trained in the work of teaching, except in

what is strictly called the Technical workshop. The instructor here is a trained teacher in his own subject. This department is separate from the workshops. The instructors, or trades masters, are all Europeans. In this Technical division, the normal school pupil-teachers and lads in Standard V. all receive a certain course of woodwork and drawing. The building is large, and of two stories. It contains bench accommodation for a class of seventy-two working at the same time.

3. *Native teachers in the industrial departments.*—These have been tried, but not successfully, one or two being in blacksmithing and one in printing, but the exclusive training is not entrusted to them. The question as to the amount of success by native instructors is answered by this, that European superintendence is always necessary.

4. *Agricultural education* was once tried at Lovedale, but not successfully. The natives have the idea that there is nothing to be learned that they do not already know, but all the lads engage to some extent in field work, in planting maize, in hoeing, and in dealing with crops, reaping and digging them up. They see, however, methods entirely different from their own methods. Thus all maize is planted in drills by a drilling machine. The first rough hoeing is done by a horse grubber. No native as yet plants maize in drills, and most Europeans also sow it broadcast. Lovedale was the first in the district to introduce these machines for drilling and planting. A very few advanced farmers throughout the country use them.

5. *Technical education in industry and agriculture begins.*—Not in the earlier stages of general education, except in the one section already mentioned of wood-work. The low condition of education among the natives, and the want of knowledge of English, renders several years necessary in the standards. But manual training of some kind is made a feature of the curriculum as already described, namely, that all must engage in some kind of work for two hours daily. At one extreme lies rough field work, hoeing crops, or road-making, and at the other—it may be the care of the library, or of lamps, or windows, or post or telegraph messengers, or as house boys, knife or boot cleaners, and so on, according to their strength and years.

6. *Effects of industrial and agricultural education on character and efficiency.*—Agricultural education, as a special and systematic work, may, for the reason already mentioned, be left out of account. Natives are willing enough to attend a class of agriculture, even some of them of agricultural chemistry, but practical work in the fields, which in the hot season is severe, is not so much to their liking, nor so popular. As to the effects on character, there is always some effect of a beneficial kind, though there is nothing in work *per se* to make a man moral, without additional influences. About its economic efficiency and value there can be no question.

These lads who serve an apprenticeship can earn about 5s. a day shortly after leaving, while as labourers they would receive 1s. 6d. to 2s. a day.

7. *Combination of industrial and agricultural education with instruction of a more literary and general character.*—These cannot be combined in any efficient degree so far as our experience at Lovedale goes. We have the greatest difficulty in getting apprentices in the industrial departments to attend evening classes for an hour and a half. These classes range from Standard III. to Standard VI., or even VII. The lads are generally tired or sleepy, and also think that they have now reached an age in which they should not be troubled with school work. The combination is not practicable, except in a few individual cases, any more than it is amongst Europeans. It is difficult to combine the artisan and the student.

8. *Opposition from Colonial workmen.*—On the part of some trades, among the white population, there has been at intervals opposition to the natives being taught trades. Into some workshops the native has a difficulty in getting admittance; in others not. In printing establishments and newspaper offices he is generally taken readily. On the other hand, some disturbance arose a few years ago among the tinsmiths in one Colonial town in opposition to the training of apprentices and sale of tinware by an industrial mission of the Episcopalian body. Such outbursts appear in letters in the newspapers or in partial strikes, but they are not serious, and generally do not last. Competition on the part of the native with white labour is as yet in its infancy. We are constantly asked for a far greater number of lads who have finished their apprenticeships than we can supply. Specially is this the case with printers, blacksmiths, waggon-makers, and carpenters.

The right lines of native education are then that it should be—(1) largely industrial, with a good general education up to at least Standard IV.; (2) with a normal course of training for three years for a more limited class to afford the supply of qualified teachers for native village schools; (3) with opportunity under certain financial limitations for a much smaller class to go as far as matriculation; and (4) further, to any extent they may choose to go at their own expense, and on the same terms and privileges as Europeans. This last may be justified on the theory that education proceeds from above downwards, not from below upwards. A small educated class stimulates the ambition of those below; and specially does this hold good among Africans.

The obstacle to any great extension of industrial training is the small amount allotted by the Education Department to such effect. It is unreasonable to expect that the missionary-  
the position of the public of Great Britain will continue to supply artisans.

2. *Special stage of the Colony.* These Missionary Societies have not been able to show its practicability, and spent a good

deal of money on buildings, tools, salaries of masters, and taken such risks and losses as these efforts have involved. They cannot be expected to do this indefinitely, and on the expanding scale which the development of South Africa and the increase of native population will necessitate.

It is also only at what are called Aborigines Institutions of the larger class that such work is really carried on in any thorough and systematic method. The case of Lovedale may be taken to represent all other such Institutions. We would require greater expansion at present to produce any impression on the vast native ignorance which exists, and the corresponding want of economic efficiency. The Missionary Committee are quite opposed to any further expenditure in this direction for the reason I have mentioned. I have asked now for £10,000, chiefly for buildings, dormitories, workshops, and tools, and will not get it. If such education, therefore, is to be undertaken, it should be by the Department of Government which is responsible for it. The gross annual expenditure on education in Cape Colony now is, roughly, £270,000. That on the Aborigines Institutions is, roughly, about £25,000 per annum,\* or less than one-tenth of the whole amount, while the native population may be 4 or 6 or 10 to 1 of the European, according to the district. In Natal, where the proportion of population is 64,000 Europeans to 865,000 natives, including coolies, the expenditure is £56,000; and that assigned to native education, roughly, between £5,000 and £6,000. In comparison with the expenditure in the United States on such places as Hampton, in Virginia, for American Indians and negroes; at Carlisle, in Pennsylvania, for American Indians only; at Haskell, in Kansas, and elsewhere, the amount expended in the Cape Colony is comparatively trifling.

The expenditure per head on Aborigines, that is on purely native schools, is, I believe, 12s. 3d. per head; on Mission schools, which are poor white and partly black and half-caste, 13s. 4d.; on third-class public schools for Europeans, £2 1s. 3d.; on private farm schools, £2 18s. 10d.; on first-class public schools, £3 17s. 4d. Recently, so far as I am able to judge, first-class public schools have received an increase of 7s. per head; private farm schools, over 9s.; second-class public, over 12s.; while native school grants have been reduced by nearly 2s. per head. All this indicates that if native education is to be developed on right lines, namely, a large combination of industrial training, and on any scale adequate to the wants of the country and the rapid increase of native population, the Education Department would need to put forth some strength in this direction.

The grant to Lovedale for all purposes is about £2,200 a year. The half of this is allotted for teaching purposes, and is spread over a line extending from the sewing mistress in the Elementary Station School at £10, to grants in the standards; for three teachers in the Normal Department; for trades masters in the printing car-

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\* I have no Blue Books at hand.

pentering, and waggon-making, and in the technical department; while there is a limited section for matriculation and theological work for which no grant is given, and for the latter, is not expected. The same arrangement holds good as to distribution or application of grants in the Girls' School and Work Department. The other half of the above total is for Maintenance Grants. It may seem a large sum, but spread over so large a surface it is not so.

The annual cost of the place is, roughly, £10,000, of which one-quarter comes from the Mission Committee in Scotland, one-fifth from the Education Department of the Cape Colony, and the remainder from native and local sources. The scale on which the place is maintained is possibly only by payments from the natives themselves in the shape of fees for board and education. Beginning from nothing thirty years ago, these amount now to close on £5,000 a year; and the total sum thus paid by natives is a little over £58,000. The demand for education will steadily grow, as the natives are in earnest on the matter, but we are crippled for want of buildings, and also of means or capital required, before any great measure of self-support can be reached.

JAMES STEWART,

*April*, 1903.

## APPENDIX B 6.

THE WORK OF THE MORAVIAN MISSIONARIES IN  
SOUTH AFRICA AND NORTH QUEENSLAND.

The experience of the Moravian missionaries in dealing with some of the races, lowest down in the scale of humanity, extends in one or two cases to more than 150 years, and in several fields they have met with considerable success, both from an educational and industrial point of view. They have no schools where exclusively technical subjects are taught, and they can scarcely be said to have established in any of their stations a purely industrial mission, yet from the earliest time of their labours they have striven to wean their converts from their indolent and nomadic habits, to show them the benefits of a settled mode of life and to instruct them how to utilise the gifts of nature around them. There is an old picture in the possession of the Church showing Schmidt, the first missionary to South Africa in 1739, surrounded by Hottentots, teaching them the use of the spade.

The class of men who volunteered to go from their German homes in the earliest years of the Mission were specially fitted for work of this kind. Most of them had served an apprenticeship to some trade or industry before they thought of Mission service, and so were well calculated to become instructors in some industrial pursuit. The result of their teaching and example is well illustrated by the effect produced upon such races as the Hottentots and Bushmen of South Africa.

These two races are said to be the remnants of the earliest inhabitants of Africa. Both races were very low down in the scale of civilisation. The Hottentots were described as short in stature, with narrow foreheads, low skulls and prominent jaws, living in small beehive-shaped huts built of sticks and covered with rush mats. Their food consisted chiefly of fruits and roots. In character they were capricious, indolent, untidy, and morally degraded. The Bushmen were even inferior to these. They belonged to an earlier pigmy race. Their skins were leathery, yellow, and greatly wrinkled even in early life, their visages concave, noses flat, but with keen, piercing eyes. They were the gipsies of South Africa, had no fixed abodes, sometimes sheltering in caves, at other burrowing in the sand, or sheltering behind a rough screen of brushwood. Their habits were filthy in the extreme; their food ants' eggs, locusts, and snakes. They had no civil organisation, no chiefs, nor any vestige of religious belief or ceremony.

It was on such unpromising material as this that the missionary had to work. The result of that work may be seen to-day in numbers of stations in South Africa. One example may suffice.

About the beginning of the last century the Government gave a grant of land for the use of the missionaries and their converts of a small valley, called Bavian's Kloof or the Vale of Baboons. Now the place is known as Genadendal. A small colony of Hottentots and Bushmen was founded here, and the natural resources of the valley developed. Now about 18,000 letters pass yearly through the Genadendal Post Office, most of them written by natives. The whole colony is peopled by the descendants of the degraded Hottentots and Bushmen. As in most districts of South Africa, so here the scarcity of water is the great drawback, but a small stream runs through the valley, and this has been utilised to the utmost. First it is made to turn the station corn mill, then it is artificially divided into five branches, from which numerous channels are cut, and the water distributed over the 800 gardens of the natives. Twelve of the most trustworthy inhabitants are elected to act as overseers of this system of irrigation, and as the water is limited in quantity, to see to its equitable distribution. A recent census of the fruit trees in Genadendal was taken, which showed that there were 14,000 pear, 8,000 peach, 4,000 apricot, and 2,000 orange trees cultivated in these gardens. In addition to these shops were opened for carpenters and wheelwrights, and forges were erected for smiths. A certain kind of knife is made there which is highly valued throughout the colony for its sterling quality and excellent finish. The men, educated and trained in this colony, are greatly sought after by farmers and others around, and their trustworthiness and reliability ensure them constant employment. A goodly number are working on the railway line, especially on that portion which passes through that dreary, sterile tract known as the Great Karroo.

One great factor in transforming these degraded races into a thriving industrial colony, in addition to the influence of the gospel, has been the object lesson of seeing the missionaries working with their own hands, both with and for the natives, and it would seem as if the missionary added greatly to his influence and power over the native mind, if, in addition to his preaching ability, he added that of a skilled workman in some trade.

In North Queensland, Australia, there is a native reserve under the superintendence of the Moravian missionaries. Everyone knows the degraded condition in which the aborigines lived, and the Report for 1901 furnishes striking evidence of the progress towards civilisation made in the last few years. Three distinct features characterise the work of the Mission: education for the mind, salvation for the soul, and occupation for the body. The station at Mapoon is gradually changing from a native camp into a modern village. The young people begin to take more pride in comfortable dwellings and personal appearance. There are 145 *bonâ fide* inhabitants living in houses. There is an average attendance of forty-five children at the school. The majority can read English with fluency and expression. Their writing is especially good, and arithmetic is mastered as far as compound



addition. It is not, the Report adds, so much the knowledge gained, as the training to be obedient to rules and regulations, that is of importance. In addition to the elementary teaching the girls are taught sewing, housework, and other useful attainments, fitting them to become better wives and mothers than their unfortunate sisters; the boys are taught gardening, carpentering, milking, and other employments suitable to their years and strength.

This teaching is followed up by special instruction classes for those who formerly attended the day school, so that they may not lose the knowledge gained during their school days. Occasionally, simple lectures are given on such subjects as "The Life of the Butterfly," "The Construction and Laws of Machinery," "The Human Body," etc., etc., all being illustrated by pictures and diagrams. These simple lectures have proved not only a great attraction for the young men, but have also been the means of improving them both in mind and body. During the year over 2,000 feet of board was sawn from local timber, and a number of native houses have been erected with it, and all done by native labour under the direction of the Superintendent of the Mission. Gardens are fenced in and kept in good order, and a fair amount of vegetables and fruit raised.

During the year the Mapoon natives collected a considerable number of botanical specimens, all of which are of economic value, *i.e.*, plants which are used either for food, weapons, or medicine. In this way a new species of acacia was discovered, and named by the Government botanist "Rothi Bail."

The Report declares that the character of the people, nay, even of the inhabitants of the whole district (a coast line of fifty miles) has been greatly changed, but the results of the whole work cannot be tabulated, nor can the change be expressed by any arithmetical figures. Industry and work are essential factors and valuable auxiliaries in shaping the lives of a savage race, consisting of beings devoid of even elementary laws and regulations to assure prosperity and safety of life. The station is, of course, in the first instance a centre for the spread of the gospel, but Mapoon has become a vast nursery of civilisation as well. On another reserve one of the native women is now acting as school-mistress.

October, 1902,

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**EDUCATIONAL SYSTEMS OF THE CHIEF CROWN COLONIES  
AND POSSESSIONS OF THE BRITISH EMPIRE, INCLUDING  
REPORTS ON THE TRAINING OF NATIVE RACES.**

**PART III.**

**FEDERATED MALAY STATES: HONG KONG: STRAITS SETTLEMENTS:  
FIJI: FALKLAND ISLANDS.**

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**Presented to both Houses of Parliament by Command of His Majesty.**

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PREFATORY NOTE TO VOLUMES 12, 13, 14  
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In the letters introductory to Volumes 4 and 5 of this series of Reports on Educational Subjects, which dealt with the educational systems of the self-governing Colonies of the British Empire, the hope was expressed that at some future date it might be found possible to supplement those volumes by the publication of reports upon the educational systems of certain minor colonies and dependencies of the Empire. With the issue of the three volumes now published simultaneously this hope has been realised in a larger measure than was at first contemplated. The number of colonies reporting is greater than originally suggested, and the official reports which set forth the action taken by Government in relation to education have been supplemented by a collection of papers dealing with the efforts of missionary bodies to provide educational facilities for the native races among whom they are working.

Through the co-operation of the Colonial Office a circular letter requesting official information and suggesting certain heads of enquiry, was addressed to the authorities of the following twenty-five colonies and dependencies:—Bahamas, Barbados, Leeward Islands, Windward Islands, Trinidad and Tobago, British Honduras, Bermuda, St. Helena, Cyprus, Gibraltar, Gambia, Gold Coast Colony, Lagos, Sierra Leone, Southern Nigeria, Basutoland, Orange River Colony, Transvaal Colony, Mauritius, Seychelles, Federated Malay States, Straits Settlements, Hong-Kong, Fiji, and the Falkland Islands. Replies have been received from twenty-one of these colonies.

Application was also made to the British South Africa Company and to the British North Borneo Company for information concerning Southern Rhodesia and British North Borneo and Labuan respectively. The British South Africa Company requested their former Inspector, Mr. H. E. D. Hammond, to prepare the report, which is published in Volume 13. The Chairman of the British North Borneo Company forwarded to the Board of Education a letter from the Governor stating that the only schools in the Colony were those maintained by the Mission of the Roman Catholic Church\* and of the Society for the Propagation of the Gospel

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\* Some information about the work of the Roman Catholic Mission in Borneo will be found in the paper on Industrial Education in Catholic Missions, which appears in Volume 14.

in Foreign Parts and assisted by small Government grants. The Board desire to acknowledge with gratitude their indebtedness to the officials of these two Chartered Companies for the supply of this desired information.

In order to give greater completeness to this record of the experience gained through the action of the State in relation to the education of native races, a request was addressed to the Foreign Office asking that the Board might be favoured with information as to the educational conditions prevailing in the following Protectorates, which were under the administration of that office, viz., East Africa Protectorate, Central Africa Protectorate, and Uganda. Replies regarding the East Africa Protectorate and Uganda are published in Volume 13. H.M. Commissioner and Consul-General for British Central Africa replied that the time had not yet arrived for the establishment of any general system of native education in the Protectorate, and added that such education as was carried on was mostly in the hands of the various missions.

Before communicating with the Foreign Office the Board had realised the important part played by mission bodies of various denominations and nationalities in the education of the native races within the Empire, and had already approached many of the societies engaged in the prosecution of this work with a request for some statement as to the results of their experience. While the Board regret that from a variety of causes many promises of help from individuals and societies whose co-operation would have greatly added to the fulness and value of the present record have remained unfulfilled, they feel satisfaction in being able to publish the interesting series of papers which are included in these volumes, and they take this opportunity of offering their thanks to those persons who have assisted them. It will be noticed that four of the papers contain information about educational work undertaken by missions in India. It will, of course, be realised by all readers that these reports do not present an exhaustive account of the provision made in that great dependency for the education and training of natives for industrial and agricultural pursuits. Each of the provinces and chief native states of India has its own organised system of public education, which provides not only places of general education, but also many technical institutions admirably adapted to satisfy the needs of an industrial population. Further information as to these will be found in the Fourth Quinquennial Review (Progress of Education in India, 1897-1898-1901-1902, 2 volumes, Cd. 2181, 2182) issued by the India Office in 1904, and in the annual reports on education issued by the various provinces.

In conclusion, the Board desire to express their cordial thanks to the officials of the colonies, who have so kindly undertaken the preparation of the reports now published.

Office of Special Enquiries and Reports,  
January, 1905.

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\* In Volume I of Special Reports on Educational Subjects will be found a paper by Mr. R. J. Wilkinson on the Education of Athletics.

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THE  
SYSTEM OF EDUCATION  
IN THE  
FEDERATED MALAY STATES.

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THE SYSTEM OF EDUCATION IN THE FEDERATED  
MALAY STATES.\*†

I. INTRODUCTORY.

The Protected Malay States consist of the Malay Sultanates of Perak, Selangor and Pahang, and a small agglomeration of States lying to the North and East of Malacca called the Negri Sembilan (i.e., the Nine Districts or Provinces), in which the most influential Malay chief, the Yam Tuan of Sri Menanti, has recently been created the Yang-di-per-Tuan Besar of the whole of Negri Sembilan. These four States have placed themselves voluntarily under British protection at different times. The first Malay sovereign who asked for, and obtained, a British Resident was the Sultan of Perak. This was in 1874. British Residents were also appointed for Selangor and for Sungai Ujong—the most important and populous of the Negri Sembilan States—very shortly afterwards.

The first British Residents for Pahang and for all the Negri Sembilan States were appointed in 1888 and 1895, respectively.

These facts must be borne in mind, as the first steps in the direction of educating the children were only taken in each State on the initiative of the British Resident who directed its affairs, and could only be undertaken when order and honest administration had been evolved out of the chaos and corruption that had previously existed in each; for it can readily be imagined that in a semi-civilised community of Malays, whose chiefs were constantly at war with each other, and where a very considerable Chinese immigrant population of different races and dialects rendered the "confusion worse confounded" by not only taking part in these feuds but by quarrelling and fighting amongst themselves, the initiative in education, as in everything else that made for law, order and progress, had to come from the Residents and the British Officers acting under them.

Previous to the establishment of a British Administration in each State, the attempt by a few Muhamadan priests and Hajis to disseminate a little of their own verbal knowledge of the Koran amongst the faithful was almost the only form of education that can be said to have existed amongst the Malays. A few interesting remnants of the expounders of this knowledge still exist in the teachers who conduct the Koran classes in the afternoons in many of the Malay Vernacular Schools. Not a few of these men teach,

\* Official Reports on Education in the Federated Malay States published since the present report, can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

† In Volume 8 of Special Reports on Educational Subjects (Cd. 835), 1903, will be found a report on the Education of Asiatics, by Mr. R. J. Wilkinson, Acting Inspector of Schools, Straits Settlements, August, 1898—August, 1900; Inspector of Schools, Federated Malay States, 1903.

#### 4 *The System of Education in the Federated Malay States.*

day after day, long passages of the Koran in the Arabic, which they do not understand, and with the most patient efforts to impart the correct pronunciation, intonation and phraseology, although they cannot either read or write in their own Jawi character, or, indeed, in any other—the names of the pupils in their classes.

A mixed population.

The question of education has been greatly complicated by the fact that the Chinese, to whom the richness of the alluvial tin deposits in these States has long been known, have for a considerable time past greatly outnumbered the Malay population of Selangor; and the most recent census returns, those of 1901, show that they now do so in Perak also; these two being the richest and most populous of the Federated Malay States. They form at the same time a very considerable proportion of the inhabitants of Negri Sembilan, and have penetrated, although not to any great extent, into Pahang. The last census returns reveal the fact that the total Chinese population in these States is just over 303,000, while the Malay portion of it numbers only 10,000 more than this. In addition to the Chinese immigrants there has been, in recent years, a considerable movement towards these shores of some of the Indian populations, and especially of Tamils from the Madras Presidency and from Ceylon. In spite of the fact that the vast majority of these aliens, and notably the Chinese, constitute an adult male population, there is still a Chinese and Tamil element in the child population that greatly affects the education question, and will probably do so still more in the future if these varied immigrants from the east and west can be induced to settle permanently in the Malay States.

Broadly speaking, there is, therefore, amongst the Malay inhabitants a child population which is quite normal in the proportion it bears to the total population of the race, and which is widely scattered throughout all the Federated States, as the Malay is essentially a landholder and agriculturist; and, in addition, an increasing Chinese and Indian child population, which is chiefly confined to the towns and which, amongst the Chinese in particular, is abnormally small in proportion to the adult population. In Selangor, for example, the recent census shows that in a Chinese population of nearly 110,000 persons, only 7.7 per cent. were females of all ages and about 7.5 per cent. children below fifteen years of age of both sexes.

Again, in Perak, which may be taken as a typical State, the census shows that out of a total Chinese population of 149,375 only 6,208 are below fifteen years of age; and in a Tamil and Indian population of 34,710 only 4,408.

The total population of the four States is about 680,000, of which probably about 70,000 are of school age, or between five and fifteen. This population is scattered very unevenly over an area equal to nearly half that of England and Wales, and varies from 52.4 per square mile in Selangor, to only about seven per square mile in Pahang.

Although nearly 1,400 miles of cart road have been made, and nearly 250 miles of railway already laid down, in addition to several hundreds of miles of bridle- and foot-tracks, there are still many of the Malay hamlets or "kampongs" that are not easy of access in almost all parts of Pahang, and in portions of Negri Sembilan and Perak also.

Communica-  
tion and its  
effects on  
Education.

All the rivers are used freely as water ways for small boats, but neither the Pahang nor the Perak River is navigable for any but very small vessels, as they are both very shallow, although they are the largest rivers in the States. There are, moreover, in each of the States hundreds of square miles of uncultivated land, consisting of swamp, and of jungle that varies between tracts of comparatively low and sometimes scanty trees and shrubs, and the densest virgin forests of gigantic trees and impenetrable undergrowth. In such districts, when they are inhabited at all, the work of spreading education is naturally greatly hampered, and experience has shown clearly that the Vernacular school under its native master, if not kept fairly constantly under European supervision, may be inculcating in its actual practice habits that are quite the reverse of those of diligence, punctuality, cleanliness and care, whatever its ethical theories with respect to them may be. The truth is apparent, but seems especially so here, that although the good school is perhaps the most powerful human means of training the intelligence and forming character, and may be said to be almost the only one so far as many of the native children in these States are concerned, the bad school will not only fail to do either, but may become a hot-bed of idleness, dissimulation, dishonesty and every evil habit.

## II. PRESENT SYSTEM.

The growth of the school system has been a natural one from the smallest beginnings.

Earliest at-  
tempts in  
Education.

The first two or three schools were started in the towns of Perak and Selangor between 1883 and 1885. These were Government English schools of modest pretensions. They were quickly followed by Vernacular schools in the same places, but the spread of both English and Vernacular schools could only reach the more distant districts as roads were made to establish communication. The Victoria Institution—the largest school in the Federated Malay States—was the outcome in the first place of a desire of His Highness the late Sultan Abdul Samad of Selangor and the chief native inhabitants of Kuala Lumpur to erect a memorial of the late Queen Victoria's Jubilee, and this was carried into effect with aid given by the Government of Selangor. This school, however, was only finished in 1893, since which date it has been considerably enlarged.

In almost every case since the work of education began the initiative in commencing schools has been taken, the actual cost of building borne, and the work carried into effect by the Govern-

## 6 *The System of Education in the Federated Malay States.*

ment of the State concerned. It is only within recent years that the Missions have been invited in the case of some of the English schools to take them over and work them, but as the vast majority of the schools are Vernacular and for Malay children, whose religion is Islamism, no offer of management of such schools by any sect of Christian Missions has been proposed, nor could such an offer, if made, be accepted. In only one case has the munificence of a private person led to the erection of a school within these States.

Administra-  
tion in  
Education.

The administration of the schools in each State, centred in the first instance in its own Inspector, except in Pahang, where the schools are so few and widely scattered that no Inspector has even yet been appointed. As all the Vernacular but one, and some of the English schools, are purely Government institutions, built, maintained and staffed by the Government, the Inspector was, and is, in each State *ex officio* their manager also. In 1898 a Federal Inspector, who is in reality the Director of Public Instruction for all the States, was appointed by the Secretary of State for the Colonies. He is assisted by a State Inspector, two European Assistant Inspectors and five Native Visiting Teachers in Perak; a State Inspector and two Native Visiting Teachers for Selangor; and a State Inspector and one Native Visiting Teacher for Negri Sembilan. In the latter State, however, one of the Administrative Officers performs the duties of the Inspector of Schools, as well as he can, in addition to his own, and there is no salary attached to the appointment. These schools, and the few that exist in Pahang, are visited and examined, as far as possible, by the Federal Inspector of Schools.

Codes of  
Instruction.

Prior to the federation of the States in 1896 each one had had its own Education Code for English and Vernacular schools. These Codes were found to differ very considerably *inter se* with respect to the scope, the amount of work required and the grants that could be earned under them, and it became one of the first duties of the Federal Inspector to compile one Code for all the States. [See Appendix A.]

Present  
Code.

The principal objects aimed at in the new Code were:—

- (a) To make the grants dependent on general efficiency rather than on individual passes.
- (b) To encourage Missionary and other philanthropic bodies to undertake the work of education in English schools by liberal examination grants and by building grants.
- (c) To emphasize the importance of teaching English by making "English vocabulary and composition" one of the "elementary subjects" with reading, writing, and arithmetic; and strengthening it further by making "English grammar and construction" a "class subject" to be taken with it.
- (d) To establish a system of grants to aid in the preparation of pupil-teachers, and to encourage by grants the preparation of native boys who are endowed with the necessary intelligence for the Higher English Examinations.



The Appendices to the Code will be found to contain much that is not usually given in Education Codes, but it must be remembered that the schools, the system and many of the Native and Eurasian teachers in these States were comparatively new, and some guidance was necessary even in elementary principles of school management. It will be observed that the present Code provides regulations and schemes of work for two classes of schools—(i) the “ Vernacular ” pure and simple, of which all but three in these States are Malay ; and (ii) “ English ” or “ Anglo-Vernacular ” schools, which supply an English education through eight standards, beginning with an “ Infants’ Standard ” and ending with the Seventh. The course of work provided for this class of school approximates, as nearly as our altered circumstances will permit, to that of an elementary school in England ; but as the acquirement of English to a native boy who does not speak it at home (although it offers special advantages and opportunities of bettering his future position) presents special difficulties of acquirement, it is generally regarded by him as a “ Higher ” Education. A course of four standards has been found sufficient for the Malay child attending a Vernacular school, when he is properly taught, to enable him to acquire the rudiments of reading and writing in his native tongue, and to teach him the four simple rules as applied to abstract numbers and to the money currency, the weights and the measures of his country. For the Tamil course five standards are provided, and for the Chinese six.

It appears from the returns given by the Acting Federal Inspector of Schools in his Report for 1900 that at the end of the year the children attending school in the Federated Malay States were as under :— \* Attendance in Schools.

VERNACULAR.		ENGLISH	
Boys.	Girls.	Boys.	Girls.
6,260	234	1,331	298
6,494		1,629	
Total 8,123			

The attendance varies in different States. It is lowest in Pahang and Perak, which have no compulsory attendance enactments, and highest in Selangor and Negri Sembilan, which have. The percentage of attendance on the average enrolment in the Vernacular schools is as under :—

Pahang	..	..	..	..	..	..	..	..	66 %
Perak	..	..	..	..	..	..	..	..	72 %
Selangor	..	..	..	..	..	..	..	..	82 %
Negri Sembilan	..	..	..	..	..	..	..	..	80 %

\* In the Reports on the Federated Malay States for 1903 (Cd.1819) the figures are—Vernacular : Boys, 8,330—Girls, 338. Total, 8,718. English : Boys, 1,665—Girls, 357. Total 2,022. Grand Total, 10,740.

[Copies of the enactments which make attendance at a Vernacular school compulsory for boys who reside within a radius of two miles of a Government or Grant-in-Aid school in Selangor and Negri Sembilan are given in Appendices B and C respectively.]

The attendance in English schools averages nearly 90 per cent of the enrolment, and is due to the fact that (1) fees are charged in all, or nearly all, of them; and (2) that English schools are built in the towns, and that consequently they are near the pupils' dwellings.

Every facility that can be afforded and every help that can be given to enable children who live at a distance to attend school is provided by the daily issue of a very large number of free passes on the Government railways for all *bona fide* scholars of Government and Grant-in-Aid schools. Where the roads are not convenient, or non-existent, and the river is the means of communication, "sampan" and ferry-boats are provided to take scholars to and from school, the boat being maintained and worked at the Government expense. But in spite of all the help that can be given, the sparseness of the population and the difficulty of reaching many of the remote "kampongs" will for many years to come prove difficult and expensive obstacles to the growth of vernacular education.

#### *Vernacular Schools.*

**Schools and pupils.** At the close of the year 1900 the system of Vernacular education had expanded to include 159 boys' and twelve girls' schools, all of which were for Malay children except three, two being for Chinese and one for purely Tamil instruction. These Vernacular schools closed the year with 6,260 boys and 234 girls on the school registers. Classes are held in the morning from eight till twelve for secular subjects, and provision is made for a Koran teacher to hold classes in the Koran in all those Malay schools where the parents of a sufficient number of scholars to make it worth while employing a Koran teacher have intimated their desire to have their children taught the doctrines of the Muhammedan religion. Fully three-quarters of the Malay schools of Perak and Selangor are thus supplied; but no steps have been taken at present to furnish the schools of Negri Sembilan or Pahang with teachers of the Koran, nor has any demand for them arisen in those States up to the present time.

**Religious instruction.**

**Vernacular Education free.** Vernacular education is free except that the pupils have to buy their books and other small school requirements, the cost of which is very trifling. But in a country like this, where the conditions of life are so easy for the Malays, who are generally small landholders, it is perhaps doubtful whether a small fee of 25 cents per month might not be charged with advantage to themselves, as there is a great tendency amongst a native (as amongst a white) population to value at nothing what costs them nothing.

The cost per head to the State of these schools was \$10.18\* of average attendance in Pahang, and \$9.45 in Negri Sembilan last year. [1901.]

Some little progress has been made in establishing Girls' Vernacular schools, of which there are twelve in the States of Perak and Selangor, with an average enrolment of 234, but none in either of the others. The great difficulty experienced is not to get little girls to attend school, but to keep them there after their ninth or tenth year, when they are just beginning to learn, as it is the Malays' custom to keep their girls as secluded as possible from that age until they are married. Sometimes, as at Bandar, the personal influence of His Highness the Sultan of Selangor, and the help afforded by bringing the girls to school in a bullock cart especially employed for that purpose, has been successful in retaining them at school until a later age; and even the influence of an old and respected Malay teacher is sometimes sufficient to keep big girls, and even young married ones, at school to learn reading and writing and weaving with a hand-loom.

But probably no considerable extension of vernacular female education can be anticipated in the near future in view of the settled custom of the country and the inferior position occupied by the wife in a Muhammedan household, although that inferiority is much less marked in the Malay States than in many countries that have adopted Islamism. On the whole, the Malay has shown himself decidedly amenable to Western ideas; but it is very doubtful, however much the "Penghulus" and chief men of the villages may profess their desire for the education of their daughters, whether they really have at heart even an academic faith in the advantages or the utility of female education.

The curriculum of work will be seen from Schedule V. of the Code to be very elementary, but it is sufficient for the ordinary requirements of Malay boys, who will become bullock-waggon drivers, padi-growers, fishermen, etc., and enables them by the time they have passed the fourth standard to read or write the simple literature of their tongue either in the Jawi or Roman character, to keep accounts if they become small shopkeepers, and to work simple problems in the money currency, weights and measures of their country.

A small Training College for the preparation of Malay youths as teachers existed for two years in Taiping, and was supported by the two States of Perak and Selangor. It ceased to exist, however, in 1900, when a new Training College, supported by the Colony of the Straits Settlements and the Federated Malay States, was opened in Malacca under a European head. This new institution, which has from fifty to sixty students in training, is supported by the two Governments; the teachers while in residence being fed, clothed, boarded and taught free of all expense to themselves.

\* For sterling equivalent of dollar see note on page 20.

A sum of \$3,600 is voted in the Federal Estimates for the share of cost of this establishment, to be borne by the Protected States.

At the Training College the effort is made to render the students conversant with the best literature of their country and the principles of arithmetic, to instruct them in the principles and practice of school management, the elements of drawing and some manual work, especially carpentry, the course lasting two years. As the first batch of students has only just left the College walls, no opinion upon their efficiency can yet be given; but there is every reason to believe that they will prove decidedly superior to many of the native teachers at present in charge of schools who have had no training whatever.

No effort has yet been made to train systematically female teachers for the few schools where they could be employed, and it is more than doubtful whether young Malay girls and women of the age at which such a course of training should begin would be found ready to undergo it.

**Salaries of Teachers.**

The salaries paid to teachers in Vernacular schools vary from \$15 per month to \$25 for head teachers, with quarters; \$8 to \$10 dols. per month for assistants; and \$5 to \$7.50 for pupil-teachers. Only a few teachers in large Vernacular schools are paid \$25 a month. The majority of the male teachers receive monthly salaries of \$20. Female teachers are paid \$15 per mensem, and have quarters at or near the school.

**Buildings.**

New boys' schools are opened wherever representation is made by the Penghulu, or chief native man of the district, that the parents are desirous of having one, and that the numbers promise to amount to at least twenty in average attendance. A temporary building is generally hired first, and within a year or two a permanent building is erected if the Inspector reports that the school appears likely to succeed. The permanent school buildings are well and substantially built, the average cost with the teacher's quarters being from \$1,000 to \$1,200 each. They are enclosed and kept in such a way as to make the school and its compound give the lessons of tidiness, neatness and cleanliness that it is intended they should convey. For this reason a vote appears in the Estimates of Perak and Selangor for the maintenance of school compounds.

**Drill and Physical Exercises.**

Drill is taught in all the boys' Vernacular schools. This is done sometimes by a series of extension exercises taught by the master, and sometimes, where the assistance of one of the Malay States Guides can be procured, by a series of military exercises with light wooden muskets. Wherever suitable land lies near the school, football and cricket are encouraged, and small votes of \$300 in Perak and \$200 in Selangor appear in the respective

Estimates of those States for the "Encouragement of Sports." It is needless to say that these votes are productive of much good both to the body and mind of the pupils, and awaken in them a feeling of *esprit de corps* for their school that probably nothing else would.

Only three Vernacular schools other than Malay are maintained or helped by the Government of these States.\* These are two Chinese Vernacular schools at Kuala Lumpur and one Tamil school in Perak. Nor is it desirable, when the peculiar nature of the immigrant alien population of these States is considered, and the uncertainty of their abode in them—or rather the certainty that they will, when they have accumulated enough money, return to India or China, as the case may be—that any great extension of such schools should take place. If seriously contemplated, it would offer enormous difficulties. It would be necessary to provide at least two, and perhaps three, different kinds of instructors for the three prevalent dialects of Chinese; viz., Cantonese, Hokien and Kheh, another for the Tamils, and yet another for the Bengalis. It would at the same time be strengthening rather than breaking down the barriers of race, would hinder rather than help these various alien races from having any commercial or other intercourse with each other, by preventing them from learning the vernacular of the country of their adoption, and the only medium by which such intercourse can be maintained, and would be committing the fatal error of tending to keep them aliens, and encouraging them in the idea that China or India is their home. Nor have the two Chinese schools that have been started given educational results at all commensurate with the cost of their maintenance from a purely educational point of view. The Chinese and Tamil populations of the towns do, in fact, look almost universally to the English school to provide the education they desire for their children, when they manifest any desire for education at all, and in view of the lamentable scarcity of the child population amongst these immigrants, it is doubtful whether it would not be politic to extend the enactments for compulsory attendance at Malay schools to the boys of all other nationalities who are not attending English schools.

\* In the Reports on the Federated Malay States for 1902 (Cd.1819) the following passage occurs, which seems to indicate some change of policy:—  
"It has now been decided to open Government Schools for teaching Tamil, in accordance with a resolution passed at the last Conference of Residents that 'it is advisable that facilities should be afforded to the children of Tamil immigrants to acquire a knowledge of their vernacular language, with the object of making the Federated Malay States, from the point of view of the Indian immigrant, an outlying portion of India, like Ceylon.' Steps have been already taken in Perak to carry this resolution into effect, by opening Tamil schools at Taiping and Paris Buntar, the two principal centres of the Tamil population."

## 12 *The System of Education in the Federated Malay States.*

### *English Schools.*

Number of  
Schools and  
Scholars.

The "English" schools at the close of the year 1900 numbered twenty-four in all the Protected Malay States. Of these six were for girls, four being in Perak and two in Selangor. The boys' schools had a total average enrolment of 1,331, and the girls' of 298. But these figures, although small, are gratifying. They show an increase of 28.4 per cent. in the boys' schools in two years, and no less than 24.6 per cent. in girls'. The latter remarkable increase is extremely significant of the greater success achieved by Mission agency in getting Eurasian and native female children to attend schools—the purely European child element being a *quantité négligeable* in these States—compared with the simple establishment of Government Girls' schools even in populous centres. In 1898 there were two Government English schools for girls in these States. These were given up to the Wesleyan Episcopal Methodist Mission, and that body with the Roman Catholic Mission are now the managers of all the English schools but nine, of which remainder seven are purely Government schools, the only one of first-rate importance being the Central School for Boys at Taiping.

School Fees  
and School  
Revenues.

School fees are charged in all the English schools except a few of the smallest and least important of the Government schools. By Article 3 of the Code they may not exceed \$3 per month in any Grant-in-Aid school, but they may be said to vary between 25 cents in the lower and \$1 per month in the higher standards. At the Victoria Institution, the largest school in the States, and one which now has 500 boys attending it, the fees are \$12 per annum. This may be regarded as the average fee for English schools. It is exceeded by one school only, in which \$1.50 per month is charged for each pupil in the upper standards. In any case the fees paid form but a small fraction of the working expenses of any of the "English" schools in which European teachers are engaged. Nor do the grants on examination results, although they are on a liberal scale, nearly make up the deficiency in such schools. Special maintenance grants are given in certain cases, and salary grants under Article 52 of the Code in others, but it is clear that a certain balance, which it would be very difficult to estimate, must fall upon the funds of the Missions concerned, and is certainly made up to a large extent by the self-sacrifice of the missionary teachers. In Kuala Lumpur a municipal rate of one per cent. on house rents within the town is levied in support of the Victoria Institution, the amount thus produced being about \$4,000 per annum. This, however, is the only municipal or other education rate that has yet been levied in these States.

Cost of main-  
tenance of  
English  
Schools.

The cost of working the English schools varies greatly with the class of school and teacher. Where European teachers are engaged on the staff, as is the case in all the chief schools, the

rate is high. Thus the Victoria Institution has just been assessed for a salary grant of \$21,245 per annum, which, with its education rate above referred to, will give it an income of over \$25,000 from Government sources. The numbers at present attending the classes at the Institution are 500, and assuming that this grant is sufficient until the school reaches 600, the cost per head to the State is over \$40 per annum. If the Central School at Taiping be taken as an example, its cost of maintenance to the State of Perak in 1901 was \$7,878 for the 298 boys on its books, or \$26.43 per head. But the school was working short-handed during a good portion of the year, and the staff is to be strengthened at once by the appointment of an additional European assistant teacher. Its cost of maintenance per head will certainly, therefore, be much higher next year.

It must, nevertheless, be borne in mind that although, as stated above, the curriculum of work in these schools approximates to that of an elementary school in England, it represents for all, except the very few boys indeed who are submitted for the Cambridge Local Examinations, a "higher" education in itself to the scholars who are attending it. A nearer parallel to the elementary school in England would be furnished in these States, from the smaller point of view, by the Malay Vernacular school or the smaller English school taught by a native or Eurasian teacher. The education, however, given in the latter class of school is very different from that imparted in the larger schools with European teachers. In this class of school the pupils are rarely taught above the third or fourth standard, and unless they can be drafted off to the larger schools to finish, their knowledge of English will not prove to be of much practical use to them. The cost per head of working such schools, however, is not one-half of that required for the larger and well-staffed English schools.

Two of the best "English" schools have begun within the last three years to prepare boys for the Cambridge Local Examinations, but up to the present only a few successes have been obtained. Higher English Examinations.

To encourage teachers to prepare their pupils for such examinations, if they have the exceptional intelligence a non-English-speaking boy requires to enable him to take it up successfully, Article 45 provides a grant of \$50 for a pass in the Junior and \$60 for a pass in the Senior within certain age limits, if the pupil attends a Grant-in-Aid school. In addition a sum is voted by the Government every year for the payment of the fees charged for such examinations. Experience shows that the Cambridge Local Examinations, although admirably conceived, prepared and conducted, have one defect so far as the native boy is concerned. It is possible for him to pass them with a knowledge of English and English construction that is far from perfect, if he is clever and can score marks in his other papers. They

tend, therefore, to give him an idea that he is a far better English scholar than he really is. It would, notwithstanding, be difficult to find a recognised set of examinations of the kind that could with advantage be substituted for them. The same defect would be apparent in any set of examinations that were intended primarily for English boys at home with whom a certain amount of facility and correctness in expressing themselves in writing is taken for granted.

**Scholarship.** A system of small scholarships, or bursaries, has been established in Selangor to enable intelligent Malay boys from Vernacular schools to live in Kuala Lumpur and acquire an English education at the Victoria Institution. The scholarship is worth \$5 per mensem, and enables the pupil to board and clothe himself and purchase his books while in attendance at the school. No exact time limit is given, as the pupils arrive without any knowledge of English whatever, beyond the knowledge of the alphabet they have learned in reading their Romanised Malay, and they are kept at school, conditionally upon their conduct, diligence and assiduity being satisfactory, until they have passed the Seventh Standard. When they give promise of being able to encounter the Cambridge Local Examinations with success, the tenure of their scholarships may be prolonged. Fifty such scholarships are now awarded, the recipients of which, if they do not live with their parents or friends in Kuala Lumpur, board together in the new Malay Settlement, under the charge and supervision of their Koran teacher. The movement has only recently been extended to include so large a number, but the results of the last examination are very gratifying and give promise of the movement being productive of much good. It has since been extended to Perak, the Estimates of which State for 1902 make provision for giving twenty such scholarships.

**University or Higher Scholarship.** A Higher or University Scholarship of £250 per annum, tenable for four years, was given for the first time in 1901 by the Government of the Federated Malay States to a Chinese youth who had formerly been a pupil in one of the English schools in the Malay States. He is now continuing his studies at Gonville and Caius College, Cambridge.

**Religious Instruction in English Schools.** Religious instruction is given in all the English schools which are conducted and managed by Christian missions. By Article 6 of the Code all religious instruction given or religious observance practised in the school must be at the beginning or at the end of the school meeting, and must be inserted in the time-table. No child is compelled to be present when such religious instruction is given, nor may any child be refused admission to a Grant-in-Aid school on grounds of religious belief. As a fact, many pagan children are in attendance at the Mission schools. No religious instruction is given in Government English schools.



Teachers in English schools are encouraged to prepare pupil-teachers for such schools by grants of \$100, \$150 and \$200 when they pass their first, second and third year's examinations, respectively. The conditions under which pupil-teachers are recognised by the Government are contained in Articles 54 to 60 of the Code. Up to the present but very few youths have submitted themselves for examination, as intelligent boys who have passed all their standards can generally command much higher salaries as clerks, bookkeepers, shop assistants, etc., than the schools can offer for their services.

Training of  
Teachers in  
English  
Schools.

The salaries for native and Eurasian Assistant teachers vary, when they are professional teachers, from about \$30 to \$80 or \$90 a month, according to their age and experience. In large schools Chinese assistants are employed as far as possible with divisions in which the Chinese element preponderates, and Tamils with the Tamil. The Head and the principal Assistant teachers in all the important English schools, whether Government or Grant-in-Aid, are English in both boys' and girls' schools. Where they are professional teachers, and not connected with any mission, the salaries offered are generally high enough to induce them to come out from England. The office of teacher is not pensionable in either English or Vernacular Government schools.

Salaries.

#### *Technical and Industrial Education.*

Excepting in the Malay Girls' Vernacular schools, but little has actually been done yet in the Protected Malay States in the direction of Industrial or Technical education. In each of the schools mentioned a Malay hand-loom and a weaving mistress are provided to teach an old Malay art that was threatened with extinction. "Sarongs" and other Malay garments are woven, but owing to the frequency with which Malay girls are withdrawn from school at a very early age, the number of pupils who actually learn weaving in the schools and become competent in the art is comparatively small. In addition, knitting, mat-making, embroidery, gold-thread and crochet work are taught in them, but it is very difficult to get plain needlework well taught. The Malay wearing apparel is so simple that, so far as ordinary plain sewing is concerned, it is scarcely needed. It would, nevertheless, be of great use to the young women and girls near towns if they could sew well, as they would probably do it better and cheaper than the tailors and sempsters—chiefly Bengalis—who do sewing of all kinds. In the English schools, wherever Chinese girls attend, every facility is given them for learning and practising the fine embroidery and bead-work at which they, in particular, are generally such adepts.

In Girls'  
Schools.

Technical  
Instruction  
for boys.

The movements to initiate industrial education amongst boys have only just begun, but from circumstances which will appear later in this report these movements have only been tentative, and have met with a measure of success that can scarcely be considered encouraging.\* In reporting on this subject to the Secretary of State for the Colonies in November, 1899, the Federal Inspector of Schools writes thus :—

“ There are, broadly speaking, two distinct classes of pupils to provide technical and industrial education for. They are, first, the Chinese, Tamil and better class of Malay boys, who are able to attend an ‘English’ school. These are confined to the towns. Secondly, a simpler industrial education, to give the elementary principles of wood-work, carpentry, furniture-making, bamboo work, &c., with instruction in agriculture for the boys attending Vernacular schools in the country districts. These are almost all Malays. For Class I of these, technical schools will be wanted, but although I believe it is of paramount importance to keep manual training and instruction before the native boy as much as possible as his future means of earning a livelihood, I felt compelled, nevertheless, most reluctantly, to advise in my Report on Technical Education Selangor No. R.G.O. H.C. 3032/98 that the time for establishing a thoroughly good technical school under a capable head and a capable staff of instructors had not yet come.

Apprentice  
scholarships.

“ Grants for technical instruction to boys, of \$3,000 in Perak and \$2,000 in Selangor, were inserted in the Estimates of this year for the first time, and will, presumably, appear in future Estimates to enable intelligent and fairly educated native boys from our ‘English’ schools to undergo a course of apprenticeship in the Government workshops connected with the Public Works Department, the Government Factory, or the Locomotive and Carriage Building Department of the Government Railways. Such apprentices are selected by the State Inspectors from the ‘English’ schools when they have reached one of the upper standards, and upon signing the articles of their indenture they receive, in addition to the pay offered for all other apprentices who can be obtained, a small scholarship or bonus of \$5 per mensem, conditional upon their conduct, zeal and progress, as reported upon monthly by the head of the Department to which they have been attached.

\* In the Reports on the Federated Malay States, 1902 (Cd. 1819), the following passage occurs :—

“ In Perak, a Malayan Art School, the objects of which have the Sultan’s warm support, was opened at Kuala Kangsar, under Government auspices, with the intention of resuscitating the arts of weaving and embroidery, wood carving, silversmiths’ work, pottery and mat making. Local Malay teachers are engaged, the pupils are Malays of both sexes, and their work appears to command a ready sale. Necessary provision has since been made in the other States for the encouragement of similar industries.”

"This is unfortunately limited to the boys who have been in English schools, as the cry from each Government Department and workshop is for boys who can speak English."

[The rules under which such apprentice scholarships are granted are given in Appendix D.]

"At the same time, such is the astonishing commercial progress these States are making, that a constant demand is being made and maintained upon the few English boys' schools there are here, and the Government Offices, shop-keepers and professional men of all kinds snap these boys up at very good salaries as clerks, assistants, book-keepers, &c., at very good wages (from \$20 to \$25 per mensem) before their English school course is finished.

"Under these circumstances, and with the erroneous idea that it is better and more dignified to do clerical than manual work, that generally obtains with native boys, it is scarcely surprising that in Selangor only one scholarship apprenticeship has been given yet to a boy attending the Railway Workshops in Kuala Lumpur, and in Perak none, although the Selangor Vote would admit of thirty being given, and that of Perak fifty."

[Up to the present moment no apprentice scholarships have been applied for in Perak, and in Selangor there have only been eight apprentices who have profited by them.]

"At present there are only three or four schools in these States capable of turning out good seventh standard boys fit for clerical service, or to become thoroughly skilled mechanics or engineers. They are the Victoria Institution, with about 400 boys on its books, the Central School, Taiping, with about 220, and the Methodist Mission School at Ipoh, with about 160. It must further be remembered that these are all new schools (that of Ipoh has not been in existence three years), that they have only recently attained their present dimensions and numbers, and that the first complete generation of scholars can scarcely be said to have passed through them yet."

[At the present moment these figures have increased to 495, 333 and 227 respectively.]

"It would seem, therefore, that the system of apprentice Scholarships will meet the wants of the States for a little time to come, and will help the higher class of technical training until, by the arrival of boys taught in the Straits Settlements Schools, in Ceylon and in India, and by the increasing number of pupils leaving our own schools with the necessary educational equipment, the extraordinary demand for clerical labour can be met. This, I am inclined to think, must come before long, and the work of training our more intelligent pupils in manual and technical instruction can then, I hope, be greatly extended.

Industrial  
Training of  
Boys from  
Vernacular  
Schools.

"For the industrial training of boys of the second class mentioned above, viz., those from Vernacular schools, nothing has actually been done yet beyond providing a course of manual instruction in carpentry and bamboo and cane-work for the native teachers now in training in the Training College at Taiping; and I believe a similar course of instruction is to be provided for the students in training as native teachers for these States in the Malacca Training College for the teachers of the Federated Malay States and the Straits Settlements. These youths, if supplied with tools and materials, should be able to give some instruction in what they have learned in their own schools.

"It is also contemplated adding workshops to the Malay Settlement that is being made near Kuala Lumpur, where wood and cane-work, and perhaps silversmiths' work, can be taught and practised, if a sufficient number of Malay youths live in it who will learn those arts. From the close proximity to the Government workshops there is no reason why this cannot be extended to cover others.

"The branches of agriculture most required here are, I think, fruit-growing and the introduction and culture of new economic plants, dairy farming and veterinary science. The mental attainments of the pupils who could profit by a course of instruction in any of these, if scientifically and thoroughly taught, would have to be considerable, and again, for the reasons given above, such an institution as the Colombo School of Agriculture or the College of Agriculture at Saidapet, in the Madras Presidency, would be wasted for the present."

[The Malay Settlement mentioned above has been very successful in every direction, except that of imparting technical instruction. An experienced wood-worker, a Malay builder, a silversmith and tailor have been imported to teach their trades, but the number of Malay youths who have betrayed any wish to acquire a knowledge of these trades as apprentices has been disappointingly small up to the present, and some have already left them for bullock-waggon driving and other pursuits, which are apparently more to their liking.]\*

The following statements in the same report will help to illustrate the peculiar nature of the difficulties and disadvantages a State labours under in which the child population is insufficient. •

"It should, I think, be pointed out that these are young States, in the sense that they have only been brought into contact with western civilisation during the last twenty years or so, and into close contact during the last ten. Their best schools are of very

\* The Report of the Board of Management of the "Malay Settlement" (Kuala Lumpur) as regards Technical Education, which is attempted there on a modest scale, is not very encouraging. (Reports on the Federated Malay States for 1902. Cd. 1819.)

recent growth; the whole work of education done in them is the product of a decade. They have, moreover, this remarkable feature, which probably strikes a stranger much more than those who have spent a long time in them and become accustomed to them, that they have generally an abnormally large adult and an abnormally small child population. The State of Selangor, for instance, with a compulsory education enactment for Malay boys, and a population of probably not less than 150,000 people, has not more than 2,000 children attending all the schools in the State, i.e., not more than 75 per cent. of those attending school in such a small Colony as the Seychelles with about 24,000 to 25,000 inhabitants, and a system of education that is not compulsory. Mauritius, similarly, with a population about equivalent to that of Perak and Selangor combined, has three times as many children attending its primary schools only—to say nothing of those attending the numerous secondary schools—as all those attending school at all in the above-mentioned States. In Ceylon, Hong Kong, or almost any other Crown Colony, on the same basis the disproportion is at least as great.

“It is important to remember that technical instruction of whatever kind, and however simple, cannot be given with any hope of its bearing much fruit except to pupils who have already acquired some ordinary instruction and have had their intelligence disciplined and trained in school. Sometimes even a very considerable amount of mental training is necessary. If, therefore, it should appear that, in comparison with the Crown Colonies, little has been done in this direction in these States, the above facts must be carefully borne in mind. It is not that their respective Governments and the Officers, who have the work of education entrusted to their charge, are not fully aware of the supreme importance of industrial training for the children, but that the growth and spread of ordinary school education is only just beginning to fit a still very insufficient number of pupils for preparation for such training, whilst the extraordinary prosperity and rapid commercial development of the States is causing demands on the few schools they contain to supply clerks, book-keepers and shop assistants that they cannot yet meet.”

There are no reformatory schools, or schools for blind, deaf and dumb, or crippled children; as, happily, the necessity for such has not yet arisen in the Malay Protected States.

### III. CONCLUSION.

The statistics of the educational work and expenditure for the three years 1898, 1899 and 1900, representing the period during which complete official reports on all the States have been issued, are given below:—

20 *The System of Education in the Federated Malay States*

Statistics of numbers and cost.

Year.	State.	Number of Schools.				Number of Scholars in average enrolment.				Actual Total Cost of Working.
		English.		Vernacular.		English.		Vernacular.		
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
1908	Perak	8	2	94	9	602	45	3,895	207	53,000
	Selangor	3	1	32	2	431	41	1,378	45	26,504
	N. Sembilan	—	—	25	—	—	—	1,271	—	7,592
	Pahang	1	—	6	—	4	—	206	—	2,915
	Federal Charges	—	—	—	—	—	—	—	—	6,724
	Totals	12	3	157	11	1,037	86	6,750	252	96,699
1899	Perak	9	3	93	8	601	121	3,750	193	57,899
	Selangor	3	2	33	3	466	94	1,386	44	29,392
	N. Sembilan	1	—	25	—	35	—	1,417	—	8,452
	Pahang	—	—	8	—	—	—	404	—	3,444
	Federal Charges	—	—	—	—	—	—	—	—	7,041
	Totals	13	5	159	11	1,102	215	6,967	237	106,588
1900.	Perak	12	4	93	10	707	190	2,374	184	85,315
	Selangor	5	2	32	2	575	118	1,286	50	32,769
	N. Sembilan	1	—	24	—	49	—	1,169	—	9,900
	Pahang	—	—	10	—	—	—	431	—	2,675
	Federal Charges	—	—	—	—	—	—	—	—	8,500
	Totals	18	6	159	12	1,331	298	6,280	234	139,059

The numbers given show very substantial increases in the English schools, but a considerable fall in the attendance in Vernacular boys' schools between 1899 and 1900, which appears to have been general in each of the three principal States—Perak, Selangor and Negri Sembilan. It was probably caused by the withdrawal of a considerable number of boys from school who were sent by their parents washing for tin, the price of which in 1900 was extraordinarily high.

Future of Education: some dangers.

The cost to the States per head for all the children attending school in 1900 was \$17.12, or about £1 14s.,\* without reckoning the cost of new school buildings and current repairs in nearly 180 Government schools already existing. These figures are certainly high when it is remembered that three-quarters of the education given is vernacular; yet it only represents rather less than 1½ per cent. of the actual expenditure of the Protected Malay States for that year, or of their estimated revenue. It will, however,

\* i.e., At the rate of exchange current when this report was written. The value of the dollar varies considerably from time to time. In November, 1903, it was (at the Singapore rate) about 1s. 7½d.

be evident from a perusal of the above report that, in spite of the liberal help offered to education in every shape and form, and in whatever direction it can be profitably employed, this modest fraction of the present revenue or expenditure represents all that the Government can spend with advantage.

The reason is to be found in (a) the phenomenal prosperity that has accompanied the only partial development of the Protected Malay States, and (b) the abnormally small child population in them, and especially in the most important centres of population.

With respect to the first the following figures of the revenues of the States are so significant that they need no comment :—

				\$
1875*	-	-	Total Revenue	409,394
1896†	-	-	Total Revenue	8,434,083
1897	-	-	Total Revenue	8,296,687
1898	-	-	Total Revenue	9,364,467
1899	-	-	Total Revenue	13,486,410
1900	-	-	Total Revenue	15,609,807

But if any proof were wanted, or any gauge required, of the material progress and prosperity of the Federated Malay States, the English boys' schools would at once furnish it. Boys who attend the classes in such schools are secured whenever they can be induced to leave school, although they may not have passed through all the standards, and although the average native boy who has not reached the seventh standard has but the most meagre educational equipment to start earning his living. Yet so absolutely sure are boys of getting what are to them lucrative appointments, that a very considerable number of the Chinese and Tamil boys attending the three principal English schools in the States have been induced to come over by friends or guardians, who are content to maintain them at school until they can leave, secure a berth, and repay the money that has been spent upon them. It can readily be supposed that the majority of these boys do not represent the best products of the Ceylon, Straits and Hong Kong schools. Great complaint is made, and rightly made, at the salaries that have to be paid, both by the Government and the commercial and professional members of the community, for the services of youths who are neither good clerks *in esse* nor *in posse*. The scarcity of its own child population makes the position of the Protected Malay States perhaps unique, but by no means enviable.

Federal Education Office.  
Kuala Lumpur,  
Selangor.

January, 1903.

\* The year 1875 closed the first year of British Administration of the three protected States—Perak, Selangor, and Sungei Ujong.

† 1896 was the first year of federation of the four States—Perak, Selangor, Negri Sembilan, and Pahang.

APPENDIX A.

CODE OF REGULATIONS FOR GOVERNMENT AND  
GRANT-IN-AID ENGLISH AND VERNACULAR  
SCHOOLS IN THE FEDERATED MALAY STATES.

Approved 22nd July, 1899.

GRANT-IN-AID SCHOOLS.

GENERAL.

- Definition of grant-in-aid school. 1. A "Grant-in-Aid" or "Aided" school in this Code is one which receives a money grant of any kind from the Government of any Federated Malay State.
- Nature of grants-in-aid. 2. Such grants may be either "Special Grants," "Grants on Results of Examination," "Salary Grants" or "Maintenance Grants." The Government will decide which, if any, of these grants may be made to any school.
- School fees must not exceed \$3 per mensem. 3. No school will receive grants in which the school fees exceed \$3 per mensem.
- Subjects to be taught in grant-in-aid schools. 4. In all Grant-in-Aid schools the subjects taught shall be those specified in Schedules I.-VII. to this Code.
- Application to be made before May in any year. 5. Application for recognition by the Government of any school as a Grant-in-Aid school must be made by the Managers to the Inspector of Schools before the month of May in any year.
- Times for religious instructions. 6. The time or times during which any religious observance is practised, or instruction in religious subjects given, at any meeting of the school, shall be at the beginning or at the end of such meeting and shall be inserted in the time-table of the school to be approved by the Inspector. No child shall be compelled to be present when such religious instruction is given.
- School open at all times to inspection. No examination in religious instruction. 7. The school shall be open at all times to the inspection, with or without notice, of any Inspector of the Federated Malay States, or any person authorised by Government for that purpose; but it shall be no part of the duties of any Inspector or any person so authorised to inquire into any instruction in religious subjects given at such school, or to examine any scholar therein in religious knowledge.
- School must be public. 8. The school must be public and no child may be refused admission on other than reasonable grounds. Head Teachers of schools are required, in the event of a pupil leaving the school, to furnish him, on application from his parent or guardian, or from the Head Teacher of any school in which he is seeking admission, with a certificate giving the following particulars:—
- (a) The Standard or Standards in which he was receiving instruction at the time of leaving;
- (b) Reason for leaving;



- (c) Number of attendances made during the school year ;  
 (d) Whether any fees are due to the school he is leaving ;  
 (e) Whether his conduct at school has been satisfactory.
- No pupil coming from another Government or Grant-in-Aid school may be admitted without furnishing such a certificate. No pupil to be admitted without certificate.
9. The privileges under this Code will not be extended to a new school unless it can be shown that it is necessary, and that it is established under such conditions as regards management and probable number of scholars and properly as to hold out a reasonable prospect that it will become permanently established. School must be necessary and properly established.
10. The school must not be conducted for private profit and must not be farmed out by the Managers to the Teachers. School must not be conducted for private profit.
11. The Managers must be responsible for the payment of Teachers and all other expenses of the school. Managers responsible for all expenses.
12. There shall be a recognised Correspondent for every school, who must be connected with the school as Manager or Director or one of the body of Managers or Directors, and through whom all general correspondence with the Government shall be conducted, and to whom all Government allowances shall be paid. Any change of such Correspondent should be notified at once to the Inspector of Schools. Must be a Correspondent.
13. In order that a school may be eligible for a grant the buildings, books and school apparatus must be suitable and sufficient. Change of Correspondent to be notified.
14. The school must also be efficient. A school is regarded as satisfying this condition if the Inspector does not recommend the withholding of the grant under Article 42A or 42B. A grant once allowed will not be withheld under this section until the following conditions have been fulfilled—  
 (a) The Inspector shall, immediately after his annual visit, report to the Government that the school is inefficient, and state specifically the grounds for his judgment, and shall give formal warning to the Managers that the grant may be withheld under this article at the next annual inspection if the school is again reported inefficient. School to be efficiently equipped.  
 (b) The Inspector shall, if necessary, immediately after his next annual visit, again report the school inefficient, and again report specifically the grounds for his judgment. School must be efficient.
15. The number of scholars in average attendance shall not exceed an average of forty-five scholars to one Teacher or two Pupil Teachers, and no Teacher shall be in charge of more than sixty scholars in average attendance in the Preparatory Classes, or more than fifty in Standards I and II., or more than forty-five in Standards III., IV., V. or VI., or of more than thirty-five in Standard VII. or in any class for "specific" subjects. The average attendance means the average attendances during the current month. Number of scholars in each Standard to one Teacher.
16. Registers of attendances shall be kept in accordance with the regulations in *Appendix a*, and such additional regulations as may be required by the Inspector of Schools. A school Diary or Log-book shall be kept, and a detailed account of the income and expenditure of each school shall be furnished annually in any suitable form provided for that purpose. Registers.
- The Diary or Log-book must be stoutly bound, and contain not less than 200 pages; it must be kept by the principal Teacher, who is required to enter in it from time to time such events as the introduction of new books, apparatus, or courses of instruction, structural alterations, visits of Managers, absence, illness or failure of duty on the part of any of the school staff, copies of Inspector's reports on the school, or any special circumstances. Log-book.

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Copy of Code, and time-table to be kept.

Time-table must be approved by Inspector, who must give written sanction to change.

Grant may be reduced if regulations are not complied with.

Notice of annual examination to be given. The "School Year."

Correspondent to inform Inspector when school will be closed.

And when it will be reopened.

Duplicate Examination Schedules, Registers, etc., to be ready by day of examination.

Names to be written in Roman characters, and in the order in which they occur in the Register.

School must have been open for 600 hours' secular instruction in the school year.

Meaning of term "attendance." Intervals of recreation may be reckoned.

affecting it that may, for the sake of future reference or for any other reason, deserve to be recorded.

17. There shall be kept in each Grant-in-Aid school—

(a) A copy of the Education Code.

(b) A time-table, which should be permanently and conspicuously fixed in the school-room, showing all the subjects taught in the school and the time allotted to each.

18. The time-table for the ensuing school year must be submitted to the Inspector of Schools for approval on the occasion of his annual visit, and no change can be made in this time-table unless the sanction of the Inspector has been obtained in writing.

19. The Government may, at its discretion, if the Head of the Education Department reports that after six months' notice any of the above regulations have not been carried into effect, reduce the amount which may be earned at the following inspection, but no grant earned before such notice is given may be so reduced.

20. The Inspector shall inform the Correspondent in what month to expect his annual visit, and this shall remain the same from year to year. Notice of the day of the Inspector's visit shall be given beforehand to the Correspondent. The twelve months beginning with the first day of the month of the Inspector's visit shall be called the "School Year."

21. All holidays, other than Government and the usual weekly holidays, should be notified beforehand to the Inspector. Notice should also be given when it is the intention of the Managers to close the school in consequence of epidemic, or for any other reason, and whether temporarily or finally.

Notice should further be given when it is the intention of the Managers to reopen the school after any temporary closure.

22. Managers will be supplied with forms of Examination Schedules, which they are required to have ready in duplicate by the day fixed for the Inspector's annual visit, when they must also produce for his inspection the registers, log-book and cash-book. Any of these documents may be required to be sent to him or to the Government.

*N.B.*—The names of all pupils liable to examination (*vide* Article 27) should be clearly and legibly written in Roman characters on the Examination Schedules, and should follow in each Standard, as nearly as possible the order in which they occur on the Attendance Register.

EXAMINATIONS.

23. The school, before being examined, must have met not less than 240 times during the school year for the time required by Article 24 for an attendance; or not less than 200 times if each attendance has been for three hours' secular instruction.

24. An "attendance" means attendance at secular instruction, for three hours if in the morning, and for two hours if in the afternoon.

25. The minimum constituting an attendance may, and should, include an interval for recreation of not more than fifteen minutes in a meeting of three hours, and not more than ten minutes in a shorter meeting.

26. No attendance may be reckoned for any child under five years of age. Children under five do not count.
27. All scholars are liable to be examined who have made 150 attendances of three hours each or the equivalent of this, viz., 450 hours' attendance at secular teaching during the school year. Scholars who have received 450 hours' instruction to be presented.  
No scholar who has received such instruction may be withheld from examination except by special permission of the Inspector.
28. The Teacher may, at his own option, present for examination or withhold any scholar who has not received 450 hours' secular instruction during the school year; but no scholar may be so presented who has not received at least 250 hours' secular instruction during that period in the school in which he is being examined. Teacher may present or withhold scholars who have received less than 450 hours' instruction.
29. No scholar under nine years of age or in the first year's attendance at school need necessarily be presented in Standard I. Scholars excepted for Standard I.
30. The scholars liable may be examined by sample, not less than one-third being individually examined, and care being taken that each pupil of the class is examined in one of the elementary subjects—Reading, Arithmetic and Writing (or Dictation). Scholars may be examined by sample.
31. In selecting the pupils for examination the Examiner shall do so in such a manner as to insure that the class is fairly represented by the pupils he selects. Pupils examined must be representative of the class.
32. In any Standard which contains six pupils only, or less, each one should be examined in all subjects. All the pupils in small Standards to be examined.
33. No pupil may be presented in more than one subject of Schedules I. and II. in a lower Standard than that in which he is being presented in the other subjects. For instance, a Fourth Standard boy who is weak in any one subject of Schedules I. and II. may be presented in Standard III. in that subject only, and in all others in his own (the Fourth) Standard. Pupils may be presented in the class in which they have been taught.  
Proviso.
34. No Standard will be considered to have earned the highest grant in which more than 10 per cent. of the pupils have been transferred to a lower one for any particular subject of Schedules I. and II. unless an equal number have been also similarly transferred to a higher. Exceptions to general classification limited to 10 per cent. if highest grant is to be earned.
35. In assessing the "principal grant" and grant for "class" subjects the Inspector will take note not only of the results obtained by sample examination and of the honesty with which the tests set are done by the pupils, but also of the classification of the scholars in each subject as compared with their age and mental capacity. Assessment of "principal grant."
36. Scholars should be advanced not less than one Standard in a year in the subjects of Schedules I. and II. The Inspector may recommend, at each annual examination, any pupils for detention in the same Standard whom he considers unfit for promotion to a higher. Any exceptions made by the Teacher should be notified, and explained to the Inspector on the day of examination. Scholars to be advanced one Standard each year.
37. In Standard VII. and in all "specific" subjects the scholars will be examined individually, but any pupil who has previously passed in any subject other than a "specific" subject in the same Standard need not be examined again in that subject; but his previous successes may again be reckoned without further examination. Examination of "specific" subjects and of Standard VII.

Examination of "specific" subjects may be written or oral. 38. The examination in "specific" subjects may be either oral or written, or both, at the discretion of the Inspector; but in the lowest stage of any "specific" subject the questions set should require only very few words in answer if the replies are to be written.

GRANTS ON RESULT OF EXAMINATION.

Grants will be paid at the beginning of the year. 39. The grants mentioned below will, when allowed, be given at the beginning of the calendar year following that in which the examinations are held.

Highest grant not given in any school in which there is no Standard higher than the Fourth. 40. A school in which instruction is not given in any Standard higher than Standard IV. will not be allowed the highest grants under Article 42 A and C.

Highest grant will not be paid if Head Teacher has been educated in Asia unless he holds a certificate equivalent to the Oxford or Cambridge Senior Local. 41. The highest grant under headings A and C (Article 42) will not be given in any boys' school in which the Head Teacher has been educated in Asia unless he has obtained a certificate of the Oxford or Cambridge Senior Local Examinations or any other certificate which the Inspector may consider to be an equivalent of these.

"Principal Grant," "Grant for Discipline and Organisation," and "Grant for 'Class' subjects" paid on average attendance. 42. Grants-in-Aid may be given under the following heads: the "Principal Grant," the "Grant for Discipline and Organisation," and the "Grant for 'Class' Subjects," being for each unit of average attendance. (A fraction, if it reaches a half, may be counted as an additional unit.)

Conditions of payment of Principal Grant.

- A.—A *Principal Grant for "Elementary" Subjects of \$6, \$8 or \$10.*
- (i.) The Government will decide which, if any, of these sums shall be paid after considering the report and recommendation of the Inspector on the accuracy of knowledge and general intelligence of the scholars in the subjects in Schedule I.
  - (ii.) The grant of \$6 is a fixed grant, and will not be reduced except under Article 14, nor will it be withdrawn unless the whole grant is withdrawn (Article 14). [Vide Appendix f, paragraph 7.]

Conditions of payment of "Grant for Discipline and Organisation."

- B.—A *Grant for "Discipline and Organisation" of \$1 or \$1.50.*
- (i.) The Government will decide which, if either, of these sums shall be paid after considering the report and recommendation of the Inspector.
  - (ii.) The higher grant will not be paid to any school in which adequate provision is not made in the approved time-table for drill, or for suitable physical exercises.
  - (iii.) The grant of \$1 is a fixed grant, and will not be reduced except under Article 14, nor will it be withdrawn unless the whole grant is withdrawn (Article 14).

**C.—A Grant for "Class" Subjects of \$1 or \$2 for each Subject.**

- (i.) This grant will also be calculated upon the average attendance. Respecting grants for and examination of "class" subjects.
- (ii.) The Government will decide which, if either, of these sums shall be paid after considering the report and recommendation of the Inspector on the examination of such of the following subjects as are taken in the school :—
- (a) English Grammar and Construction.
  - (b) Geography.
  - (c) Object Lessons, Standards I.—IV.  
Elementary Science, Standards V.—VII.
  - (d) Drawing.
  - (e) History.
  - (f) Needlework for girls.
  - (g) Domestic Economy for girls.
- (iii.) Not more than three "class" subjects may be taken in any class and the same number must be taken throughout the school.
- (iv.) English Grammar and Construction should be taken in all, and Needlework, in addition, in girls' schools.
- (v.) The subjects taken may be different for different classes.
- (vi.) All scholars who have made the necessary number of attendances are liable to be examined in any "class" subjects that are taken in their class.
- (vii.) A syllabus of the above "class" subjects is given in Schedule II., and of Needlework in Schedule III.
- (viii.) Scholars presented for examination need not be in the same Standards in "class" subjects as in "elementary" subjects (Schedule I.), nor need they be presented in the same Standards in each "class" subject. [Vide also Article 34].  
All scholars should be examined in the "class" subjects in the classes in which they are taught, and in ordinary circumstances they should be advanced not less than one Standard in a year.  
All exceptions should be notified and explained to the Inspector.
- (ix.) In sanctioning the time-table under Article 18 the Inspector will sanction the teaching of those "class" subjects only for which there is, in his opinion, an efficient and sufficient staff.

**D.—A Grant on the Examination of Individual Scholars in "Specific" Subjects of \$4 or \$5 for each Scholar obtaining a Pass in any Stage of those numbered (a) to (k); and of \$6 or \$7.50 for a Pass in any Stage of those numbered (l) to (r).**

*N.B.*—This grant is not calculated on the average attendance.

- (i.) No scholar may be examined in any "specific" subject who is not also receiving instruction in the elementary subjects in Standards V., VI. or VII. unless he has been previously examined and certified competent in all the elementary subjects of Standard VII. Respecting grants for and examination of "specific" subjects.
- (ii.) No scholar may be presented for examination in more than two "specific" subjects besides Drawing until he has passed the highest Standard; or in more than three "specific" subjects besides Drawing after he has passed the highest Standard.
- (iii.) No scholar may be presented for examination in any "specific" subject, except English Literature, which is taken by him as a "class" subject in the same year.
- (iv.) No scholar may be presented for examination in any "specific" subject for the teaching of which provision is not made in the time-table of the school.
- (v.) Every scholar should be presented in a stage higher than the highest in which he has before been presented, whether in his present or in any former school. Any exception should be

specially notified and explained to the Inspector, who will determine whether the explanation justifies the exception.

- (vi.) As a rule no scholar after being examined in one subject may change it for another before being presented in all the stages of the first.
- (vii.) Managers may submit to the Inspector of Schools any progressive scheme of lessons in any sufficiently important subject which the Inspector may allow to be taken instead of one of the subjects set out in Schedule IV.
- (viii.) The "specific" subjects set out in Schedule IV. are as under:—

*Class I.—On which a Grant of \$4 or \$5 per Pass can be obtained—*

- |                       |                                |
|-----------------------|--------------------------------|
| (a) Algebra.          | (g) Principles of Agriculture. |
| (b) Euclid.           | (h) Hygiene.                   |
| (c) Mensuration.      | (i) Botany.                    |
| (d) Latin.            | (j) Malay.                     |
| (e) French or German. | (k) Chinese.                   |
| (f) Book-keeping.     |                                |

*Class II.—On which a Grant of \$6 or \$7.50 may be obtained—*

- |                         |                                |
|-------------------------|--------------------------------|
| (l) English Literature. | (p) Chemistry.                 |
| (m) Drawing.            | (q) Sound, Light and Heat.     |
| (n) Mechanics.          | (r) Electricity and Magnetism. |
| (o) Animal Physiology.  |                                |

*N.B.*—No grant can be earned by any school in any of the subjects (m) to (r) in Class II. unless suitable apparatus is provided for teaching them practically and experimentally. [*Vide instructions in Appendix c.*]

Limitation of grants to \$16 per head. 43. The total annual grant given under Article 42 *A, B and C* will not exceed a sum equal to \$16 for each unit of average attendance throughout the school.

Grants may be forfeited for false keeping of registers. 44. As the grant under headings *A, B and C*, Article 42, is calculated upon the average attendance, gross carelessness in keeping the registers of attendance, or any case of intentional fraud in so doing, may entail the forfeiture of any portion of the grant thus calculated, according to the gravity of the offence; and any Teacher convicted of fraudulently keeping registers, or of employing fraud in the examination, will forfeit any right of earning a grant in any Grant-in-Aid school in the Federated Malay States for five years.

Grants for higher English examinations. 45. To encourage the preparation of the most intelligent youths in these States for recognised English examinations, the following grants may be paid for all pupils who succeed in passing the Cambridge Local Examination—Junior or Senior—(or any other recognised English examinations of equal difficulty) within the ages of 18 and 19 years, respectively:—

	\$
Junior - - - - -	50
Senior - - - - -	60

Grants cannot be earned by the same pupil under both schemes at the same time. Provided that no grant can be earned in the same year by the same pupil under the provisions of this article and under those of Article 42 of this Code.

GRANTS OTHER THAN THOSE ON RESULTS OF EXAMINATION.

[*Vide Article 2.*]

Building grants, conditions under which made. 46. Aid will not be granted to build any new public or Grant-in-Aid school unless the Government is satisfied:—

- (a) That the school is clearly necessary;
- (b) That it is likely to be properly managed;
- (c) That the funds at the disposal of the Managers are sufficient to cover half the expenses of erection, and that the annual income

- at their disposal is likely to be sufficient, with the grant earned, to maintain the school in efficiency.
47. The grants made by the Government for building, enlarging, or improving Grant-in-Aid schools will not exceed one-half of the actual cost. Government grant will not exceed one-half the cost.
48. The site, plans, estimates, specifications, title and trust deed must be previously approved by the Government. [*Vide also Appendix e.*] Site, plans and estimates must be approved. Enlargement.
49. The extension of the area of existing school rooms to receive more scholars will be treated, *pro tanto*, as a new case under Article 46. Declaration of trust to be made at Land Office.
50. The trustees (or other legal representatives) of the school must state, by a declaration of trust, to be registered in the Land Office :—
- (a) That the premises are to be used for educational purposes, and for no other purpose whatever ;
  - (b) That the school is to be managed in accordance with the principles of this Code, or whatever Code for the guidance and management of Grant-in-Aid schools may be in force in the Federated Malay States for the time being ;
  - (c) That the school and premises will be open at all reasonable times to educational and sanitary inspection by the Government ;
  - (d) That should they hereafter desire to release themselves from the foregoing obligation, they will, in such case, refund into the Government Treasury the whole amount of any grant made for the building, enlargement or improvement of the school.
51. A building grant, if allowed, will be paid on presentation of a certificate (with balance-sheet annexed) by the Building and Managing Committees of the school, setting forth that the building and transfer are completed and that the money in hand will, when added to the grant, meet all claims, and finally close the account. Payment of building grant.
- 51a. In exceptional cases a special grant may be given towards the cost of furnishing school houses and providing maps and other school apparatus, on condition (i.) that satisfactory evidence is adduced of the necessity of such expenditure, and (ii.) that in each case the Managers of the school contribute an equivalent of the amount of the grant.
52. In certain cases, each of which will be decided by the Government on its own merits, a "Salary Grant" or a fixed "Maintenance Grant" may be paid annually to a Grant-in-Aid school, instead of the "Grant on Results of Examination" hereinbefore described. "Salary" and "Maintenance" grants.
53. Neither of these grants (if given at all) may exceed in any school the amount required for payment of a teaching staff in accordance, numerically, with the requirements of this Code, and at a rate of wage that is fair and reasonable for the attainments required for efficient teaching. Limitation of "Salary" and "Maintenance" grants.
- PUPIL TEACHERS IN ENGLISH GRANT-IN-AID SCHOOLS.**
54. In order to enable Managers to meet the future requirements of the Code by the systematic training of students for the profession of teaching, grants may be made for pupil teachers. Grants for pupil teachers.
55. Pupil teachers are boys or girls selected by the Managers to assist the Teacher of the school in maintaining discipline and instructing the lower classes ; they themselves continuing to be *bona fide* pupils regularly receiving at least two hours' daily instruction. Pupil teachers must receive instruction during two hours daily.
56. In making this selection the Manager is required to observe the following regulations :— Registration of pupil teachers.

- (i.) The names of the pupil teachers engaged must be submitted to the Education Department for registration.
- (ii.) Pupil teachers, at the date of registration, must not be less than fifteen years of age.

Conditions of registration. 57. Pupil teachers will be registered in such schools only as satisfy the following conditions :—

- (a) The school must have proved itself "efficient" (Article 14), and have earned a grant as such for two years.
- (b) Such grant must, further, have been earned for at least two years in Standard VII.
- (c) To entitle a school to one pupil teacher the average number of pupils in attendance during each of the two preceding years must not be less than fifty; for every additional twenty-five in average attendance during the same period an additional pupil teacher may be allowed.

Pupil teachers are to be properly instructed. 58. The course of studies for pupil teachers is laid down in Articles 63 and 65. Managers are bound to see that pupil teachers are properly instructed, and the Inspector, if satisfied that this duty is neglected, may decline to recognise any pupil teachers as members of the staff of a school under the same Managers.

Time of instruction to be inserted in time-table. 59. The time during which instruction is given to pupil teachers should be entered on the school time-table.

Form of certificate of pupil teacher. 60. Every pupil teacher presented for examination must produce a certificate from the Manager of his school in the following form :—

<p style="text-align: center;">_____ SCHOOL,</p> <p style="text-align: center;">_____ 18__</p> <p style="text-align: center;"><i>I HEREBY CERTIFY that _____ has fulfilled the duties required of h_____ with punctuality, diligence, obedience and intelligence; and to the best of my knowledge and belief h_____ moral character has been uniformly good.</i></p> <p style="text-align: center;"><i>I FURTHER CERTIFY that he (or she) has regularly received not less than two hours' daily instruction.</i></p> <p style="text-align: right;">_____ <i>Manager.</i></p>
--

Pupil teacher cannot be examined within six months of registration. 61. No pupil teacher can be presented for examination within six months of the date of his registration as such.

Examination of pupil teachers. 62. The inspecting officer examining the school for a grant will at the same time examine the pupil teacher on the subjects laid down, and will require him to give a lesson in his presence. If he is satisfied with the candidate's proficiency he will sign the certificate, upon which the Manager may apply for a grant.

Subjects of examination of pupil teachers. 63. At the first year's examination pupil teachers will be required to pass in all the "elementary" subjects in Standard VI., and the class subject, English, at least, in the same Standard; at the second year's examination



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in all the "elementary" subjects in Standard VII. and two "class" subjects (of which one must be English) in that Standard; and at the third year's examination the same again with two "specific" subjects in addition.

64. If a candidate fails to satisfy the Inspector he may be presented again at the next annual inspection in the same subjects of examination, but no payment for a candidate who fails will be allowed at the time of failure.

Grants will not be paid for any pupil teacher who fails.

65. Grants may be made for pupil teachers who pass, as follows:—

	\$
First year's examination - - - -	100
Second do. do. - - - -	150
Third do. do. - - - -	200

Grants for pupil teachers.

N.B.—To encourage pupil teachers in English schools to pass in English examinations, either the Cambridge Junior Local or the Cambridge Senior Local Examination, or any other recognised English examination equivalent in difficulty to these, may be substituted by any pupil teacher for the third year's examination provided in Article 63. For any pupil teacher who passes in these, not being more than twenty years of age, the following grants may be paid:—

Grants for passing suitable English examinations.

Cambridge Junior Local (or its equivalent) - - - -	\$ 250
Cambridge Senior Local, London Matriculation (or their equivalent) 350	

66. The qualifications and certificates required of pupil teachers in Grant-in-Aid English schools will be as follows:—

Qualification for pupil teachers.

Age.	General Subjects of Examination.	School Management.	Certificate of Manager and Inspector.
First year candidates must not be more than 18 years of age.	As provided in Articles 63 or 65.	To give a reading lesson to any class not higher than Standard IV.	According to form approved by the Inspector of Schools, Federated Malay States.
Second year candidates must not be more than 19 years of age.		To give a lesson in reading, writing or arithmetic to any class up to Standard V.	Same.
Third year candidates must not be more than 20 years of age.		Improved skill in teaching a class not higher than Standard V. in any subject.	Same.

N.B.—Pupil teachers may, if the Managers desire it, be examined in Standard VII. in their first year.

VERNACULAR SCHOOLS.

67. Vernacular schools are schools in which Malay, Chinese or Tamil pupils are taught their own languages.

Definition of Vernacular schools.

68. Articles 1–39 of this Code shall apply *mutatis mutandis*, to all Vernacular schools.

Articles 1–39 apply, *mutatis mutandis*, to Vernacular schools.

69. Managers in Grant-in-Aid and Teachers in Government Vernacular schools will be supplied with forms of examination schedules, which they

Examination schedules are to be properly

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filled up in duplicate before the morning of the annual examination.

are required to have ready in duplicate by the day fixed for the Inspector's annual visit.

*N.B.*—The names of all pupils liable to examination (*vide* Article 27) should be clearly and legibly written in Roman characters on the examination schedules, and should follow in each Standard, as nearly as possible, the order in which they occur on the Attendance Register.

70. The Grants-in-Aid which may be allowed to Vernacular schools are:—

A "Principal Grant" and a "Grant for Discipline and Organisation." Each grant being given for one unit of average attendance (a fraction, if it reaches a half, may be counted as an additional unit).

Conditions of grants to Vernacular Grant-in-Aid schools. *A.—A Principal Grant for "Elementary" Subjects (Vide Schedules V.—VII.) of \$4 or \$5.*

- (i.) The Government will decide which of these sums, if either, shall be paid after considering the report and recommendations of the Inspector on the accuracy of knowledge and general intelligence of the scholars in the subjects in Schedules V., VI., or VII.
- (ii.) The grant of \$4 is a fixed grant, and will not be reduced except under Article 19, nor will it be withdrawn unless the whole grant is withdrawn (Article 14).

*B.—A Grant for "Discipline and Organisation" of \$1 or \$1.50.*

- (i.) The Government will decide which of these sums, if either, shall be paid after considering the report and recommendations of the Inspector.
- (ii.) The higher grant will not be paid to any school in which provision is not made in the time-table for drill or other suitable physical exercises.

Grant for needlework.

71. An additional grant of \$1 for each unit of average attendance may be given to girls' schools in which needlework is satisfactorily taught. The scheme for needlework in Vernacular schools is set forth in Schedules V.—VII., foot-note to each, and in Schedule III.

#### ENGLISH AND VERNACULAR SCHOOLS COMBINED.

Conditions of grants for Anglo-Vernacular schools. 72. English schools in which Vernacular instruction is given may receive Grants-in-Aid for Reading and Writing in the Vernacular; and Vernacular Schools in which English is taught may similarly receive grants for passes in Reading and Writing in that language.

The following conditions must be observed:—

- (i.) Due provision must be made in the time-table for the teaching of each language.
- (ii.) In English schools instruction in the Vernacular, and in Vernacular schools instruction in English, must be given in all Standards.
- (iii.) All scholars eligible for examination under Article 27 are liable to be examined.

Amount of grants to Anglo-Vernacular schools.

73. A grant of \$2 or \$3 per unit of average attendance may be given for the teaching of the Vernacular in English schools, and of \$4 or \$6 for the teaching of English in Vernacular schools, in addition to those earned under Article 42 and Article 70 respectively.

The Government will decide which, if either, of these sums is to be paid after receiving the report and recommendations of the Inspector.

Grants subject to limitation. Subjects of examination.

74. The total grants in any such school are subject to the limitation given in Article 43.

75. The subjects of examination in each language are those set forth in Schedules I.—VII. respectively.

76. Not more than two "class" subjects and one "specific" subject may be taken in any school in which two languages are taught. Limitations of "specific and "class" subjects in Anglo-Vernacular schools.

PUPIL TEACHERS IN MALAY VERNACULAR SCHOOLS.

77. There shall be a certificate examination for pupil teachers engaged in Malay Vernacular schools. Certificate examination for pupil teachers in Malay Schools.

78. Articles 54, 56, 61, 62 and 64 of this Code will apply, *mutatis mutandis*, to such pupil teachers. Previous Articles applicable to such.

79. The subjects of examination for the certificate examination of pupil teachers are :— Subjects of examination.

(i.) Any of the subjects in Standard IV. of Schedule V.

(ii.) *Composition in the Malay or Roman Character.*—To reproduce a story read twice ; or write a short essay on some suitable subject.

(iii.) *Geography.*—Increased knowledge of the Geography of the world. Map Drawing. To know from memory the map of the Malay Peninsula.

(iv.) *Arithmetic.*—L.C.M. ; G.C.M. ; Simple Vulgar Fractions ; Problems which may be solved by Simple Proportion or the method of unity.

(v.) *Drawing.*—To be able to draw the outline in pencil of a simple symmetrical object, either from the model or from the flat, at the option of the Teacher.

80. For every pupil teacher who passes in the subjects given in Article 79 a sum of \$50 may be paid. If earned by a pupil teacher in a Government school this will be paid as a bonus to the School Teacher who has instructed him. Grant for pass in pupil teacher's Examination.

81. As far as possible the pupil teachers selected by the Government to become students in the Malay Training College for Teachers will be those who have passed this examination. Successful pupil teacher in such examination will be eligible for admission to Training College in preference to others.

82. Pupil teachers desirous of submitting themselves for examination must give notice of their intention to the Inspector of Schools six months before the end of the school year of their own particular school. The Inspector will then decide whether he will examine such pupil teachers at their own school or hold a general examination of them at some common centre. Notice of wish to be examined to be given to the Inspector.

INFANT SCHOOLS, ENGLISH AND VERNACULAR.

83. Schools for the teaching of infants may be recognised as being eligible for grant, subject to the following conditions :— Conditions of recognition of Infant schools.

- (a) The school must have thirty scholars on the books, and an average attendance of at least twenty.
- (b) The children must not be under five or over seven years of age.

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(c) The Teacher must be duly qualified, and be not less than eighteen years of age.

(d) The school must form no part or class of any other Grant-in-Aid school, but may be under the same management.

*N.B.*—The infants' class of a school for older scholars will receive grants if properly taught, under Article 42 A in the grant for elementary subjects on the average attendance of the whole school.

(e) The building, school furniture and materials must be suitable and sufficient, and adapted to the special requirements of an Infant school.

Only one Standard recognised.

84. Only one Standard will be recognised, which will be known as the "Infant Standard."

Articles 1 to 31 apply, *mutatis mutandis*, to Infant schools.

85. Articles 1–31 of this Code will apply, *mutatis mutandis*, to all Grant-in-Aid Infant schools.

Nature of grants which may be earned.

86. The following grants may be earned :—

*A.*—A Principal Grant of \$4 or \$5 per head of Average Attendance for the "Elementary" Subjects given below in English schools, and \$3 or \$4 in Vernacular schools.

(i.) The Government will decide which, if any, of these sums shall be paid after considering the report and recommendation of the Inspector.

(ii.) The grants of \$4 and \$3, respectively, are fixed grants, and will not be reduced except under Article 19, nor will they be withdrawn unless the whole grant is withdrawn.

*B.*—A Grant for Discipline and Organisation of \$1 or \$1.50 per head of Average Attendance.

The payment of this grant is subject to the same conditions as in Article 42 B.

*C.*—A Grant of \$1 or \$1.50 per head of Average Attendance for Kindergarten.

One of the above grants may be paid for the successful teaching of Kindergarten, according to the report and recommendations of the Inspector.

Grants cannot be given twice for the same infant.

87. No grant will be paid for any child in an Infant school for whom any payment under the conditions of this Code has previously been made.

Requirements for a pass.

88. The requirements for a pass in the Infants' Standard (Article 86 A) are as under :—

(a) *Reading.*—To know the letters of the alphabet, and be able to form syllables with a vowel and a consonant.

(b) *Writing.*—To copy from the blackboard and join capital and small letters into easy words.

(c) *Arithmetic.*—To be able to say, read and write the numbers up to 100; and to add numbers, either mentally or on slate, up to twenty.

89. No "Infant Standard" will be examined in both English and the Vernacular. The Teacher should decide, according to the circumstances of the case, in which language he (or she) wishes the children to be prepared for any school in which both languages are taught.

Infants can-  
not be exam-  
ined in both  
English and  
the Vernacu-  
lar.

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SCHEDULE I.

"ELEMENTARY" SUBJECTS, ENGLISH SCHOOLS (Article 42 A).

SUBJECTS.	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.	STANDARD V.	STANDARD VI.	STANDARD VII.
READING (a)	To spell out and read words of one syllable in a First Standard Reader.*	To read a passage from a First Standard Reader, and translate the nouns and adjectives in it into the vernacular.*	To read a passage from a Second Standard Reader, and give the equivalents of the nouns, verbs and adjectives in it in the vernacular.*	To read a passage from a Third Standard Reader, and give the meaning of a simple sentence in it either in English or the vernacular.*	To read distinctly from a Fourth Standard Reader, and give English equivalents for the more difficult words and phrases.	To read with correct pronunciation, from a Fifth Standard Reader, and explain the more difficult words and phrases in English.	To read, with correct pronunciation and expression, a passage from a Sixth Standard Reader, and explain any words or phrases in it in English.
WRITING AND DICTATION (b) [Copy books to be shown in all Standards]	Transcription of a simple sentence from a book or printed copy.	Twelve easy words dictated from the reading book in use in the class.	Four lines from the reading book in use in the class, slowly dictated.	Six lines from the reading book in use in the class, slowly dictated.	Eight lines from the reading book in use in the class, slowly dictated.	A passage of not more than 10 lines from the book in use in the class, dictated slowly.	A passage of about ten lines dictated from the book in use in the class.
ARITHMETIC (c)	Numeration, Notation and Addition of not more than five numbers of three digits. Multiplication Table to 4 times 12.	Numeration and Notation up to 100,000. Addition, Subtraction, Multiplication of not more than one digit. Multiplication Table to 9 times 12.	Notation to nine figures. First four rules, including Long Division, applied to abstract numbers and to dollars and cents. Multiplication Table to 12 times 12.	Compound Rules applied to Straits tables of Money, Weights and Measures, and to English money. Simple problems involving conversion of English into dollar currency, and vice versa.	Compound Rules applied to English Weights and Measures given in Appendix b. Problems solvable by Simple Rule of Three or by the method of unity; L. C. M. and G. C. M.	Vulgar Fractions; Bills; Simple Interest; Problems solvable by Double Rule of Three or by the method of unity.	Decimal Fractions, Compound Interest, Discount, Square Root, the Metric System applied to units of length, weight and capacity—the metre, gramme and litre.

AND COMPOSITION <i>[vide Appendix d.]</i>	lish of objects in the schoolroom, parts of the body, days of the week, and months of the year.	common objects of household use, animals and familiar objects of nature. To be able to combine these with 15 common adjectives of quality.	of common objects. To be able to combine these and make short sentences with the commonest adjectives and common verbs.	able to make short sentences with the verb in the present tense, employing any of the parts of speech.	very short and simple story which has been read through twice slowly twice (b). To repeat 40 lines of simple poetry, or 20 lines of simple prose. Words to be understood.	simple story or fable which has been read through twice (b). To repeat 50 lines of poetry or 25 lines of prose. Words and allusions to be understood.	suitable subject. To repeat 80 lines of poetry, or 30 lines of prose, and show that they are understood.
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(a) One reading book of any set of Readers recognised by the Education Department in England, and used in English elementary schools, will suffice in all Standards. Two reading books may be used in any standard, but it is not recommended unless the English-speaking pupils are in a distinct majority.

\* Rendering into the Vernacular is not required in the case of Eurasian and English-speaking children; it need not be insisted upon in the First Standard with little children who speak Chinese or Tamil only.

(b) The Dictation and Composition exercises may be read by the Teacher of the class. Dictation exercises should be read first, then dictated slowly, and then re-read.

(c) The Arithmetic set in Girls' schools will be easier than in Boys' schools. English money tables, but not weights and measures, will be required. Note.—The Dictation, English Composition and Arithmetic exercises may be required to be done on paper in Standards V., VI. and VII.

### SCHEDULE II.

#### "CLASS" SUBJECTS, ENGLISH SCHOOLS (Article 42 C).

SUBJECTS.	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.	STANDARD V.	STANDARD VI.	STANDARD VII.
ENGLISH GRAMMAR AND CONSTRUCTION <i>[vide Appendix d.]</i>	To know what a noun is, and be able to give at least 20 nouns in English and in the Vernacular.	To know what nouns and adjectives are, and be able to give examples of them in combination in English and the Vernacular.	The noun, pronoun, adjective and verb. To be able to find any of the above in the reading book in use in the class, and combine them into a simple sentence.	The parts of speech, plurals of nouns, tenses in verbs, conjugation of <i>have</i> and <i>be</i> , and one regular verb. Relative positions of the parts of speech in a sentence.	Parsing. Numbers and cases in nouns and pronouns. In verbs, kind, mood, tense, voice, concord. Principal parts of the common irregular verbs.	Analysis of a simple sentence. Improved parsing. To be able to detect very obvious errors in grammar or construction and say why they are so.	Analysis of a short and easy complex sentence. To be able to detect errors of grammar, construction and punctuation, and explain why they are so.

SCHEDULE II.—*continued.*

“CLASS” SUBJECTS, ENGLISH SCHOOLS (Article 42 C.)—*continued.*

SUBJECTS.	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.	STANDARD V.	STANDARD VI.	STANDARD VII.
<p>GEOGRAPHY</p> <p>OBJECT LESSONS AND ELEMENTARY SCIENCE</p> <p>[<i>vide Appendix</i>.]</p> <p>N.B.—Domestic Economy should be taken in Girls' schools in preference to this subject.</p> <p>DRAWING</p>	<p>Plan of school and play ground. The four cardinal points. Meaning and use of a map.</p> <p>Twenty object lessons on the chief animals, food plants and minerals of the Malay States.</p> <p>To draw on slate, without ruler, either from a copy or from the model, 20 objects, such as a picture frame, T square, slate, door, ladder, or block capital letters, introducing straight</p>	<p>Size and shape of the earth. Common geographical terms explained and illustrated by reference to the map of the Malay Peninsula.</p> <p>A similar course to that in Standards I. and II. extended to 30 lessons, and not confined to products indigenous to the country.</p> <p>To copy on slate from the flat, symmetrical objects containing simple curves;</p>	<p>Physical and political geography of the Malay Peninsula. Knowledge of the locality in which the school is situated. Map of the locality to be known.</p> <p>A course of not less than 30 lessons on a type of each of the great divisions of the animal and plant world and of substances used in the arts and manufactures.</p> <p>A simple symmetrical figure on paper in pencil or crayon from the flat, such as</p>	<p>Physical and political geography of the Malay Archipelago and Asia. Map drawing on slate.</p> <p>Common mechanical contrivances: <i>e.g.</i>, thermometer, lever, pulley, wheel and axle, scales, clock, pendulum, etc. Scientific principles on which these depend, and uses to which they are put.</p> <p>Elementary plane geometry, such as is required for a pass in the elementary stage</p>	<p>Physical and political geography of Europe. Latitude and longitude. Map drawing on paper.</p> <p>Phenomena of nature: gravitation, planetary system, effects of sun and moon on the earth. Day and night, the seasons, tides, etc. Movements of the earth's crust—volcanoes and earthquakes.</p> <p>Elementary model drawing. To be able to draw from the round, in outline, with</p>	<p>Geography of Great Britain and the British Empire. Map drawing on paper.</p> <p>Phenomena of nature continued: causes of winds and currents. Atmospheric phenomena. Composition of air; clouds and rain, dew, snow, hail, ice, and glaciers. Denudation by rivers, formation of deltas.</p> <p>The elementary principles of linear perspective. To place in perspective a simple</p>	<p>Physical, political and commercial geography of the world. Mapping.</p>



	lines only. Large and bold should be encouraged. Use of colours from a diagram or from objects.	simple vase, black capital letters (not introducing depth),	is required by the Science and Art Department, South Kensington, for a pass in elementary free-hand.	by the Science and Art Department, South Kensington.	fairly correct perspective, two objects placed together — one with straight, the other with curved lines — or one simple model containing both (shading is not required).†	object standing either vertical to the ground plane or lying upon it and vanishing at any angle with the picture plane. The object to contain not more than one simple curve.
ENGLISH HISTORY	Twenty by events by landing VII.	or important history from the Romans to Henry	Thirty biographies or important events in English History from A.D. 1066 to A.D. 1487.	Knowledge of the most important events and persons during the Tudor period.	Knowledge of the most important events and persons during the Stuart period, with most important dates.	The Hanoverian period, with special reference to the acquisition of colonies and dependencies by England, with dates.
ECONOMY (FOR GIRLS.)	Twenty object lessons on food-stuffs:—e.g., flour, rice, meat, vegetables, tea, coffee, milk, fruit, salt, etc.	A similar course extended to 30 lessons, and to include in addition materials for clothing—wool, cotton, silk, leather, etc.	Classes of food: necessity of mixed diet. Uses of clothing, washing and washing materials.	Nutritive value of foods and beverages. The skin—perspiration, personal cleanliness.	Culinary treatment of food. The dwelling: ventilation, cleanliness in houses.	Rules for health. Common ailments and their remedies. Management of a sick-room.

† Pupils should be taught to balance curves and preserve proportions by light working or construction lines, to be effaced when the copy is finished.  
 † The model set may consist of such objects as a cube, or closed box, parallelepiped, square, slab, etc., with a large and simple Minton or Wedgwood vase standing on it, or a single model combining straight lines with curves, such as a coal scuttle, lamp, large bottle, round table; bent-wood the top of simple pattern, etc.  
 Also alternative courses in the Seventh Standard for drawing are: more advanced freehand drawing than in Standard IV.; or more advanced plane considered than in Standard V.; or more advanced model drawing than in Standard VI.—the group to contain three or four symmetrical objects.  
 Chinese girls.

SCHEDULE III.

"CLASS" SUBJECT—NEEDLEWORK (Article 43 C.)

SUBJECT.	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.	STANDARD V.	STANDARD VI.	STANDARD VII.
NEEDLEWORK (FOR GIRLS)	<p>(a) To work in two colours (so as to show join) a hem of 5 inches.</p> <p>(b) To join two pieces of calico, 5 inches in length, by a sewed seam (top sewing).</p> <p>(c) To knit 12 runs of 12 loops with chain edge, and cast off.</p> <p>[Exercise (c) is optional.]</p>	<p>(a) To fix and work and sew a fell seam of 5 inches in cotton of two colours so as to show a join in the cotton both in seam and fell.</p> <p>(b) To fix and seam together two pieces in two colours and hem round the four sides.</p> <p>(c) [Optional.] To cast on 12 loops and knit 12 rows, ribbed, purl and plain, and afterwards cast off.</p>	<p>(a) To make a band and fix it for stitching, and work 3 inches and sew on a string.</p> <p>(b) To darn on single thread canvas or cheese cloth 20 rows <math>1\frac{1}{2}</math> inches long, and to work 3 inches of herringbone.</p> <p>(c) To cast on 20 loops and knit 12 rows with two pins, or 12 rounds with four, breaking and joining the cotton once, and cast off.</p>	<p>(a) To gather and stroke down 7 inches and fix into a band of 3 inches</p> <p>(b) To put in a flannel patch about 2 inches square.</p> <p>(c) To cut out and tack together a child's chemise or a simple pinafore (plain or lined paper).</p> <p>(d) To cast on 15 loops and knit with two pins 15 rows, showing seam, stitch and two decreasing on each side.</p> <p>To darn an irregular space of about a square inch on stocking material.</p>	<p>(a) To double down, as for a band, a piece of calico 3 inches square, fix it by tacking; cut and work a button hole and sew on a button.</p> <p>(b) To plain darn a hole in stocking material.</p> <p>(c) To cut out in paper an infant's shirt, and make it up by tacking.</p> <p>Show on material how an arm-hole can be strengthened by a piece of tape.</p> <p>(d) To cast on 25 loops and, with two needles, knit the heel of a stocking, turn it and cast off.</p>	<p>(a) To cut out in paper the pattern of half a yoked overall, with one sleeve, and make it up by tacking.</p> <p>(b) To turn down a hem three-quarters of an inch wide, to fix two tucks 5 inches long, and to run at least half of one.</p> <p>(c) To put in a calico or print patch 2 inches square.</p> <p>(d) To run and fell together two pieces of calico 5 inches in length, and on a tacked hem work a button hole as for the front of a shirt.</p>	<p>Same as Standard VI, and as additional alternative exercises:—</p> <p>(e) To sew and fell together one inch of two pieces of calico and to put in a gusset as for the body of a shirt, and stitch it across.</p> <p>(f) To darn on coarse linen a diagonal cut half an inch long, or to darn on woolen material a three cornered or hedge tear, the side of the tear to be not less than half an inch.</p>

## MATERIALS REQUIRED FOR THE ABOVE EXERCISES.

[The sizes specified are intended as a Guide to Teachers.]

SUBJECT.	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.	STANDARD V.	STANDARD VI.	STANDARD VII.
NEEDLEWORK (FOR GIRLS)	<p>(a) A piece of calico 5 inches by 2½, fixed for hemming, and cotton of two colours.</p> <p>(b) Two pieces of calico as above fixed for top sewing, and coloured cotton.</p> <p>(c) Knitting pins and cotton.</p>	<p>(a) Two pieces of calico 5 inches by 2½, and cotton of two colours.</p> <p>(b) A pair of knitting pins and cotton.</p>	<p>(a) A piece of calico 5 inches by 2½, and piece of tape 2 inches long.</p> <p>(b) A piece of single thread, canvas or cheese cloth 4 inches square.</p> <p>(c) Set of 4 knitting pins and cotton.</p>	<p>(a) A piece of calico 7 inches by 3, and a piece 3½ inches square.</p> <p>(b) A piece of flannel 4 inches square, and a piece 2 inches square.</p> <p>(c) A sheet of plain or lined cutting out paper about a square yard.</p> <p>(d) Pair of knitting pins and cotton, and piece of stocking-web 3 inches square.</p>	<p>(a) A piece of calico 3 inches square, and a linen button unpierced.</p> <p>(b) A piece of stocking-web material 3 inches square.</p> <p>(c) A sheet of cutting out paper (plain or lined) about three-quarters of a yard, a piece of calico 4 inches square, and a piece of tape 3 inches long.</p> <p>(d) A pair of knitting needles and cotton or wool.</p>	<p>(a) A piece of cutting out paper (plain or lined) about a yard square.</p> <p>(b) A piece of calico 5 inches square.</p> <p>(c) A piece of calico 5 inches square and one 2½ inches square, also a piece of print 5 inches square and one 2½ inches square.</p> <p>(d) Two pieces of calico 5 inches by 2½ inches.</p>	<p>Same as Standard VI :—</p> <p>(e) Two pieces of calico 5 inches by 2½, and one piece for gusset, square or triangular.</p> <p>(f) A piece of coarse linen 3 inches square, and a piece of woollen material (serge, cashmere, twill, flannel, etc.) 3 inches square.</p>

Material in excess of what is likely to be required should be carefully prepared and arranged beforehand, it being remembered that each child may be required to do one of the tests in her own Standard.

Garments worked in school should be shown by the pupils of the Fourth and higher Standards, giving specimens of the needlework required in their respective Standards. They must be presented in the same condition as when completed by the scholars. The garments need not necessarily be completed, nor need they have been done all by the same pupil. All garments and specimens of joint needlework shown should be done by girls in the same Standard.

Alternative schemes of needlework suited to the special requirements of the children may be approved by the Inspector if duly graduated and considered likely to encourage or develop any particular art of this kind, for which they may have special aptitude, e.g., embroidery and beadwork by Chinese girls. Or these, with the approval of the Inspector, may be substituted for one or two of the above tests in Standards IV.-VII.

SCHEDULE IV.  
CLASS I—"SPECIFIC" SUBJECTS, ENGLISH SCHOOLS  
(Article 42 D).

SUBJECTS.	STAGE I. (STANDARD V.)	STAGE II. (STANDARD VI.)	STAGE III. (STANDARD VII.)
ALGEBRA (a)	Notation, Addition, Subtraction, Multiplication, Division, Brackets, Common Factors.	H.C.F. and L.C.M., Simple Algebraic Fractions, Simple Equations with one unknown quantity, simple problems producing them.	Simple Equations with two or three unknown quantities; Quadratic Equations and simple problems solved by them. Complex Fractions.
EUCLID (b)	Euclid, Book I. to Proposition 26 inclusive.	Euclid, Book I.	Euclid, Books I and II.
MENSURATION (c)	Calculation of areas of triangles and parallelograms.	The same with any quadrilateral figure and the circle.	Volume and area of surface of the parallelepiped, cylinder, right cone, sphere and prism.
LATIN (d)	Grammar to end of regular verbs.	Irregular verbs and first rules of syntax, knowledge of Delectus or other first Latin reading book. Translation of simple sentences (three or four words) into Latin.	The Latin Grammar; Cæsar de Bello Gallico, Book I; somewhat longer sentences to be translated from English into Latin.
FRENCH OR GERMAN (e)	Grammar to end of regular verbs.	Grammar to end of irregular verbs and translation into English of easy narrative sentences. Ten pages of a French or German simple reading book.	Grammar and knowledge of twenty pages of some easy French or German book. Translation of conversational sentences into French or German, orally or on paper.
[ <i>Vide Instructions in Appendix c (f).</i> ]			
BOOK-KEEPING (f)	Explanations of ordinary commercial terms: (i) From a given set of simple transactions to show how to keep a Cash Book, Purchases Book, Sales Book. (ii) Double entry, its meaning and advantages. (iii) Explanation of personal and other accounts.	(1) Bills of Exchange; Bills Receivable and Bills Payable Books. (2) The Journal, its intention and uses. (3) From a given set of transactions to show the method of keeping a record of simple commercial transactions by double entry, with illustrations of necessary Ledger accounts.	(1) Bad debts, assignments, discounts. (2) The Journal, its relation to other books; journalising. (3) From a given set of transactions to:— (a) Construct a Journal. (b) Post this into Ledger. (c) Arrange a trial balance. (d) Close Ledger by preparing a profit and loss account and balance-sheet.

SCHEDULE IV.—*continued.*  
 CLASS I.—“SPECIFIC” SUBJECTS, ENGLISH SCHOOLS  
 (Article 42 D)—*continued.*

SUBJECTS.	STAGE I. (STANDARD V.)	STAGE II. (STANDARD VI.)	STAGE III. (STANDARD VII.)
PRINCIPLES OF AGRICULTURE (g)	Nutritive properties of soils; varieties of soils, necessity for cultivation; drainage; circumstances making tillage more or less effective.	Principles regulating the more or less perfect supply of plant food in soils; manures (natural and chemical) their action and uses. Soils and manures suitable to the chief food plants of the Malay States.	Principles regulating the growth of crops and the variations in their yield and quality. Knowledge of the methods of planting and growing the chief tropical food plants and fruits. Plant diseases; insect and fungus pests.
HYGIENE (A)	The body; its natural requirements: solid food, air, water, clothing; their nature and effects. Chief impurities in food, air and water. Effects on health of impure air and water.	Effects of heat on food materials, such as sugar, flour, eggs, vegetables, fat and lean of meat. Modes of cooking. Elementary principles of the functions of alimentation and respiration. The skin: personal cleanliness.	Classes of foods; necessity of mixed diet. Importance of work and physical exercise. Causes and simple treatment of common complaints. Effects on the digestive organs and nervous system of intemperance in eating and drinking, idleness, opium smoking, etc. Sanitation in houses.
BOTANY (i)	Characters of the root, stem, leaves and parts of the flower, illustrated by specimens of common flowering plants.	Structure of wood, bark and pith. Cells and vessels. Food of plants and manner in which a plant grows. Functions of the root, leaves and different parts of the flower.	The comparison of a fern and a moss with a flowering plant. The formation of different kinds of fruits. The structure of a bean and a grain of rice or wheat. The phenomena of germination.
MALAY (j)	To translate into English passages from an easy Malay book and show a fair colloquial knowledge of the language.	Improved translation, Malay into English, and vice versa. Improved colloquial knowledge of the language.	To write from dictation in the Roman or Arabic character, and converse in the language. Composition and translation.
CHINESE (k)	To translate into English from an easy Chinese book and show a fair colloquial knowledge of the language.	Improved translation, Chinese into English, and vice versa. Improved colloquial knowledge of the language.	To write from dictation in Chinese characters and converse in the language. Composition and translation.

SCHEDULE IV.—*continued.*  
 CLASS II—“SPECIFIC” SUBJECTS, ENGLISH SCHOOLS  
 (Article 42 D.)—*continued.*

SUBJECTS.	STAGE I. (STANDARD V.)	STAGE II. (STANDARD VI.)	STAGE III. (STANDARD VII.)
<p>ENGLISH LITERATURE (f)</p> <p>[For instructions concerning choice of subject <i>vide Appendix c (a)</i>; <i>vide also Appendix d.</i>]</p>	<p>Careful study of a simple poem containing not less than 1,000 lines.</p> <p>Words and allusions to be understood; striking passages of about 100 lines to be learnt by heart; or study of 1,000 lines of simple classic prose, words to be understood and 50 lines learnt by heart.</p>	<p>Careful study of a poem of 1,500 lines.</p> <p>Words and allusions to be understood and striking passages of about 150 lines to be learnt by heart; or study of 1,500 lines of prose, words and allusions to be understood and 75 lines to be learnt.</p>	<p>Study of a poem of about 2,400 lines.</p> <p>Words and allusions to be understood and striking passages of about 200 lines learnt by heart; or an equal number of lines of classic prose, words and allusions to be understood and 100 lines learnt by heart.</p>
<p>DRAWING (m) -</p> <p>[For instructions <i>vide Appendix c (f)</i>.]</p>	<p>A freehand design of rather greater difficulty than that set in Schedule II, Standard IV, either enlarged or diminished to a given extent.</p>	<p>Plane Geometry rather more advanced than in Schedule II, Standard V., with elementary principles of solid Geometry,—or</p> <p>Simple linear perspective. Right lined or very simple curvilinear objects lying or standing vertically on the ground plane and vanishing at any angle with the picture plane.</p>	<p>To draw a group of three or four simple models, such as a cylinder, hexagonal or triangular prism, cube and cone with a large Minton or Wedgwood vase of simple outline,—or</p> <p>Draw with stump and crayon from a simple cast of leaves or fruit illuminated by light coming from one side only.</p>
<p>MECHANICS (n)</p> <p>[<i>Vide Appendix c (m).</i>]</p>	<p>Force, triangle of forces, parallelogram of forces, moment of a force. Applications of these to understand the principles of the lever, wheel and axle, pulley, inclined plane, wedge and screw. Examples of the above in the mechanical powers.</p>	<p>Inertia, momentum, the pendulum. Further study of the principles of the three simple levers, wheel and axle, inclined plane and pulley. Very simple problems on the above (not to include co-efficient of friction) and on the triangle and parallelogram of forces.</p>	<p>Pressures in liquids at various depths. The hydrostatic press. Specific gravity bottle. Principle of Archimedes. Atwood's machine. Falling bodies. Bodies in motion under the action of a constant force. Meaning and application of the formulae:—</p> $S = vt \pm \frac{1}{2}ft^2$

SCHEDULE IV.—*continued.*  
 CLASS II.—“SPECIFIC” SUBJECTS, ENGLISH SCHOOLS  
 (Article 42 D.)—*continued.*

SUBJECTS.	STAGE I. (STANDARD V.)	STAGE II. (STANDARD VI.)	STAGE II. (STANDARD VI.)
ANIMAL PHYSIOLOGY (o) [ <i>Vide Appendix c (n).</i> ]	General build of the human body; the skeleton; long, flat and irregular bones. Muscles, names and positions of the internal organs. Appearance and chief characteristics of bone, muscle, nerve matter, tendons, cartilage, etc.	Principal movements of the limbs and body. Mechanism of the principal movements, the organs and functions of alimentation, circulation and respiration. Use and abuse of food and drink.	General arrangements of the nervous system, properties of nerve. The brain and spinal cord, motor and sensory nerves, reflex action, sensation. Organs and functions of sight, hearing, touch, taste and smell.
CHEMISTRY (p) (INORGANIC) [ <i>Vide Appendix c (o).</i> ]	Elementary and compound matter. Mechanical mixture and chemical combination. Experimental demonstration of letter with iron and sulphur, water, hydrochloric acid. Rusts of iron and mercury.	Preparation and properties of the common gaseous elements: oxygen, hydrogen, nitrogen, chlorine. Composition of air, water and hydrochloric acid gas. Preparation of the letter experimentally. Energy of combination of certain elements with oxygen, <i>s.p.</i> , hydrogen, sodium, phosphorus, magnesium. Oxides thus formed.	Properties of carbon, sulphur and phosphorus. Their chief compounds with oxygen and hydrogen. Acids, their properties; constitution of sulphuric, hydrochloric and nitric acids. Alkalies, ammonia and soda salts. Combination by weight and volume. Atomicity. Use of symbols and chemical formulae. Simple chemical equations representing such operations as the preparation of $HNO_3$ , $HCl$ , $NH_3$ , $CO_2$ .
SOUND, LIGHT AND HEAT (q) [ <i>Vide Appendix c (p).</i> ]	The three modes in which heat may be conveyed from place to place. Effect of heat experimentally on solids, liquids and gases. Expansion by heat. Difference between heat and temperature. Measurement of latter; the thermometer. Latent heat. Latent heats of water and steam. Unit of heat.	Source and propagation of light. Intensity of light and heat. Proof of law of inverse squares. Shadows. Shadow photometer. Reflection of light by plane, concave and convex mirrors. Formation of images. Refraction by bi-concave and bi-convex lens. Formation of images by means of a lens. The camera obscura.	Propagation of sound. Elementary notions of vibrations and waves. Condensations and rarefactions in waves of sound. Solid, liquid, and gaseous media for sound waves. Reflection of sound, echoes. Velocity of propagation of sound in air. Musical notes. Vibrations of columns of air and of strings. Musical instruments constructed on these principles.

**SCHEDULE IV.—continued.**  
**CLASS II.—“SPECIFIC” SUBJECTS, ENGLISH SCHOOLS**  
 (Article 42 D.)—continued.

SUBJECTS.	STAGE I. (STANDARD V.)	STAGE II. (STANDARD VI.)	STAGE III. (STANDARD VII.)
SOUND, LIGHT AND HEAT (g) —continued.	Elementary notions of specific heat. Effects of high specific heat of water. Heat produced by mechanical, chemical and vital action.	Magic lantern and microscope. Dispersion prism. Composition of sunlight, the solar spectrum and rainbow.	Modes and ventral segments. Pitch of notes, physical meaning, illustration of in the case of transverse vibrations of strings. Beats. Harmonics.
ELECTRICITY AND MAGNETISM (r) [Vide Appendix c (g).]	Phenomena of attraction, repulsion and polarity, as illustrated by the magnet. Comparison of this with effects produced by frictional electricity. The steel bar, horseshoe and electric magnet. Lines of magnetic force. Terrestrial magnetism. The mariner's compass.	Attraction of light bodies by rubbed sealing wax and glass. Experimental proof of the two forms of electricity. Attraction and repulsion. Conductors and non-conductors of electricity. The gold-leaf electroscope, electrophorus, electrical machine, Leyden jar. Explanation of atmospheric electricity. Thunder storms.	Voltaic or chemical electricity. The voltaic battery and notions of a current. Chemical effect of a current. Electrolysis. Positive and negative poles. Magnetic effect of a current. The galvanometer. Induced currents. Dynamoes. Electro-magnets. The elementary principle of the electric telegraph.

**SCHEDULE V.**  
**STANDARDS OF EXAMINATION IN MALAY VERNACULAR SCHOOLS.**

SUBJECT.	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV. AND EX-STANDARD.
READING	Spell and read easy words of not more than two syllables in the Arabic character.	A Second Standard Reader in the Arabic character.	Romanised Malay, a First Reader.	More difficult Romanised Malay, and Malay in the Arabic character.
WRITING	Write and join letters in the Arabic character from dictation.	Write from dictation an easy passage of not more than 3 lines from the reading book in the Arabic character.	Dictation. A passage of not more than 6 lines from the Reader in the Roman character.	Dictation. A longer passage from the reading book in the Roman character, on paper or slate.



SCHEDULE V.—continued.  
STANDARDS OF EXAMINATION IN MALAY VERNACULAR  
SCHOOLS—continued.

SUBJECT.	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV. AND EX-STANDARD
ARITHMETIC	Numeration, Notation and Addition of five numbers of not more than three digits. Multiplication table to 4 times 12.	Notation to 100,000, Addition, Subtraction, and Multiplication Tables extended to 12 times 12.	Notation to nine figures. First four rules with Long Division applied to abstract numbers or Straits money.	Compound rules applied to Straits money, Weights and Measures.
COMPOSITION			To write a few lines in the Roman or Arabic character descriptive of some animal on which object lessons have been given with the picture or diagram.	To reproduce in the Roman or Arabic character the substance of a short and simple story read through twice.
GEOGRAPHY			First ideas of a Map. Geography of the Malay Peninsula and Asia.	Geography of the World in general and S. E. Asia in particular. Map of the Malay Peninsula.
OBJECT LESSONS. [Vide Appendix g.]	A course of 20 object lessons illustrated by diagrams on the typical animals and food plants of the tropics and products of the Malay Peninsula.		A similar course extended to 30 lessons illustrated by diagrams or specimens and including a few of the substances employed in arts and manufactures, or simple mechanical objects.	

NOTES:—(1) A simple set of drill or extension exercises must be taught in all schools. (2) The work in Girls' Schools will be judged much more leniently than that in Boys' schools, especially when a mechanical art such as weaving is taught. One or more of the last three subjects may have to be sacrificed until properly-trained Mistresses can be found. (3) Needlework in Girls' schools will be according to the syllabus for English Girls' Schools, Schedule III., but one Standard lower in each case. (4) The Writing and Composition Exercises in Standard IV. may be required to be done on paper. (5) Every effort must be made to make the pupil understand what he reads.

Any alternate schemes of needlework suitable to the special requirements of the children may be substituted for, or added to, that given above if properly graduated and likely to encourage or develop any particular art of this kind for which they have special aptitude, e.g., mat-making, embroidery, bead-work, gold-thread work, appliqué work, etc.

SCHEDULE VI.

STANDARDS OF EXAMINATION IN TAMIL VERNACULAR SCHOOLS.

SUBJECT.	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.	STANDARD V.
READING . . . . .	To read correctly two or three lines from any approved book not previously studied, equal in difficulty to the first part of the First Book of Lessons.	(a) To read correctly a few lines from any approved book not previously studied, equal in difficulty to the second part of the First Book of Lessons.  (b) To answer simple questions on the meaning and subject matter of the second part of the First Book of Lessons, giving the equivalents of the commonest words in English or Malay.  (One only).	(a) To read with ease and correctness a few lines from any approved book, not previously studied, equal in difficulty to the Second Book of Lessons.  (b) To answer questions on the meaning and subject matter of the lessons comprised in a portion previously prepared of the Second Book of Lessons, giving the equivalents of the commonest words in it in English or Malay.  (One only).	(a) To read with ease and correctness a few lines from any approved book not previously studied, equal in difficulty to the Third Book of Lessons; and also from any ordinary manuscript.  (b) To answer questions on the meaning and subject matter of lessons comprised in a portion previously prepared of the Third Book of Lessons. Increased facility in giving English or Malay equivalents.  (One only).	To read and answer questions on the subject matter comprised in Book I. of the "Panchintanram," and "explain it in English or Malay."  (One only).
WRITING . . . . .	To transcribe in large hand, on slate, a short sentence from the Reading Book in use.	To write from dictation words out of the Reading Book in use.	To write from dictation not more than 4 lines from a book equal in difficulty to the Second Book of Lessons.	To write from dictation a longer passage out of any book equal in difficulty to the Third Book of Lessons.	To write from dictation a passage of increased difficulty.

SCHEDULE VI.—*continued.*

STANDARDS OF EXAMINATION IN TAMIL VERNACULAR SCHOOLS—*continued.*

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SUBJECT.	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.	STANDARD V.
ARITHMETIC . . .	Numeration, Notation and Addition of five numbers of not more than 3 digits. Multiplication Table to 4 times 12.	Notation to 100,000. Addition, Subtraction and Multiplication. Tables extended to 12 times 12.	Notation to nine figures. First four rules, with long division, applied to abstract numbers or Straits or Indian currency.	Compound rules applied to British, Indian, or Straits currency, and Straits Weights and Measures.	Simple Rule of Three. Simple Problems. Conversion of Straits into Indian or British currency and <i>vice versa</i> .
COMPOSITION . . .	...	...	...	To write a few lines in Tamil descriptive of some animal on which object lessons have been given with the picture or diagram in view.	To reproduce the substance of a short and simple narrative which has been read through twice.
GEOGRAPHY . . .	...	...	First ideas of a map. Geography of the Malay Peninsula and Southern India.	Geography of Asia with special reference to India and the Malay Archipelago.	Geography of the World. Chief political and physical features only.
OBJECT LESSONS [ <i>vide Appendix g.</i> ]	A course of 20 object lessons illustrated by diagrams on the typical animals and food plants of the tropics, and products of the Malay Peninsula.		A similar course extended to 30 lessons illustrated by specimens, and including a few of the substances employed in arts and manufactures, or simple mechanical objects.		

NOTE.—(1) A simple set of drill or extension exercises must be taught in all schools. (2) The work in Girls' schools will be judged more leniently than in Boys', especially in Arithmetic. (3) Needlework in Girls' schools will be according to the syllabus for English Girls' schools, but one Standard lower in each case. (4) The Dictation and Composition exercises in Standards IV. and V. may be required to be done on paper. (5) Every effort must be made to make the pupil understand what he reads.

Any alternative schemes of needlework suitable to the special requirements of the children may be substituted for, or added to, that given above if properly graduated and likely to encourage or develop any particular art of this kind for which they have special aptitude, e.g. mat-making, embroidery, bead-work, gold-thread work, appliqué work, etc.

SCHEDULE VII.  
STANDARDS OF EXAMINATION IN CHINESE VERNACULAR SCHOOLS.

SUBJECT.	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.	STANDARD V.	STANDARD VI.
READING -	Read a book previously approved and a list of 200 characters drawn out by the Schoolmaster, and explain 100 characters in this list.	Read a book previously approved and a list of 400 characters drawn out by the Schoolmaster, and explain 200 characters in this list.	Read and explain a book previously approved.  The previous 400 characters of Standard II. to be explained.	Read and explain a book previously approved, the "Sam Tai Keng."	Read and explain books previously approved.	Read and explain books previously approved.
WRITING -	—	Write characters of the First Standard reading list.	Write characters of the Second Standard list for reading.	Write characters from the Reading Book used in the class.	Write short hand-bills and commercial documents, slowly dictated.	Write a narrative, an essay, or a letter slowly dictated.
ARITHMETIC -	Simple Addition and Subtraction of numbers of not more than four figures.	Addition, Subtraction and Multiplication.	The four simple rules and Straits money.	The four compound rules and Straits weights and measures.	Simple rule of Three, Simple Interest, L.C.M. and G.C.M.	Fractions and Compound Rule of Three.
GEOGRAPHY -	—	—	—	A general knowledge of the continents, oceans, chief countries, islands, seas, etc., of the world.	Meaning of simple geographical terms. General knowledge of the geography of the Malay Peninsula.	A more exact knowledge of S. E. Asia and the Malay Archipelago.
OBJECT LESSONS <i>[vide Appendix g.]</i>	Twenty lessons on suitable subjects for which diagrams have been provided:—Animals, plants, etc., of tropical countries.			A similar course extended to thirty lessons to include substances used in the arts and manufactures.		

NOTES.—(1) A single set of drill or extension motions must be taught in all schools. (2) The work in Girls' schools will be judged more leniently than in Boys', especially in Arithmetic. (3) Needlework in Girls' schools will be according to the Syllabus for English Girls' schools, but one Standard lower in each case. *[Fide footnote on alternative schemes, Schedule III.]* (4) The Writing in Standards IV., V. and VI. may be required to be done on paper. (5) Every effort must be made to make the pupil understand what he reads.

Appendix a.

SCHOOL RECORDS.

1. In addition to the Log-book and Registers of Attendance required by Article 16 of this Code it is desirable that Managers should keep in each school the following books :—

- (a) A Nominal Record or Register of Admission, Progress and Withdrawal of every pupil who enters the school.
- (b) A Cash Book of Revenue and Expenditure. All these, with the above, should be kept by or under the direct supervision of the principal Teacher.

2. The Nominal Record or Admission Register should show for each scholar who has entered the school :—

- (a) The date of his admission (and re-admission, if any).
- (b) His full name.
- (c) Name and address of parent or guardian.
- (d) Date of birth.
- (e) Standard in which placed on entering.
- (f) Name of school he has just left, if any.
- (g) Highest Standard, stage and name of "specific" subjects in which he was last presented.
- (h) Standard and "specific" subjects in which he is presented in present school.
- (i) Date and cause of withdrawal from school.
- (j) A remark on his conduct and progress.

3. The Nominal Record should be arranged alphabetically, or else bear an alphabetical index.

4. *Attendance Registers.*—The following rules must be observed with respect to the keeping of Attendance Registers. [Vide Article 44 of this Code].

- (a) They must be printed and in a book form, not on separate sheets.
- (b) They must be marked and closed within one hour after the school meets at each morning and within half an hour of such meeting at each afternoon attendance if of less than three hours.
- (c) After the Registers are closed no further entry can be made.
- (d) Presences must be marked in ink, at once, with a long stroke thus—" / "
- (e) Absences must be marked in ink at once—" a."
- (f) There must be no erasures. If any error is made, or if a child leaves before receiving the necessary amount of secular instruction at any attendance, it must be corrected by a foot-note.
- (g) There must be no dots and no blanks.
- (h) The names of the scholars must be clearly written in Roman characters.
- (i) In small schools, where one Register will suffice for several Standards, the names must be arranged Standard by Standard, beginning with the highest and ending with the children below Standard.
- (j) The number of attendances made by the class should be entered at the foot of the column at each attendance before closing the Registers.
- (k) The number of attendances made by each child should be shown, if not by the week, by the month.
- (l) Registers must be original, and not copied from slates or papers, etc., on any pretence whatever.
- (m) When a holiday occurs a line should be drawn down the whole length of the column or columns.
- (n) For longer periods "Holiday" should be written across the columns.

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- (c) The Registers should show in some place specially provided for them :—
- (i.) The number of times the school has met during the month.
  - (ii.) The total number of attendances made by all the children on this Register during the month.
5. All the above school records should be preserved ; Attendance Registers for ten years, the others permanently.
6. The average attendance for any period is found by dividing the total number of attendances made during that period by the number of days the school has met during such period.

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*Appendix b.*

TABLES OF WEIGHTS AND MEASURES, REQUIRED IN THE PRECEDING SCHEDULES.

STRAITS.

*Weights.*—Tahil, kati, pikul, koyan.

*Capacity.*—Pau, chupak, gantang, pikul, koyan.

ENGLISH.

*Weights.*—Ton, hundredweight, quarter, pound, ounce, dram.

*Length.*—Mile, furlong, yard, foot, inch.

*Area.*—Square mile, acre, rood, square yard, square foot, square inch.

*Capacity.*—Quarter, bushel, peck, gallon, quart, pint.

*Time.*—Year, month, week, day, hour, minute, second.

METRIC SYSTEM.

*Length.*—Millim, centim, decim, *metre*, decam, hectom, kilom.

*Weight.*—Milligr, centgr, decigr, *gramme*, decagr, hectogr, kilogr.

*Volume.*—Millil, centil, decil, *litre*, decal, hectol, kilol.

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*Appendix c.*

INSTRUCTIONS WITH RESPECT TO THE TEACHING OF "SPECIFIC" SUBJECTS. SCHEDULE (IV.)

(a) *English Literature* :—

*Stage I.*—The poetry selected in this stage should be simple, and interesting from the child's point of view. For this reason narrative poetry would be best. That selected need not necessarily be all from the same poem.

Suitable selections could be made from such as :—"The Song of Hiawatha," (Longfellow) ; "Paradise and the Peri," (Moore) ; "Lays of Ancient Rome," (Macaulay) ; "The Diverting History of John Gilpin," (Cowper), etc.

The prose, similarly, should be simple and interesting. Selections might be made from such works as "The Vicar of Wakefield," (Goldsmith) ; "Robinson Crusoe," (Defoe) ; "Christmas Tales," (Dickens) ; Lamb's "Tales from Shakspeare," etc.

*Stage II.*—In schools where the non-English speaking element is in the majority, descriptive poetry would still be best. Selections might be made from such poems as "Marmion," "Lady of the Lake," (Scott) ; "Childe Harold's Pilgrimage," (Byron) ; "Rime of the Ancient Mariner," (Coleridge).

Prose might be selected from the descriptive chapters of Scott's, Dickens' or Thackeray's novels, or some of the simpler essays from the "Spectator."

*Stage III.*—For the highest stage one of Shakspeare's shorter plays—"The Tempest," "Macbeth," "Merchant of Venice," "Julius Cæsar,"—or portions of "Paradise Lost" or the "Idylls of the King" might be selected for the study of suitable poetry.

Prose might be taken from the essays of Addison or Bacon; or Macaulay on Pitt, Lord Clive, Hampden or Milton. Historical reading from Chapters 31, 35, 50, 58 or 59 of Gibbon's "Decline and Fall of the Roman Empire."

(f) *French or German.*—

*Stage II.*—Ten pages of Anecdotes generally given in French or German grammars would suffice.

*Stage III.*—Suitable short and simple stories in French, with English notes and vocabularies for young English students, . . . such as "Causeries Familières sur les Grandes Découvertes Modernes" (Muller); "Le Petit Tailleur Bouton" (Génnin); "Histoire d'un Paysan" (Eckmann-Chatrian), etc.

Suitable German reading will be found in Schlütter-Möller's "Selection of Short Anecdotes for English Scholars"; Lessing's "Fabeln"; "Fabeln und Erzählungen," (Gellert); "Kinder- und Lausmärchen," (Brothers Grimm); "Märchen," (Wilhelm Hauff); "Kulturgeschichtliche Novellen," (Riehl), etc.

Such simple classics as these are published with notes and vocabularies that render a dictionary unnecessary.

#### SCHEDULE IV. (CLASS II., "SPECIFIC" SUBJECTS).

The attention of Teachers is directed to the note in Article 42 D (viii.).

The subjects in Class II. of the "specific" subjects can only be properly taught by means of suitable apparatus—in drawing, for teaching the elements set forth in the Schedule, and in the experimental sciences, such as Physics and Chemistry, for actual experiment necessary for demonstrating the truths taught.

The increased grant is offered to cover the cost of this necessary expenditure.

It must also be remembered that whilst the really experimental science lesson may be made the most instructive in the school course if taught properly and experimentally, nothing on the other hand can be more dry and difficult for children than trying to acquire and understand scientific facts simply from a text book.

The pupils presented will be expected, therefore, to have a familiar knowledge of the apparatus they should have seen repeatedly used (and have used themselves), and will be required to describe or sketch it.

The apparatus recommended is detailed under its own particular subject. That suggested is merely intended to indicate the kind and amount that would be considered ample for demonstrating the subjects taught under this Code. It need not necessarily be expensive.

(i) *Drawing.*—

*N.B.*—This subject cannot be taken as a "specific" if it is being taken as a "class" subject in Standards V., VI. and VII.

*Stage I.*—Suitable sets of fairly advanced freehand copies will be required. Gill's or Poynter's series give a suitable set of excellent linear designs.

*Stage II.*—The problems in any ordinary text-book, such as Gill's "Elements of Plane and Solid Geometry," would be sufficient.

*Stage III.*—A group of large models will be required in this stage, consisting of at least—

A cube, paralleloiped, pyramid, triangular prism, hexagonal prism, cylinder, skeleton cube, cone (which should be able to be truncated and show on one of its segments a parabolic curve).

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Three large vases of each set (Minton and Wedgwood) should also be provided.

*For the Alternative Subject.*—Casts of suitable simple flower, leaf and fruit ornament; specimens of ornament from the Madeleine, Louis XII. pilasters, Ghiberti frieze, Trajan's scroll, etc. . . .

### (m) *Mechanics* :—

*Stages I. and II.*—Models should be furnished of levers, to illustrate the three kinds of simple lever, the wheel and axle, simple and compound pulley, inclined plane, wedge and balance.

A model or large diagram of Gravesande's apparatus to prove the principle of the parallelogram of forces.

*Stage III.*—Models of Nicholson's hydrometer, hydrostatic balance, or some apparatus for determining practically specific gravity—the common pump. Model or diagram illustrating the principle of Archimedes on the loss of weight of bodies in water. Attwood's machine. Diagrammatic proof of the formula  $S=vt \pm \frac{1}{2}ft^2$  for bodies moving under the action of a constantly accelerating force.

### (n) *Animal Physiology* :—

*Stages I.-III.*—Large coloured wall diagrams, such as those by Marshall, showing (a) the skeleton and ligaments, (b) the muscular system, (c) the circulatory and respiratory systems, (d) the organs of alimentation, (e) the nervous system and sensory organs.

Preserved specimens, suspended in spirit in suitable closed glass vases, should be kept, showing a few such typical organs as a sheep's brain, with upper portion of the spinal cord and large nerves; a sheep's heart, with the trunks of the four great arteries and veins clearly shown. Pulmonary artery and vein, aorta and inf. vena cava, trachea and lung of a rabbit or serpent, bullock's eye. The internal ear of any large fish, e.g., the skate, to show clearly the ear-sac and otoliths, abdominal viscera of rat or small rabbit, and dry skeleton of cat, dog or rabbit, etc.

### (o) *Chemistry* :—

*Stages I.-III.*—The following apparatus is required for teaching experimentally the elements of inorganic chemistry given in Schedule IV. :—

A pneumatic trough, glass gas holders and discs, Florence flasks, corks, cork-borer, glass and indiarubber tubing, spirit lamps, flask stand, fine and coarse wire netting, tapers, test tubes and stand, Wolf's bottles, bell jar with stopper, etc., pestle and mortar; together with the following reagents :—

Nitric, hydrochloric and sulphuric acids; ammonia, potassic chlorate, manganese dioxide, zinc clippings, phosphorus, sulphur, steel filings, magnesium wire, sale charcoal, graphite, carbonate of lime, caustic soda, mercury, a small magnet, litmus (paper or solution), etc.

### (p) *Sound, Light, Heat* :—

*Stage I.*—Two concave metal reflectors on stands to show reflection of heat, light or sound; iron stands to place at principal foci of reflectors. Large glass flask with stand for showing convection of heat in liquids, iron and brass bars with stand, index, and wax balls to show relative conductivity and linear expansion under the action of heat, glass bulb and long tube on scale for showing expansion of column of coloured water when heated. A thermometer, some phosphorus, a piece of platinum foil. Wire netting (coarse and fine), a simple form of calorimeter.

*Stage II.*—A magic lantern with slit and lenses capable of throwing a parallel beam of rays. Carbon bi-sulphide prism, simple form of shadow photometer. Two plane, a concave and a convex mirror, set of lenses not less than two and a half inches in diameter, camera obscura, frame for showing law of inverse squares.

*Stage III.*—Two concave metal reflectors as in Stage I., with iron stand capable of holding an object, such as a watch, at the principal focus; a



delete rod six or eight feet long for showing transmission of sound through solids. Two large tuning forks with screws, one mounted on sounding board. Silk thread, a sonometer with strings and weights, large strong violoncello bow, glass cylinder for showing vibration of columns of air, resin.

(g) *Electricity and Magnetism* :—

*Stages I.-III.*—A bar and large horse-shoe magnet, with keepers, a bottle of steel filings, a large compass, sealing wax, stick of ebonite, silk and flannel, glass rod, a gold leaf electroscope, electrophorus, simple form of electrical machine, a Leyden jar, two or three cells (Grove or Bunsen) to form simple voltaic battery, iron wires, simple apparatus for electrolysis, an electro-magnet, etc.

Appendix d.

TEACHING OF ENGLISH.

1. English appears in the Schedules of this Code as an "elementary," as a "class," and again, in the form of English literature, as a "specific" subject. When it is remembered, however, that it is a foreign language to fully 95 per cent. of the scholars in so-called "English" schools in these States, that it has to become the medium of instruction in all the upper Standards at least, and what a formidable task it is to teach children to read, write and converse correctly in a language which they are not accustomed to speak at home, it will be seen how important it is that "English" should occupy the most prominent position in the school curriculum.

2. The elementary subject, "English Vocabulary and Composition" in Schedule I., in which word-, phrase-, and sentence-building are to be systematically taught in successive stages from the lowest to the highest Standard, needs no comment; but a word or two of warning may be necessary with respect to the subject "English Grammar and Construction" in Schedule II.

This is merely intended to be the necessary and natural adjunct to the subject "English Vocabulary and Composition" in Schedule I., and has been arranged to go *pari passu* with it.

It must be remembered that grammar is only intended to be made the handservant of construction, and so much should be taught *and no more* than is absolutely necessary to make clear how English sentences are to be built up, what inflections in nouns, pronouns and verbs are necessary to enable us to express the varied relationships and concords these words have with each other in the sentence, and the shades of meaning that can only be represented by inflections of mood, voice and tense, etc. Elaborate parsing and analysis are, therefore, neither needed nor asked for in the syllabus. Subtle grammatical distinctions of the different kinds of nouns, adjectives, adverbs, conjunctions, subordinate sentences, etc., should be avoided. The guiding rule to the Teacher should be to stop as soon as the grammar he is teaching is not clearly a useful aid in the construction of plain and simple English sentences.

3. Recitation has been omitted in all Standards lower than the Fifth.

In the English Code it is taught in all, from the lowest, and for excellent reasons that scarcely obtain here.

In England it is the child's mother tongue and may, therefore, be a real aid to him in acquiring the language as soon as he begins to speak with ease, but to teach small native children to repeat lines of poetry composed in a metre and with inversions of construction that no amount of teaching can ever make them appreciate in a foreign tongue, is another matter; and to hear these pattered out with a more or less atrocious accent, however fluently, is an inflection that can very well be spared the Teacher, the child, and the Inspector.

4. The exercises in correcting mistakes of grammar and construction given in Standards VI. and VII. (Schedule II.) must be given with great

care. They should be chosen from those made by the pupils themselves, and if written upon the blackboard should not be allowed to remain in their uncorrected form for any length of time; otherwise the pupil's eye will be accustoming itself to incorrect forms, which will probably remain longer impressed upon his memory than any amount of verbal explanation to the contrary. It must be remembered that in acquiring a foreign language the child's ear, being more or less unfamiliar with the sounds, will help him but little, and he will, unconsciously to himself, acquire much more through the eye in consequence.

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*Appendix e.*

SCHOOL BUILDINGS AND FURNITURE.

1. School planning is the science of thoroughly adapting every part of a building to the work of school teaching.

Convenience of plan, suitable lighting, proper sub-division into classes and thorough ventilation are its leading essentials. Attention to small points is of extreme importance. Sanitary laws in the school are as vital as in a hospital.

2. Managers should note that in making application for a building grant for any new school they are required to furnish:—

(i.) Estimates of cost.

(ii.) Block plan of the site (scale 20 feet to an inch) showing—

- (a) Position of school buildings;
- (b) Outbuildings;
- (c) Play-ground;
- (d) Entrances;
- (e) Boundary walls or fences, and their nature;
- (f) Roads;
- (g) Points of the compass;
- (h) The levels of the ground at the principal points.

(iii.) Plan of the school rooms, showing internal fittings, desks, etc. (scale 8 feet to an inch).

(iv.) Elevation (scale 8 feet to an inch).

3. No school room should be lighted from one side only. Gable ends should be fully utilised for windows. Accommodation in school rooms for elder children is subject to a minimum of 10 square feet per child being provided.

4. Care should be taken to render the roof as impervious to heat as possible.

5. The external walls of the school must be solid. If of brick, the thickness must be at least one brick and a half, and if of stone at least 20 inches.

6. The vegetable soil within the area of the building should be removed.

7. The floors of class-rooms can be raised with great advantage in three or four tiers of broad steps, each wide enough to accommodate a row of desks and seats for the scholars, and about 4 or 5 inches in height.

8. The desks and benches should be graduated according to the ages of the children, and placed at right angles to the light.

9. No desks should be more than 12 feet long, and should have a gang-way of at least 18 inches between each group and the walls.

They should be slightly inclined—an angle of 15 degrees is sufficient. Dual desks are preferable to long, and single desks better still, especially for older scholars.

10. Privies should be at a considerable distance from the school building. In mixed schools for boys and girls they should be as far apart as possible, and in all cases should be well within view of the Teacher.

*Appendix f.*

GENERAL INSTRUCTIONS TO INSPECTORS AND TEACHERS ON ASSESSMENT OF GRANTS.

1. In bringing into operation the principles of this Code the spirit of the English Code upon which, with certain restrictions necessary to the altered conditions in these States, it is based, should be observed.

2. The assessment of the grant should not be judged entirely from the results of the annual examination, however complete this may be. The impression created when surprise visits were paid, and when the school was seen in its real working garb, must also be considered.

3. The co-operation of the Teacher should be invited in eliciting replies and in showing what knowledge the class really possesses. For this reason the papers and results of all the regular school examinations, especially those held at the end of the quarter or term, should be carefully considered. They cannot fail to prove an excellent indication of the progress the school is making.

4. In other words, the Inspector is asked to bring all the side lights he can to bear upon the real work and efficiency of the school, and assess the grant accordingly.

5. In giving a fair and unbiassed estimate of grant earned he should, before advising a reduction of grant, carefully bear in mind any circumstances that may have affected the school adversely during the school year, such as prevalent sickness in the district, epidemics, change of staff, or any other circumstances over which the Managers could have no control; although he must, on the other hand, be careful to what extent he accepts any of these as an excuse for poor results.

6. The instructions to Inspectors in England on this matter, given by the Education Department, are:—

“Except in cases of very marked deterioration any reduction of the grant without a year's previous warning should be avoided.

“It is essential to the steady working of a school that the Managers should, in ordinary circumstances, be able to rely with reasonable certainty upon the stability of that portion of their income which is derived from the grant.

“Accordingly in cases where, in the course of the school year, a falling off in efficiency has taken place to such an extent that, if no improvement is effected, it will, in your judgment, be impossible that the grant should continue to be paid at the previous rate, a distinct warning of a probable reduction of grant next year should be given in your annual report.

“A few instances may, however, occur, where a very marked reduction in efficiency in the course of the school year renders it impossible to justify a further payment of public money at the same rate as in the previous year.

“In such cases, the Managers, if they take an active part, as it is essential they should, in the supervision of the school, and the Teachers also, can hardly fail to be aware that they cannot expect an unreduced grant.”

7. The assessment of the lowest grant under Article 43 A will be understood to mean that the school only earning such grant is dangerously near being regarded as “inefficient.” {Article 14.}

*Appendix g.*

DIAGRAMS FOR OBJECT LESSONS.

A set of large coloured diagrams (illustrating objects in natural history, animals, plants, etc.) is needed in each school to afford material for the object lessons provided in each Schedule of this Code. They should be large and clear, and kept either permanently hung upon the walls or in suitable portfolios.

Coloured diagrams can also be obtained illustrative of natural phenomena, *e.g.*, earthquakes, volcanoes, glaciers, etc.; moral subjects, *e.g.*, kindness to animals, tidiness, etc.; trades, etc. All these afford highly suitable subjects for object lessons, and can be accepted in the course required in any school.

*Appendix h.*

HINTS TO YOUNG TEACHERS FOR THE SECURING OF GOOD ORGANISATION AND DISCIPLINE.

1. In all school arrangements the interests of the scholars are the prime consideration. These must not be sacrificed to appearance, nor to the ease of the Master.
2. Every child must be placed where he can work with most advantage to himself, and must have that amount of work which will most profitably occupy his time.
3. Every class should have a Teacher, or some one responsible for the due performance of its work; and the class should occupy such a space, and be so arranged as to be completely under its Teacher's eye.
4. Each class should be so placed as to admit of the greatest extent possible of the concentration of attention on its work without being disturbed by other classes.
5. Each class should be so arranged that the children may be easy of access, or may step out to the front without disturbing others.
6. The furniture should be so distributed and the classes so placed as to admit of the complete supervision of the school by the Master from any point. The consciousness of such an arrangement will serve as a check on the idle and unruly.
7. Provision must be made in the time-table for alternate changes of position and of work requiring the exercise of different mental powers.
8. The sitting and standing places ought to be near enough to each other to allow the changes being made with least loss of time.
9. All things required for the use of the class should be at hand, to prevent confusion and loss of time.

SIGNS OF GOOD DISCIPLINE.

1. The absence of noise.
2. The prompt and cheerful obedience of the children to all signals of command.
3. The quickness and quietness of the changes of lesson.
4. The smartness of the collective movements in drilling and marching.
5. The power of the Teacher to secure exact obedience to all commands without apparent effort.
6. The activity of the children in their work.
7. The honesty of the school, especially as it is proved by the absence of copying.
8. The manner, cheerfulness, and general bearing of the children.
9. The power of the Pupil Teachers (or Monitors) to keep order in their classes.

APPENDIX B.

THE SCHOOL ATTENDANCE REGULATION, 1891.

A REGULATION TO PROVIDE FOR THE COMPULSORY ATTENDANCE OF  
MALAY CHILDREN AT GOVERNMENT SCHOOLS.

[SELANGOR.]

REGULATION V. OF 1891. (13th June, 1891.)

Whereas it is expedient to provide for the compulsory attendance of Malay Preamble.  
Children at Government Vernacular Schools in the State; it is hereby  
enacted by His Highness the Sultan in Council, with the advice of the  
British Resident, as follows:—

1. This Regulation may be cited as the "School Attendance Regulation, Short title.  
1891."

2. From and after the date of the passing of this Regulation it shall be Attendance  
lawful for any District Officer to cause a written or printed notice to be notice to be  
served on the parent or guardian of any male Malay child living within his served on  
district, and being between the ages of seven and fourteen years, requiring parent or  
such child to attend such Government Vernacular School as may be in guardian.  
such notice specified, and on receipt of such notice the parent or guardian  
of any child so required to attend school shall be deemed to be lawfully  
responsible for the regular attendance of such child at the school so specified,  
for the hours during which such school may be open for the attendance  
of pupils.

3. Any person so lawfully responsible for the attendance at school of Parents or  
any child shall, on proof before a Magistrate of such child's non-attendance guardians  
as aforesaid, and in the absence of any reasonable excuse for such non- liable to con-  
attendance, be liable to be convicted of an offence under this Regu- viction for  
lation. child's non-  
attendance.

4. Any person so convicted shall be liable to a penalty not exceeding Penalty.  
five dollars for each offence, and to simple imprisonment not exceeding  
fourteen days in default of payment thereof.

Provided always, that no person shall be liable to any penalty under Proviso.  
this Regulation in respect of any child whose ordinary place of abode is  
situated at a greater distance than two miles from the school specified in  
the notice as aforesaid.

APPENDIX C.

THE SCHOOL ATTENDANCE ENACTMENT, 1900.

AN ENACTMENT TO COMPEL THE ATTENDANCE OF MALAY CHILDREN AT  
GOVERNMENT VERNACULAR SCHOOLS.

FEDERATED MALAY STATES.  
STATE OF NEGERI SEMBILAN.

ENACTMENT III. OF 1900. (27th April, 1900.)

It is hereby enacted by His Highness the Yang-di-per-Tuan and Chiefs  
in Council as follows:—

1. This Enactment may be cited as the "School Attendance Enactment, Short title  
1900," and shall come into force on the publication thereof in the *Gazette*. and com-  
2. The Order in Council the 6th of April, 1889, is hereby repealed. mencement.  
Repeal.

Power to compel attendance of children at school.

3. (i.) From the commencement of this Enactment it shall be lawful for the Inspector of Schools, or any District Officer, to cause a notice to be served on the parent or guardian of any male Malay child, living within his district and being between the ages of seven and fourteen years, requiring such child to attend the Government vernacular school specified in the notice, and on the receipt of such notice the parent or guardian of the child shall be lawfully responsible for the regular attendance of the child at the school specified for the hours during which the school is open for the attendance of pupils.

(ii.) No child shall be compelled to attend any school which shall be distant more than two miles from his usual place of residence.

(iii.) No child who has passed the highest standard in any Government vernacular school shall be compelled to attend any school.

Penalty.

4. Any person lawfully responsible for the attendance of any child, on proof before a magistrate of such child's non-attendance, and in the absence of reasonable excuse therefor, shall be liable to a fine not exceeding five dollars for each offence, or, in default of payment, to simple imprisonment for a period not exceeding fourteen days.

#### APPENDIX D.

#### SCHEME FOR "SCHOLARSHIP APPRENTICES," SELANGOR.

1. For the present, and until a technical school properly so called is started in Kuala Lumpur, to deserving and suitable candidates who leave schools to become apprentices in any of the Government Departments—i.e., Railway Workshops, P.W. Workshops or Factory, Telegraph Department, Medical Department, Survey Department, Printing Office, etc.—an "Apprentice Scholarship," or small bursary, not exceeding \$5 per mensem, may be given, from the vote for Technical Education, to boys.

2. It should cease, altogether, I think—except in certain special cases, to be decided on their merits—as soon as the apprentice was able to earn \$15 per mensem from his department: and be proportionately decreased as his wages advanced from \$10 to \$15 per mensem.

3. The "Scholar Apprentice" would conform to the rules for other apprentices in his department, and in the Railway or Public Works would have to agree to the conditions of the scheme of that department for the apprenticing of youths.

4. The bursary or apprentice scholarship from the Education Department would be paid each month on certificate of the Head of the Department that the apprentice's conduct and attention to his duties had been satisfactory.

5. The names of those "Scholar Apprentices" who are to receive the allowance will, when recommended by the Inspector of Schools and accepted by the Head of the Department to which he has been attached, be forwarded to the Resident for approval.

6. The teachers of the schools have been asked to forward to the Inspector the names, ages and standard passed, of boys leaving their schools.

7. As stated elsewhere the number is likely to be very small for the present until the demand for English-speaking clerks has decreased a little. But as this demand is gradually met and the opportunities of advancement for skilled workmen become more widely known, it may reasonably be expected that suitable candidates will be forthcoming.

Approved.—(Sd.) F. A. S., *Resident-General.*

THE  
SYSTEM OF EDUCATION  
IN  
HONG KONG.

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## THE SYSTEM OF EDUCATION IN HONG KONG.\*

## PART I.

## HISTORICAL.

When in 1841 the British Government made itself responsible for the well-being of Hong Kong, the inhabitants numbered some 5,000, scattered along the water's edge in a score of villages: there were native Cantonese and Hakkas from up-country—it requires no imagination to picture them, their autotypes may be seen this day similar and similarly situated on many of the other rocky islets that lie about the Bocca Tigris, paddy planters and fishermen, but *not* perhaps what their grandfathers of Hong Kong were, smugglers in salt and pirates occasionally. Therefore what is known as a fact would in any case have been probable, that in every hamlet one house at least was hired by the villagers as a school, where Mencius and the Confucian Analects were beaten into the brains of their sons. Thirty cents a month and three measures of rice seems to have been the "book gold" paid by each pupil to his pedagogue.

First Period  
1841—1869.

Such was the educational standard which the Government of Hong Kong found upon its inauguration, and which it was morally bound to maintain, if not to improve.

Hong Kong never from the first day of its cession could complain that its religious and educational wants were unheeded by Christians in England. During the Governorship of Sir H. Pottinger (1841-1844) the Church of England and Roman Catholics and Nonconformists were already at work. The Morrison school was founded by the late the Rev. Dr. J. Legge, subsequently famous throughout China for his edition of the classics, and late professor of Chinese at Oxford. The school was closed long ago, but its library survives as a free gift to the city of Victoria. At about the same time the colonial chaplain, the Rev. V. Stanton, founded St. Paul's College as a training college for native ministers of the Gospel. The college, too, has long since failed of its original purpose, but I mention it as illustrative of two points which must be borne in mind by anyone wishing to grasp the history of education in Hong Kong. The first is how a lack of trained native pastors and masters, the problem of shepherding the shepherds, has pursued the Colony from the very start, and it is still unsolved. The other point with regard to the Colonial Chaplain's College is to note how frankly the Government accepted the part of proselytiser. At about this time a small grant-in-aid of \$5 a month was given to ten of the indigenous schools first mentioned. A Committee of

\* In Volume 8 of Special Reports on Educational Subjects (Cd. 835) will be found a report on the Education of Asiatics by Mr. R. J. Wilkinson, Acting Inspector of Schools, S.S., August, 1898-August, 1900; Inspector of Schools, Federated Malay States, 1903.



Education had also been formed, to whom said Sir John Davis, the Governor, that there might be no room for ambiguity as to the intentions of the Government: "If these schools were eventually placed in the hands of native Christian teachers bred up by the Protestant missionaries, it would afford the most rational prospect of converting the native population of the Island." And during his administration (1844-1848) this policy was steadily pursued.

In 1850 the Committee of Education says in reporting on the indigenous aided schools "all the teachers are professed Christians"; and it names Bishop Bone's catechism in a list of the school-books—a Chinese translation compulsorily taught to the sons of unbelieving peasants by a "professed" convert.

In 1855 an effort was made by the European community to start a public school—St. Andrew's—for their sons. It survived seven years, and apparently gave satisfaction; though since it appears from an examination report that boys of no less than ten nationalities attended, it can scarcely have possessed the esoteric character now desired by the champions of English education in the Colony.

A study of the rudiments of English was first taught in the Government Schools at about this time.

In 1856, during the term of office of Governor Sir J. Bowring, Dr. Legge closed his Anglo-Chinese school; St. Paul's College survived only a few years longer. Both were admitted to be total failures as far as the object was concerned for which they were founded, namely, for the training of native clergy; neither produced even one. The reason given by Dr. Eitel, an authority on education in the Colony, and himself a missionary for many years, is that native converts would never enter the Church on \$25 a month if they could get \$50 as clerks or interpreters; in other words, they claimed the full market value of their education. The Roman Catholics do not seem to have experienced the same difficulty, but, wise in their generation, they taught their boys a less marketable commodity than English—Latin.

Meanwhile a change of opinion had been gaining ground. Dr. Legge was opposed to every form of State religion; and in his experience of his Anglo-Chinese College and of St. Paul's School he had seen the bright hopes of a rapid and widespread conversion of the Chinese—how visionary they were. When, therefore, he became, in 1859, predominant in the councils of education, he led a successful movement to modify the existing policy of the Government, which might have been summed up in the words, Christianity through Letters. With 1859, therefore, ends the first natural period in the educational history of Hong Kong. It is a period of fifteen years during which proselytising rather than education was the key-note. A body of trained zealots was to be formed, which should obtain possession of the existing schools and others opened from time to time by the Government, and so spread Christianity even to the "converting the native population of the

Island." There is little doubt (though I cannot find the hope expressly formulated) that in the minds of the early enthusiasts a hope did exist of Hong Kong converted becoming a fulcrum for moving the great mass of China on the mainland. It must be believed that a clearer conception of the immensity of the task thus self-prescribed had towards the end of this period produced feelings of disillusionment and discouragement, for while the Government on the one hand, turning to its more immediate duties, by the introduction of English in the native schools, was attempting to raise the standard of education proper, the missionary bodies on the other were come to a state of something like collapse. Excluding St. Andrew's, the so-called English Public School, there were in 1857 only four missionary schools all told—two Protestant, two Roman Catholic, with a total attendance of less than a hundred children. At about the same time there was a total average attendance of 400 in thirteen Government schools.

The second period in the history of education in the Colony may be considered as dating from 1860. In that year, and in the absence of Bishop Smith, Dr. Legge acted as Chairman of the Board of Education. Supported by the new Governor, Sir Hercules Robinson, he merged certain of the small Government Schools into a Central School, which, under the name of Queen's College, is to-day by far the most important school in Hong Kong. The first headmaster, Mr. Stewart, was also appointed Inspector of Schools to the Board. Finally in 1865 the Board of Education was abolished.

Second  
Period,  
1860—1878.

This completed Dr. Legge's revolution. The Education Department was now no longer under the direction of the Bishop of Hong Kong; it became a civil department under a departmental head, the Inspector, directly responsible to the Governor.

Dr. Stewart was in all ways at one with Dr. Legge, and for the next sixteen years secularism in education became more and more marked.

Queen's College will be discussed below, as well as the difficulties which have arisen and still are rampant in connection with it. But it will not be out of place to quote here from Mr. Stewart's annual report for 1864. He writes: "With the present year the scheme sanctioned by the Board came into operation. The school was henceforth to be one where those only were to be admitted who intended to study English; and to prevent that neglect of their own language which is so frequently found in the case of those who enter on that study, a system of examinations was introduced, by which boys were admitted to the Chinese classes for one year on showing that they possessed a competent knowledge of certain elementary books—that is, Chinese classics, and on the following year were to be admitted to the English classes by passing successfully on the work of the previous year." This declaration illustrates the still existing difficulty of deciding whether education should be conducted in English or Chinese or both together; and, if the last, in what proportions.

The Central School, as it was then called, was the ruin of the once popular St. Andrew's School. So ended the first real attempt at grappling with the problem of providing for the education of our own children.

Mr. Stewart was never satisfied that the Chinese sufficiently availed themselves of the opportunities for education that were held out to them; he was anxious that compulsory education, supported by a special tax, should be enforced. This, however, has remained one of the experiments not made on our tractable population.

Meanwhile, as hitherto, it must be remembered that the mission schools received practically no support from Government; apparently they charged no fees, and thus Hong Kong was in the happy position that a very large part of her educational responsibilities was borne by charitably disposed persons at home. It is necessary to consider briefly the extent of these missionary efforts. I have spoken of 1857 as a year of low ebb. In the next the Roman Catholic Bishop Raimondi came to the Colony. He was a strong opponent of the secular policy, and principally to his efforts is due the remarkable revival of Roman Catholic schools, which followed his arrival. From two in 1857 their numbers had risen to thirteen in 1872, with over 600 children in attendance, more than half of whom were girls. Among these schools was St. Saviour's and the West Point Reformatory. The latter institution was closed within the last few years; it does not seem to have been a striking success, but did give at times a technical education in shoemaking to small numbers of Chinese boys. This revival did not communicate itself appreciably to the Protestant schools, which in 1871 could only show a return of something over 100 children.

The year 1872 is of importance as being the first in which a grant-in-aid was offered to Christian schools. A code was drawn up, differing not very widely from the present code except in one particular to which great importance appears to have been attached at the time: no religious instruction was allowed during four consecutive working hours each day. The importance or unimportance of the principle involved will be considered later; it is at present sufficient to say that though this condition rendered the grant exceedingly unpalatable, the Protestants swallowed it with avidity, so that the number of their schools rose from four to eleven between 1872 and 1876. The Roman Catholic schools would not have anything to do with a grant on such conditions, and continued to flourish unaided till the year 1877. With 1877 the second period draws to a close.

Whilst in the first period the Government rivalled the missionaries in a race to Christianise the community by means of education, in the second, on the other hand, it confined itself to secular instruction, and, so far from supporting the missions, declined to associate with them, except on the clear understanding that money paid for education should not and could not be used for

proselytising. No longer moved to save souls, the anxiety of the Government was to respect the convictions of its subjects.

The history of the third period, from 1879 to the present, is the history of a compromise between these ideas. Third Period,  
1879-1902.

Dr. Eitel was appointed Inspector of Schools in 1879, a date which synchronised approximately with the appointment of Sir John Pope Hennessey as Governor. Sir John, being himself a Roman Catholic, naturally took a great interest in the opportunities of his own Church. He found it, as I have shown, a flourishing organisation, more so than the Protestant bodies, although the latter had condescended to accept the Government grant on terms which the Roman Catholics refused. Dr. Eitel's views were altogether "pro-missionary" (if the term may be used), and to this extent he was of the same mind as the Governor. The result was an absolute surrender of the points of difference between the Government and the missionaries. A conscience clause had never been insisted on; now was also waived the modest demand that religious instruction should be banished from the four consecutive hours of study which the grant-in-aid code exacted. The Education Code of 1878 left it absolutely in the hands of the managers, how and when religious instruction should be given to the sons of Confucianist parents sent to mission schools in the absence of any other means of education—in the absence of other means, because the Government Schools have never been sufficient by themselves for the requirements of the Colony.

This measure was, as might have been expected, a stimulus to the missionary efforts, as the following figures clearly show:—

TOTALS OF SCHOLARS ENROLLED		
IN		
Year.	Government Schools.	Grant-in-Aid Schools.
1871	1293	730*
1881	1986	2287
1891	2540	5132

In 1879 the Inspector of Schools was no longer head of Queen's College, and he ceased at the same time to have any responsibility for that school, an arrangement for which it is hard to find a satisfactory reason, but one that still subsists.

In 1880 a further development of five of the Government Schools took place by the introduction of English classes. It is interesting to trace the development of these schools. Originally private Chinese schools, they were as a first step endowed with a Government Grant of \$5 a month, as a means whereby the Government might acquire a footing for Christianity among the fishermen's sons in the villages of Wantsai, Wongneichung, Yaumati, Saiyingpun, Stanley, and Shaukiwan. As this idea faded by degrees, so did these hamlets become absorbed in the cities of

\* This is the total number of scholars in Christian Schools of the Colony; the grant-in-aid code in its present form was not established till 1878.

Victoria and Kowloon. A demand for a higher class of education sprang up. The teaching of arithmetic and geography was encouraged in the Chinese branch of the schools, while on the English side the classes took up the routine subjects of primary education, and the idea developed that they were to become feeders to the Queen's College; indeed, their course of study corresponded exactly with that of the lower classes in the College. Finally, in 1883, scholarships were offered from these Government Schools into Queen's College.

An important point in the grant-in-aid code of 1879 is the provision made for building grants, a subject which will be alluded to hereafter; so also will be the question of the training of masters, one of great difficulty, and one which gave rise to a Normal School in 1881, only for it to collapse two years later.

Another failure was the establishment in 1884 of two Government Scholarships of £200 for four years each, to enable scholars to proceed to England and study Law, Medicine, or Civil Engineering. In 1892 Dr. Eitel reported that out of four holders only one had belonged to a *bonâ fide* Hong Kong family, and (not unnaturally) "the next competition due in 1894 has been postponed." Indeed no more seems to have been heard of it. It appears, however, that the fall in the price of silver, and the consequent increase in the cost of these gold scholarships to the Colony, was the proximate cause of their abolition.

In 1893 eleven Government Schools were closed, as they had been rendered unnecessary by the new grant-in-aid schools.

In 1894 the third and present grant-in-aid code\* came into force. It is given in Appendix A. With 1893 the historical part of this report closes. In it I have attempted to trace the growth of education in Hong Kong throughout fifty years, as it took now one form, now another under the impulse of the changing views which guided it. The State as Crusader, the State as Secularist, the State as impartial onlooker—these represent the three stages of its attitude towards the religious question. As regards education in the narrower sense no less conflicting views have from time to time been held. While the State-crusading idea prevailed, education had to be satisfied with the Chinese classics taught in the Chinese way; next was born the idea of teaching what may be called "western notions" through the medium of the Chinese tongue and ink brush; finally the school of thought arose advocating an English education in English. Besides these again, minor difficulties were instant. Was the English education to be subsidiary to or to supersede an education in the mother tongue, or should both be conducted at one time?

Moreover no great continuity of purpose seems to have governed the ends desired at one time and another, to which the education given was the means. Sometimes this end seems to have been a general levelling up of the mass of people. At such times, more

\* See note on page 173 below.

schools, compulsory education, attendance officers, are the cry. At others the dearth of an intelligent upper class of thought is lamented. Why are there none to explain the need of cleanliness in plague time; to inoculate China with modern ideas; to give us better clerks and interpreters? At such times the policy is to encourage the individual; prizes, scholarships are offered; normal schools are established.

Next, but by no means last, come a crowd of difficulties centering on the duty of the Government towards the European and Asiatic-Portuguese Communities.

Most of these problems, and many more, are still at best half solved.

PART II.

THE EXISTING SYSTEM.

From the year 1894, when the new grant-in-aid code was published, down to the present little alteration has taken place in the system of education, and there are few events worth chronicling. Dr. Eitel retired in 1897, and was succeeded by Mr. A. W. Brewin, who was succeeded by the writer in May, 1901. I cannot but feel strongly that my very short acquaintance with the Colony must greatly discount the value of this report.

Appendix B shows that the steady increase in the number of scholars under the Inspectorate, which had gone on for many years prior to 1894, then received a check (due to the plague), but thereafter the numbers again increased until in 1899 a maximum figure of 7,760 scholars enrolled was reached. The same appendix shows another important point—the increasing value attached to female education—the ratio between girls and boys at schools under the Inspectorate having increased from 1-10 in 1870 to 3-4 in 1900. This is on the whole the most satisfactory symptom in the state of education in the Colony, and one to justify some self-gratulation. To the 7,481 boys and girls in Government and grant-in-aid schools in 1900 must be added 1,440 boys at Queen's College, making a total of 8,921 scholars. There were moreover 126 unaided native (private) schools giving a purely Chinese education in the classics to 2,444 scholars. If these are included, the grand total shows 11,365 boys and girls in receipt of some sort of education in the Colony.

At the same time it must be admitted that these figures certainly exaggerate the numbers of scholars in tolerably regular attendance. It is, unfortunately, impossible to give the numbers, reckoning by average attendance, for past years. For 1901 they are:—

Scholars in Government Schools, including Queen's College	-	-	-	-	1557
Scholars in Grant-in-Aid Schools	-	-	-	-	3197
Scholars in Private Schools	-	-	-	-	2983
					<hr/>
					7,737

This total, 7,737, on the other hand, considerably under-estimates the numbers of scholars in the Colony; this is the more certain, as during the past year plague was very prevalent, and largely affected the attendance at schools. The mean between the numbers enrolled and the average attendance, or about 9,500, may probably be accepted as a safe estimate.

Population.

At the census of January, 1901, the number of children between the ages of five and fifteen was 33,868, of which number 9,500 is 28 per cent. It is true that in the schools there are a great many boys of all ages from fifteen to twenty—on the other hand there are very few under seven—so that these items for and against may be taken as cancelling each other, leaving the result undisturbed. But though ten years education may be considered as an ideal to be aimed at, it is certain that the average scholar does not spend more than four years at school. Therefore the children of between five to fifteen years old represent two and a half generations of scholars. Multiplying 9,500 by two and a half, a total of 23,750 is arrived at of children who have had some schooling out of a total of 33,868 who should have had it, or over 70 per cent. In other words not more than sixteen children out of every hundred grow up without ever having been to school.

This is a high figure, but it is not at all surprising to anyone acquainted with the customs of the Canton Chinese, who almost invariably contrive to obtain some school training for their children, however poor they may be. Of the 30 per cent. of the children not accounted for a large proportion have doubtless attended private schools on the mainland, as most of the scholars at Queen's College are known to have done before beginning their English education.

In India only one-fifth of the boys and one-fiftieth of the girls of a school-going age are under instruction, or about one child in ten. In Hong Kong 9,500 children out of a total of 33,868 were under instruction in 1900, or one in three or four. In a word, if quantity alone can make it so, education in this Colony is in a highly satisfactory condition.

The schools of the Colony may conveniently be considered under five headings:—*Government Primary Schools, The Government Secondary School (Queen's College), Grant-in-Aid Schools, Private Schools, and Miscellaneous Schools.*

Government  
Primary  
Schools.

The Government Primary Schools are at present twelve in number, five English and seven Chinese, divided between the city of Victoria, the fishing villages in the island of Hong Kong, and the strip of the mainland opposite known as British Kowloon. Four of these English schools are boys' schools; one, the Belilios' Public School, is a girls' school. The course of studies in the boys' schools is similar to that in the Grant-in-Aid Schools as described below, except that in them if any religion is acquired, it is so much of the doctrines of Confucius as the casual expressions of a Confucianist master may scatter, and his scholars be willing to cultivate. Practi-

cally it may be taken as none. In the English Schools instruction is only carried up to the fourth standard. Four free scholarships are given annually to the best boys from the Government English Schools into Queen's College.

In fairness to the Grant-in-Aid Schools it is necessary to state that any criticism made on them applies no less to the Government Schools, so far as it is based on the overcrowding in the lower classes compared with the emptiness of the higher classes, and especially on the futility of the elementary education in the Chinese Schools. Remembering this, it seems clear that the difficulty is engrained in the nature of the Colony, because though it might be thought that the Grant-in-Aid masters, being paid by results, might find some special inducement to cultivate the lower classes to the detriment of the others, the same cannot be said of the masters in the Government Primary Schools who have fixed salaries, and to whom (provided they show ordinary care) the distribution of the children in the different classes is a matter of indifference so far as their pockets are concerned.

The Staff of the Government Boys' Schools consists of four Head and two Assistant Masters (pensionable) on salaries ranging from \$264\* to \$588 per annum, and six Chinese teachers (non-pensionable) on salaries ranging between \$108 and \$228 per annum. School books are not paid for by Government.

The only Government Girls' School is the Belilios' Public School, divided into a Chinese and an English side, and giving a primary education to about 400 girls. The girls are English, Asiatic-Portuguese, and Chinese; to the two last races the education is really secondary, as it involves the study of English, which is a foreign language to them. Needlework is taught throughout the school.

The staff of the Belilios School consists of three English ladies (pensionable) and two Junior Assistant Teachers, and an Instructor in Needlework.

The Government Boys' Schools are free. In the Belilios Girls' School the very small fee of 50 cents a month has this year been raised to \$1.50 cents a month. The classes in which a Chinese education is given are free.

Some description of Queen's College has already been given. Queen's College. It is situated in the centre of the City of Victoria, and in 1901 gave an education to 89½ boys (reckoning by the average attendance), mainly Chinese, but including many Asiatic-Portuguese, and a few Europeans and natives of India and the Philippines. The fees charged ranged between two and three dollars a month according to the class, and amounted in 1901 to \$28,424. The expenditure was, however, greater, and left a deficit of \$15,475. which represented the cost of the College to the Colony.

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\*The Hong Kong dollar fluctuates within a few pence above or below 2s. It is at present (1902) about 1s. 8½d.



The following table clearly shows the progress made by the College. The greatly increased cost per head is due to a strengthening in the staff of English masters, as well as to the fall in the gold value of the dollar which has made it necessary largely to increase their salaries in dollars. It will, however, be noticed that the proportion of the cost borne by Government has decreased in the last five or six years.

Year.	Attendance : Number of Boys.			Fees.	Net Expense to Govern- ment.	Total Expenditure.	
	Total Enrolled.	Average.				Boys.	Govern- ment.
1864	161	...	...	...	...	...	...
1869	320	218	68 %	\$1,541.95	\$7,465.58	17	83
1874	528	347	61 "	2,369.25	9,672.94	17	83
1879	590	413	70 "	2,636.00	14,128.35	15	85
1884	558	411	73 "	4,981.00	12,378.62	27	73
1889	919	597	65 "	9,338.00	15,018.30	38	62
1894	1,048	545	51 "	11,562.00	25,752.00	31	69
1899	1,314	887	66 "	27,245.00	14,262.89	66	34
1900	1,440	990	69 "	29,082.00	14,653.00	66	34
1901	1,483	994	60 "	28,424.00	15,475.00	65	35

The staff for which provision is made in the Estimates consists of a headmaster, second master, and eight assistant masters (Europeans), and about a dozen Chinese assistant masters.

The School is divided into an Upper and a Lower School, in neither of which is a Chinese education given. The Lower School corresponds to the Government English Schools in the extent of its syllabus; it goes up to the fourth standard. In the Upper School besides the usual subjects, Mensuration, Physiology, Algebra, Euclid, Science, Shorthand, and Book-keeping are taught.

In 1901, of the candidates for the Oxford Local Examinations four obtained Junior certificates, and nine obtained Preliminary certificates.

I have already explained that Queen's College is not under the Inspectorate.

One of the objects in view when Queen's College was founded was the regular supply of masters for the Primary Schools of the Colony: in this respect it has not entirely succeeded. The explanations given are that the time of the masters, already fully occupied, is not sufficient to spare much for lessons in pedagogy; and that the senior boys prefer to spend their last school years in completing their own education, rather than upon studies which would only qualify them for ill-paid masterships.

The Grant-in-Aid Schools consist almost entirely of schools under the control of various missionary bodies. Some member of the Mission is a Manager responsible to Government. He selects a master or mistress whom he puts in charge of the school, and who is the instructor. In the majority of cases the master looks for his sole emolument to the grant which he hopes his school will earn at the end of the year, but sometimes, especially in the schools where English is taught, he takes a fee from his pupils. Thus these are in reality "adventure schools." The missionary supervises. Sometimes the school is the property of the Mission; sometimes it is rented by the Mission; sometimes the building is erected for the purpose by the Mission aided by a building grant from Government.

There is a total enrolment in these schools of 6,055 children, five-twelfths of whom are girls.

The Grant-in-Aid Code of 1893 is given in Appendix A.\* It makes provision for the schools under three classes, namely, schools wherein (i.) a Chinese education is given in the Chinese language, (ii.) a European education is given in the Chinese language, and (iii.) a European education is given in any European language. It will be convenient to consider the Grant-in-Aid Schools under these three classes.

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\* Since this Report was written a new Code came into operation on January 1st, 1904. Under this Code (which is given in full in Appendix E) there are only two classes of schools—English Schools and Vernacular Schools.

The following are some of the points of difference between the new Code and that of 1893:—

- (a) The grants are paid upon the results of the Inspectors' observation throughout the year, and not upon the success or otherwise of the individual schools at an annual examination.
- (b) The Code recognises that schools employing a well educated staff are worthy of special recognition by giving a higher rate of grant to such schools. The staff, in order to meet the requirements of the Code, must be partly composed of Europeans or natives of very unusual qualifications.
- (c) Under the old Code, grants were paid to schools in which the medium of instruction was Portuguese or German; the new Code insists that either English or Chinese shall be the medium of instruction, though other languages may be taught as class subjects.

**Class I. SCHOOLS IN WHICH A CHINESE EDUCATION IS GIVEN IN THE CHINESE LANGUAGE.**

As a reference to the Code will show, this class of school provides seven standards; it provides also for letter-writing and composition. Geography is compulsory in the four highest standards, the subject being graded with very good sense so as to begin with the idea of the roundness of the earth; and having established that, it goes on with the geography of China and the Cantonese province in particular, while in the seventh standard the continents are drawn in outline. History appears as a subject only in the seventh standard. It is really Scripture history, and as the vast majority of the children in this class of school are Confucianists and never likely to be anything else, its value is slight indeed. Arithmetic is an optional subject throughout.

It is clear what purpose these vernacular Chinese schools were created to fulfil. They were to give to such Chinese children as had no time nor inclination to study English so much knowledge of their own language as should enable them to read a Chinese book, to write a simple letter correctly, and in a word to pass as educated men among people of their class of life, which is, generally speaking, that of workmen or small shop-keepers, and to give them in addition a general knowledge of the world, small enough it is true, but yet far greater than they were likely to have by other means obtained. Such was the theory. How far the practice would have kept pace with it under the most favourable circumstances is hard to say. Certain it is that the scholars cannot learn more than the masters know, and the knowledge of the masters is not very profound. But the illiteracy of the masters makes little difference in practice. It is true their knowledge is the fountain head which marks the theoretical high-water line of the scholars' attainments, but that level is seldom or never reached by reason of the unduly short time during which the children remain at school. The following table shows this clearly.

**EXAMINATION OF GRANT-IN-AID SCHOOLS (CHINESE), 1900.**

		<i>Number of Passes.</i>		
Standard I.	-	724	}	say 68%,
" II.	-	546		
" III.	-	399		
" IV.	-	134	}	say 90 per cent.
" V.	-	38		
" VI.	-	15		
" VII.	-	9		
		1,865		

That is to say, of the total number of children in Grant-in-Aid Schools Class I. who obtained passes in 1900, 68 per cent. were in Standards I. and II., and 90 per cent. were in Standards I., II., and III.

Now, if all the scholars passed through the school from bottom to top (as in theory they should) it is obvious that the percentage of scholars in each standard would be equal and constant, namely, one-seventh of the whole number; or dividing the school into two "halves," of the three lowest standards and the four highest standards respectively, the proportion in the two "halves" should be (again theoretically) three-sevenths and four-sevenths, or about 43 and 57 per cent. The table shows that the actual proportion is 90 and 10 per cent. This means that the difference between 43 and 90 or 57 and 10, namely, 47 per cent., represents the proportion of children who never reach the Fourth Standard, their place being taken term after term by fresh blood, that retires in turn with an education completed in three Standards. It can be shown by a similar argument that about 40 per cent. of the children never get beyond the first two Standards.

It remains to consider the value of the education of these 40 per cent. who never get beyond the Second Standard, and of the other 7 per cent. who never get beyond the Third Standard, for whom the ratepayers pay Grants-in-Aid, by no means large it is true, but considerable in the aggregate. It must be premised that Chinese teachers invariably follow the custom of Chinese pedagogy and teach by rote, no matter whether the works set before the children are the Three Character Classic and Millenary Classic, or more instructive works prepared by the missionaries. It is not exaggeration to say that if a Chinese master were told that an English Board School boy could repeat the first two reading books off by heart from cover to cover, and could give the sound of every word in them, and yet if asked what the word "beg" meant had no idea whether it, or "big" or "pig" or "peg" or "bag," meant "to ask for," that Chinese teacher would see no reason at all for surprise. In fact (bearing in mind that the written language differs widely both in words and pronunciation from Cantonese colloquial) it is unfair to say that a boy leaving school after passing through the first two Standards has as much practical knowledge of the written language as a boy has of Sophocles when he has mastered the Greek alphabet. Some of the children can do simple addition and subtraction, arithmetic being an optional subject; but the benefit is questionable, since for practical purposes they are likely through life to prefer the abacus for their simple calculations to pencil and paper.

In the third Standard the explanation, which is according to Chinese ideas the crown of the work, has been begun; but it has not been pushed far enough to be of much use. And I have no hesitation in saying that the 47 per cent. of the scholars whose education stops at the third Standard leave school without any practical knowledge in their heads. At the same time, I should be very unwilling to minimise the good their school days have done them by giving them exercise for their memories, cultivating habits of industry, and in keeping them off the street.

Of the fifty-three children in every hundred who do succeed in reaching the fourth Standard it will not be necessary to speak at length. They acquire a rudimentary but practical knowledge of their written language and a slight knowledge of the configuration of the earth, which varies in value with the belief of the teacher in his own teaching.

Only one school in 1900 obtained passes in history, a girls' school. I must add that the above criticisms are intended to apply to the girls' schools only in a very much modified degree, holding as I do, that to find themselves amenable to education must be an invaluable lesson to the Chinese girls and a wholesome one to their parents and brothers, so that whether that which they learn is worth learning or not, it is a distinct advantage that they and their men-folk are alike convinced of their capacity for intellectual exercise. The self-approbation of your male Chinese requires no such stimulus.

**Class II. SCHOOLS IN WHICH A EUROPEAN EDUCATION IS GIVEN IN THE CHINESE LANGUAGE.**

Since the introduction of elementary arithmetic, geography, and history into the schools of Class I., the difference between the education given to schools in Classes I. and II. is, broadly speaking, that the Chinese classics are in Class II. entirely replaced by books of a more informing nature, written in Chinese under missionary supervision. Arithmetic is a compulsory subject, and geography and history are compulsory in the higher Standards. There are only four Grant-in-Aid Schools in this class, all for girls. One hundred and thirty-four girls passed in these schools during 1900, of whom 40 per cent. were in the four upper classes, as against a theoretic maximum of 57, a much more satisfactory result than the 10 per cent. of Class I.

**Class III. SCHOOLS IN WHICH A EUROPEAN EDUCATION IS GIVEN IN A EUROPEAN LANGUAGE.**

*(a.) Where the education is given in the Portuguese language.*

There are only four such schools in the Colony, giving instruction to 161 girls and boys, as compared with 280 in 1890. These so-called Portuguese are mostly Macao-born, of whom there are very many here, and who, with the Chinese, fill nearly all the clerical posts in the Colony. I have not been able to gather any facts of much importance about this class of schools. The falling-off in numbers must be due to the advantages of a knowledge of English becoming more and more obvious.

The Portuguese language proper differs as much from the language spoken in Macao as the language of Chaucer from modern English. Spoken, it is barely intelligible to Portuguese from Europe; grammatically, it differs widely; it has not been reduced to writing.

and it is hard to understand why such schools as the above should exist, when the Asiatic Portuguese would be better

employed (for their own sakes and the Government's) learning English. For this, good provision is made at St. Joseph's, the Italian Convent, and a few smaller schools.

(b.) Where the education is given in English.

I have spoken of the inefficiency of the education in Class I.

The following table tells the same unfortunate tale: -

BOYS' SCHOOLS (GRANT-IN-AID) CLASS III.

Name of School.	Number of passes in 3 lowest standards, 1899.	Percentage of total passes.	Number of passes in 4 highest standards, 1899.	Percentage of total passes.	Remarks.
Diocesan School - -	68	54%	58	46%	Chinese and Asiatic Portuguese. Chiefly Portuguese. Chinese and Portuguese. Now closed. Mostly Chinese.
St. Joseph's College -	74	64%	42	36%	
Victoria English School	26	60%	17	40%	
Seven other boys' schools	436	92%	37	8%	
	604	79%	154	21%	

The theoretic percentage of the lower and upper divisions is, as I have shown, 43 and 57 per cent. After making every allowance, it appears that except in the three first schools an unfortunately large percentage of the boys leave school without having had an education of much value. A reference to the Code shows how limited must be the education of boys who have not reached the Fourth Standard. The great majority of the boys attending these seven schools are Chinese; and it is, unfortunately, true that they leave school unable, with few exceptions, to understand English as spoken by English people, even on very simple subjects.

There are ten girls' schools, mostly convents, where an English education is given in English. They are nearly all Roman Catholic, and most of the girls are Portuguese. These convents do a great deal of good among the orphans and waifs of semi-European parentage. Of 300 girls, the same percentage as of the boys, namely, 21 per cent., were in the four upper Standards.

The private schools are the remainder which have not been absorbed by Government or missionary effort. With very few exceptions, they give an education in the rudiments of the Classics only.

There are in the Colony, besides the above, several schools for special purposes, such as schools for members of the Police force

Private schools.

Miscellaneous schools.

and sons of the troops, and a seminary, where Roman Catholic Chinese study for the priesthood, St. Saviour's.

Belilios  
Reformatory

The Belilios Reformatory is a large building recently presented to the Government by the gentleman whose name it bears; it was opened at the beginning of 1901. Experience has shown that there is no real need for such an institution in the Colony; and it is probable that before long the building will be put to some other purpose.

Chinese  
College of  
Medicine.

Connected with the Alice Memorial Hospital is a Chinese College of Medicine, where fifteen or sixteen Chinese are usually going through a course of study. They live in the hospital and receive lectures from most of the doctors in the Colony. On passing their examination at the end of about five years they receive a diploma, and usually find little difficulty in making a livelihood out of their profession. There is a steady demand for them in the Straits and Federated Malay States, where they find employment as apothecaries under Government and otherwise. The Government makes a small contribution to the expenses of the College.

A private school for German boys has recently been started.

Financial.

The total sum voted for Education in the Colony for the year 1901 was:—

Inspector of Schools :

(i.) Personal Emoluments	- -	\$15,965	
(ii.) Other Charges	- - -	37,681	
		<u>          </u>	\$53,646
Queen's College	- - - -		37,319
			<u>          </u>
			\$90,965
Less Estimated Revenue	- -		30,302
			<u>          </u>
Net Expenditure	- - - -		\$60,663

This total of \$60,663 is 1.55 per cent. of the estimated revenue of the Colony for 1901—\$3,909,349. "Personal Emoluments" include the salary of the Inspector, who is entitled to a pension and draws the equivalent of about £720 a year. Besides a clerk, his only assistant is a Chinese Attendance Officer, on a small salary, who is supposed to exhort parents to send their children to school. The salaries of the masters in the Government Primary Schools have already been given. The estimates include the expenses of the Belilios Reformatory described above.

"Other Charges" include Grants-in-Aid, \$26,200, and extra grants to schools occupying leased premises, in consideration of the extremely high and yearly increasing rents, \$2,100. Included also are Building Grants, \$3,000. This vote is calculated to aid Managers who are anxious to build schools at places where they seem to the Government to be necessary. Not more than one half of the total cost of any building can be paid from the

vote, and that only on the condition that it is repayable, should the building at any time be put to any other purpose than that of a school. \$192 is paid to a sergeant, who regularly drills the boys at both Government and Grant-in-Aid Schools; \$120 is voted for a scholarship at the Medical Training College.

Reckoning by the average attendance, the cost of each scholar to Government was in 1901:—

At Queen's College	- - - - -	\$17.31
At the Government and Grant-in-Aid Schools under the Inspectorate (about)	- - - - -	10.00

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PART III.

GENERAL REMARKS.

In the first part of this report allusion has been made to the more peculiar difficulties which surround the problem of education in Hong Kong. Now that some account has been given of the influence of events upon education in the Colony, and a sketch of the existing institutions, it will be possible to consider these difficulties more fully.

A number of circumstances are in league to differentiate the problems with which Hong Kong has to deal from those of most, if not all, other British Dependencies. It is an island of nearly 280,000 inhabitants, the vast majority of whom are not sons of the soil, but have been in the last half century attracted to its shores by opportunities of business, fostered by free trade and good laws. This population is composed of Chinese to the number of 268,610, and other nationalities (excluding the army and navy), 9,130.

The disproportion of women to men points at once to the fact that the majority of the 268,000 Chinese are not domiciled in Hong Kong. Their homes are in Canton City, or in numberless towns and villages of the province. Thither they return on their festival days, and hope to return for good when they have amassed sufficient means. And any disturbing cause, such as the plague was in 1901, will send them home by tens of thousands. According to the Harbour Master's Returns, in 1900 there were 695,000 arrivals and 671,000 departures of passengers in river steamers and junks alone. A great proportion of these represent the classes whose business takes them regularly to and fro between Canton and Hong Kong; and it must be admitted that families with children are more firmly anchored than the independent male population. Nevertheless, it is hardly an exaggeration to say that the population of the riverine and sea-towns of the Canton province circulates through Hong Kong.

But if this is so, what becomes of the hopes of those who aspire to raise the standard of education in Hong Kong to a uniform high



level? As well hope to raise the standard of education in Charing Cross Hotel! It cannot be too clearly understood how widely this inherent difference separates the education question here from that in India or Ceylon or Jamaica; there, there is a population probably far less intelligent and fond of letters than the Chinese, but one round which a natural ring fence is drawn wherein a training process can be carried on, every generation becoming a little more intelligent than the last.

Or to consider the matter from the pecuniary standpoint, the taxpayer of Hong Kong can hardly be held morally responsible for the children of alien and not over friendly fathers who have elected to make their livelihood here during a year or two. Here, again, no comparison can be made with countries conquered by the sword.

The conclusion is, that except as regards an infinitesimal agricultural population and an inconsiderable number of naturalised British subjects, the Colony is under no moral obligation to supply education free or nearly free. And this applies equally to the mass of Asiatic-Portuguese who have been drawn from Macao by their own interests. The question is one of expediency pure and simple. Answers are required to the following questions: What sum spent on education will be a good investment for the business community of the Colony (Chinese or foreign), that is, the taxpayers? What political advantages can be gained for the Empire by a more extensive course of education? To what extent is the Colony fairly chargeable with the expenses of such extended course of education? The third of these questions lies outside the scope of this report.

As to what sum spent by the taxpayer on education would seem in his eyes to be money well invested, in the first place, he has little interest in the vernacular schools. They keep the children off the streets and out of prison, and so save him from taxation to a certain extent, but the flux of the population prevents, as I have explained, any possibility of great improvement in the intelligence and honesty of the people as a whole. For the same reason, a merchant who is solely alive to his own profits would look askance on votes for reformatories and industrial schools. He would, on the other hand, require intelligent clerks, and would therefore pay willingly for schools which turned out a good stock of these, both Portuguese and Chinese, with a thorough mercantile education. The Chinese clerks should also have a working knowledge of their own written language. He would probably be wise in his generation in objecting to pay for teaching a mere smattering of English, as the necessary minimum of pidgin English can be easily picked up by shop-boys and domestic servants out of school. In other words, he would prefer to an even but low standard, an education which aimed at advancing the more promising pupils.

On the other hand, an imperial policy may demand more of education than this. It may regard the Chinese boys and girls who leave the Hong Kong schools every year as so many pro-English

missionaries. And, for my part, I believe that no child can have spent two years in a Government or Missionary school without having acquired a glimmering of respect for English men and methods. But multiplication of schools means addition of taxes. Therefore, when the limit has been reached, further progress in this direction must be made by eliminating the children who attend for a fortnight and stay away for a month, or whose entire school career is limited to a few months. That there are many such is shown above by the overwhelming proportion in the lower Standards as well as by the startling difference between the numbers enrolled and those reckoned by the average attendance. What the process of elimination should be is a new question which can barely be stated here. Something might possibly be done in the direction of superannuating or requiring fees of backward and lazy children, or of granting more scholarships and prizes.

Considering further the education given in schools of Class III., the imperial view looks for more than the local. Besides a supply from which can be drawn clerks and interpreters for the Government Offices, it sees the necessity of creating a raw material to fill the posts of masters in the Government and Grant-in-Aid schools. And taking again the broadest view, it may regard every boy passing out of its schools with a practical knowledge of the geography and history of the world as a potential missionary of the empire—assuming that the British policy desires a strong because enlightened China. By a practical knowledge I mean one that, though wide, need not be very profound—it is more important to know that Great Britain lives on foreign wheat than to be able to name the rivers which flow into the Arctic Ocean. Unfortunately, this truism is not altogether superfluous. So with history. It is painful to find boys of sixteen who can give a complete list of the battles in the Wars of the Roses with dates and results, but who have never heard of Drake and Hawkins, of Cromwell, of the French Revolution—"They do not come within the period."

All secondary education can be justified in the same way, including scholarships enabling the holder to study at an English University. It is simply a question of what the Colony can or cannot afford to pay for, like that of the Military Contribution. Such a scheme has been given a trial, and its failure was described in the first part of this report. Had the examination been limited to sons of Chinese, and had it been clearly understood that whether the scholar on his return set up as a barrister in Hong Kong, or a doctor in Canton, or a merchant in Shanghai, he would equally be performing the service for which he was equipped, there would have been a better chance of success.

This idea of inoculating China with England usually meets with an objection. It is not the objection which is directed against the system that begat the Babu; it is never said that the Chinese are incapable of assimilating our civilisation. It is that the finished article we turn out of our schools is the son of a small merchant,

and however advanced his notions may be, he will not be able to approach the governing classes so as to influence them. The reply to this appears to be that in the first place open competitive examination must give the mercantile, and therefore richest, class of the community its share of to-morrow's officials; and, secondly, that it is not possible, even in China, for the governing classes long to remain more ignorant than the governed.

These considerations naturally lead up to the crowning difficulty—the question how far the Chinese pupil should be instructed in his own language in combination with ours. That he needs ability to read and write a plain letter in his own language, whether he is in a lawyer's office, or is a compradore, or court interpreter, needs no showing. But a decent education in his own language is thrice necessary if he is to impress his acquired ideas upon his own class. This is universally admitted; and a singular proof is shown by the Straits-born Chinese, who write English instead of Chinese, and have quite lost touch with the mass of their countrymen. Since then the average home-bred Chinese regards his foreign-educated brother much as the ordinary man regards an apostle of phonetic spelling; it is very necessary that to English history and geography a sufficient Chinese education be added, lest withering contempt for what is lacking supplement amused toleration of what is acquired. But admitting this, there remains the difficulty of combining the native and foreign education. The latter should occupy about six years, the former at least four. And it is hard to obtain ten years' attendance from the average school-boy. The first master of Queen's College desired to refuse admittance to all boys unable to qualify in Chinese, and intended that this fundamental knowledge should be kept up if not extended through the school career—an excellent plan, but one that has, unfortunately, been abandoned. Such a procedure would discourage a large number of boys whose sole object is to pick up so little of English as will enable them to earn \$25 a month, but it would reduce the total cost of education by the absence of those whose acquirements are of benefit to themselves alone. On the other hand, generous help and encouragement should be given to boys willing and able to master the full course, by a far-reaching scheme of scholarships and prizes.

A problem that is at the present attracting much attention is that of the education of European children. Private schools for them have from time to time arisen, and decayed in time; and with our shifting population it seems that no permanent settlement will ever come from private endeavour. A very few English children do go to Queen's College, but there are the greatest objections to their associating in their most impressionable years with Chinese. The different views of the two nations, perhaps more as regards reticence than morals, forbid them from mixing. But, apart from this, English children cannot suitably be classed together with children who are ignorant of English, and attend school in order to learn the language. The English community is, in my

opinion, entitled to ask the Government for an assured means of educating its children in a far country. [See also below Appendix D.]

The last problem which it is necessary to touch is the instruction in Christianity given to unbelievers and the sons and daughters of unbelievers in Grant-in-Aid Schools. So much importance is attached to such questions in India that it cannot pass unmentioned; but it is not a burning question in Hong Kong. Theoretically, as I have endeavoured to show, the Government of Hong Kong is under no moral obligation to supply free learning to the strangers within its gates. The Government, for its own ends, offers an education to all who care to accept it, and for its own ends gladly avails itself of the gratuitous services which are tendered by a company of gentlemen and ladies, whom certain religious communities in Europe subsidise for their own ends. Where the Government desires to bring educated Europeans in contact with the Chinese to Anglicise them, there it finds European enthusiasts ready to hand, whose charges are borne, not by taxpayers of Hong Kong, but by the collection boxes not only of the United Kingdom, but also of France, Italy, and Germany. Practically, in the majority, at any rate, of the Primary Schools, the teachers, knowing that their livelihood depends on their scholars obtaining the grant, have very little time to instruct them in anything outside the grant subjects.

EDWARD A. IRVING,  
Inspector of Schools.

April, 1902.

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## APPENDIX A.

NEW CODE OF REGULATIONS FOR EDUCATIONAL  
GRANTS-IN-AID. 1893.

For the better Promotion of Education in the Colony, the Government of Hong Kong is prepared to assist schools on the system of grants-in-aid, subject to the following conditions :—

1. Before any grant can be made to a school, the Government must be satisfied that—
    - (a) The school is conducted as a public school.
    - (b) The school is not carried on with a view to private emolument but is under the direction of a manager personally deriving from it no pecuniary advantage whatever.
    - (c) The school premises are healthy, well lighted, drained and ventilated, properly furnished, and contain sufficient internal space for the average attendance.
    - (d) The master is competent.
    - (e) The time devoted to instruction in the subjects of the standards is at least four (not necessarily consecutive) hours daily.
    - (f) The admission and daily attendance of the scholars are carefully registered by or under the supervision of the principal teacher and periodically verified by the manager ; also proper discipline is maintained.
    - (g) The organisation is good, and the work conducted in accordance with a proper time-table.
  2. The Government will not interfere in any way with—
    - (a) The religious instruction of a school.
    - (b) The hours for such instruction.
    - (c) The appointment of a teacher, provided he is competent.
    - (d) The school books, provided they are sufficient, as regards the instruction which they contain, for the purposes of the standards hereafter to be referred to.
    - (e) The style of handwriting, but a bold round hand is recommended for European writing.
    - (f) The stipulations of this code, without six months' previous notice in the Gazette.
  3. Grants will be subject to a cumulative reduction of five per cent. on the whole sum gained by a school, in each case where the Inspector reports defects in—
    - (a) The teaching.
    - (b) The accommodation.
    - (c) The keeping of the school roll.
    - (d) The organisation.
    - (e) The discipline.
    - (f) The books and apparatus.
- Due regard in all these cases will be had to circumstances.
4. A school receiving a grant must be—
    - (a) Located where there is a sufficient population requiring a school, and not be removed elsewhere without previous approval of the Government.
    - (b) Open at all times to Government inspection.
    - (c) Represented by a pecuniarily disinterested manager, distinct from the paid teacher, who will periodically verify the school roll, conduct all correspondence with the Government, sign the receipt

for the grant, and furnish all returns which the Government may require.

5. In the case of Chinese schools not under European supervision, the Inspector will be manager, when necessary.

6. The Government will not bind itself to give grants to all schools claiming them under the foregoing conditions, but will be guided by the circumstances of each case, and by the amount of money at its disposal for educational purposes. In all cases where a grant is refused, the reasons for the refusal will be given.

7. The Government will reserve to itself the power to withdraw or reduce grants. In all cases the reasons for the withdrawal or reduction will be given. All grants are subject to a reduction *pro rata* whenever the total sum otherwise payable exceeds the amount voted for the purpose.

8. One-fourth of the total grant made to a school will be handed to the paid teacher as a personal bonus. Paid assistant-teachers share in this payment in proportion to amount of salary received during the year. In the event of a change of paid teachers or assistant-teachers, each will receive his proportion of the sum thus due. If a paid teacher or assistant-teacher is dismissed, his share of the grant will go to the school.

9. A detailed account, with proper vouchers, of the total income and expenditures of each school must be furnished by the manager annually, in the form provided for that purpose.

10. Grants will be made for definite results in the subjects mentioned in the standards hereinafter referred to and no others.

11. These results will be ascertained at the annual examination of the school by the Inspector or by such assistant examiners as the Government may appoint.

12. Assistant examiners will be paid for their assistance.

13. Schools eligible for grants-in-aid will be—

Class I.—Schools in which a Chinese education is given.

Class II.—Schools in which a European education is given in the Chinese language.

Class III.—Schools in which a European education is given in any European language.

14. The basis of examination will be one hundred daily attendances of no less than four hours each at instruction in the subjects of the several standards, provided that the school shall have met not less than two hundred times in the course of the year.

15. Scholars who have satisfied the foregoing condition will be examined in accordance with the following standards, and they may not be withheld from examination without a reasonable excuse. The results of the examination of each scholar will be communicated to the managers.

16. For Schools in Class I. (Schools in which a Chinese education is given.)

#### STANDARD I.

1. Reading.—Two pages of the First Reader used in the school.

2. Repetition.—Two pages of the same book.

3. Writing.—From dictation, ten common characters in the First Dictation Book used in the school.

4. Optional Subject (Arithmetic).—Notation up to 10,000.

Value of a pass in the ordinary subjects of this standard : three dollars ; in Arithmetic : half a dollar.

#### STANDARD II.

1. Reading.—A passage not exceeding fifty characters in the Second Reader used in the school.

2. Repetition.—A short paragraph of the First and Second Readers used in the school.

3. Writing.—From dictation, twenty consecutive characters in the Second Dictation Book used in the school.

4. Optional Subject (Arithmetic).—Notation up to a million and simple addition and subtraction.  
Value of a pass in the ordinary subjects of this standard : four dollars ; in Arithmetic : seventy-five cents.

## STANDARD III.

1. Reading.—A passage not exceeding sixty characters in the Third Reader used in the school.
2. Repetition.—A short paragraph of the First, Second, and Third Readers used in the school.
3. Explanation.—The characters in the passage read.
4. Writing from dictation, forty consecutive characters in the Third Dictation Book used in the school.
5. Optional Subject (Arithmetic).—Multiplication, in addition to the arithmetic of the previous standard.  
Value of a pass in the ordinary subjects of this standard : six dollars ; in Arithmetic : one dollar.

## STANDARD IV.

1. Reading.—A passage not exceeding seventy characters in the Fourth Reader used in the school.
2. Explanation.—Simple phrases in the passage read.
3. Writing.—From memory, a passage not exceeding fifty characters in the book used in the school for that purpose.
4. Composition.—Three antithetical couplets of not more than three characters each (三言對).
5. Geography.—The two hemispheres (general outlines).
6. Optional Subject (Arithmetic).—The simple rules.  
Value of a pass in at least four of the ordinary subjects of this standard : seven dollars ; in Arithmetic : one dollar and a half.

## STANDARD V.

1. Repetition.—A passage not exceeding eighty characters in the Fifth Reader used in the school.
2. Explanation.—In writing, a passage not exceeding twenty characters in the same book.
3. Writing.—From memory, a passage not exceeding sixty characters in the book used in the school for that purpose.
4. Composition.—Three antithetical couplets of not more than five characters each (五言對).
5. Geography.—The Chinese Empire, in addition to the geography of the previous standard.
6. Optional Subject (Arithmetic).—Compound rules (Chinese money), in addition to the arithmetic of the previous standards.  
Value of a pass in at least four of the ordinary subjects of this standard : eight dollars ; in Arithmetic : two dollars.

## STANDARD VI.

1. Repetition.—A passage not exceeding one hundred characters in the Sixth Reader used in the school.
2. Explanation.—In writing, a passage not exceeding thirty characters in the same book.
3. Writing.—From memory, a passage not exceeding fifty characters in the book used in the school for that purpose.
4. Composition.—A simple letter (家信).
5. Geography.—The Canton Province, in addition to the geography of the previous standards.

6. Optional Subject (Arithmetic).—Reduction (Chinese Tables), in addition to the arithmetic of the previous standards.  
Value of a pass in at least four of the ordinary subjects of this standard: nine dollars; in Arithmetic: two dollars and a half.

STANDARD VII.

1. Repetition.—A passage not exceeding one hundred characters in the Seventh Reader used in the school.
2. Explanation.—In writing, a passage not exceeding fifty characters in the same book.
3. Writing.—In colloquial or book style, a simple story read out twice by the examiner.
4. Composition.—In polite epistolary style, a letter (家信)
5. Geography.—Drawing a map of any of the continents (the map to include the principal towns, rivers, and mountains of the continent prescribed).
6. History.—In colloquial or book style, answers to questions from the History Book used in the school.
7. Optional Subjects (Arithmetic).—Vulgar fractions, in addition to the arithmetic of the previous standards.  
Value of a pass in at least five of the ordinary subjects of this standard: ten dollars; in Arithmetic: three dollars.  
NOTE.—In girls' schools, repetition may be substituted for composition in Standard IV., and reading for composition in Standard V.

17. *For Schools in Class II.* (Schools in which a European education is given in the Chinese language.)

STANDARD I.

1. Reading and Repeating.—Two pages of the First Reader used in the school.
2. Writing.—From dictation, ten common characters from the same book.
3. Arithmetic.—Notation and numeration up to 10,000.  
Value of a pass in this standard: four dollars.

STANDARD II.

1. Reading and Repeating.—A passage not exceeding fifty characters in the First and Second Readers used in the school.
2. Writing.—From dictation, twenty consecutive characters from the Second Dictation Book used in the school.
3. Arithmetic.—Notation and numeration up to one million, and simple addition and subtraction.  
Copy writing (Romanised only) will be taken in this standard, but it will not be counted if the scholar has not passed in two of the other subjects.  
Value of a pass in this standard: six dollars.

STANDARD III.

1. Reading.—A passage not exceeding sixty characters in the Third Reader used in the school, with explanation in colloquial Chinese.
2. Writing.—From dictation, forty consecutive characters in the Third Dictation Book used in the school.
3. Arithmetic.—The simple rules.  
Copy writing (Romanised only) will be taken in this standard, but it will not be counted if the scholar has not passed in two of the other subjects.  
Value of a pass in this standard: eight dollars.



## STANDARD IV.

1. Reading.—A passage not exceeding seventy characters in the Fourth Reader used in the school, with explanation in colloquial Chinese.
2. Writing.—From dictation, fifty characters in the Fourth Dictation Book used in the school.
3. Arithmetic.—Compound rules (Chinese money), in addition to the arithmetic of the previous standards.
4. Geography.—The two hemispheres (general outlines).  
Copy writing (Romanised only) will be taken in this standard, but it will not be counted if the scholar has not passed in three of the other subjects.  
Value of a pass in this standard : nine dollars.

## STANDARD V.

1. Reading.—A passage not exceeding eighty characters in the Fifth Reader used in the school, with explanation in colloquial Chinese.
2. Writing.—From memory, a passage not exceeding fifty characters in the book used in the school for the purpose.
3. Arithmetic.—Reduction (Chinese Tables) and simple proportion, in addition to the arithmetic of the previous standards.
4. Geography.—The Chinese Empire, in addition to the geography of the previous standard.
5. History.—The History used in the school for this standard.
6. Optional Subject.—Physical Geography (atmosphere, rivers, and winds).  
Copy writing (Romanised only) will be taken in this standard, but it will not be counted if the scholar has not passed in four of the other subjects.  
Value of a pass in the ordinary subjects of this standard : ten dollars ; in Physical Geography : one dollar.

## STANDARD VI.

1. Reading.—A passage not exceeding one hundred characters in the Sixth Reader used in the school, with explanation in colloquial Chinese.
2. Writing.—From memory, writing (in Romanised character or colloquial Chinese) the substance of a short story read out twice by the examiner.
3. Arithmetic.—Compound proportion and vulgar fractions, in addition to the arithmetic of the previous standards.
4. Geography.—The Canton Province, in addition to the geography of the previous standards.
5. History.—The History used in the school for this standard.
6. Optional Subject.—Physical Geography (the oceans, currents, and tides, in addition to the physical geography subjects of the previous standard).  
Value of a pass in at least four of the ordinary subjects of this standard : eleven dollars ; in Physical Geography : one dollar and a half.

## STANDARD VII.

1. Reading.—A passage not exceeding one hundred characters in the Seventh Reader used in the school.
2. Explanation.—In writing (Chinese characters) a paraphrase of a passage, not exceeding thirty characters, in the same book.
3. Composition.—A simple letter (家信) in Chinese characters (colloquial or book style).

4. Arithmetic.—Reduction (of English money) and decimal fractions, in addition to the arithmetic of the previous standards.
5. Geography.—Drawing from memory a map of any of the continents (the map to include the principal rivers, mountains, and cities in the continent prescribed).
6. History.—The History used in the school for this standard.
7. Optional Subject.—Physical Geography (the earth, the moon, and the planetary system).

Value of a pass in at least five of the ordinary subjects of this standard: twelve dollars; in Physical Geography: two dollars.

NOTE.—All the books used, and work submitted, for examination purposes should be in the Chinese character, but in the cases of Copy writing, Arithmetic, Geography, History, and Physical Geography the Romanised system may be used.

18. *For Schools in Class III.* (Schools in which a European education is given in any European language.)

STANDARD I.

1. Reading.—Accurate pronunciation of each word in a passage not exceeding five lines in the First Book used in the school.
2. Writing.—A short sentence from the same book, slowly read once and then dictated in single words.
3. Arithmetic.—Notation and numeration up to 1,000. Simple addition and subtraction of numbers of not more than three figures.

Copy writing will be taken in this standard, but it will not be counted if the scholar has not passed in two of the other subjects.

Value of a pass in this standard: six dollars.

STANDARD II.

1. Reading.—Slow and distinct reading of a passage not exceeding ten lines in the Second Book used in the school.
2. Writing.—A sentence from the same book slowly read once, and then dictated in single words.
3. Arithmetic.—Notation and numeration up to a million, and simple multiplication and division, in addition to the arithmetic of the previous standard.
4. Geography.—Definitions.

Copy writing will be taken in this standard, but it will not be counted if the scholar has not passed in three of the other subjects.

Value of a pass in this standard: eight dollars.

STANDARD III.

1. Reading.—Clear and intelligible reading of a passage not exceeding ten lines in the Third Book used in the school.
2. Writing.—Six lines of ordinary prose from the same book, slowly dictated once by a few words at a time.
3. Arithmetic.—Compound rules (English and Chinese money), in addition to the arithmetic of the previous standards.
4. Grammar.—Ability to distinguish the parts of speech in a short sentence in the Reading Book.
5. Geography.—Orally: the two hemispheres (general outlines), in addition to the geography of the previous standard.

Copy writing will be taken in this standard, but it will not be counted if the scholar has not passed in four of the other subjects.

Value of a pass in this standard: ten dollars.

## STANDARD IV.

1. Reading.—Intelligent reading of a prose passage not exceeding fifteen lines in the Fourth Book used in the school.
2. Writing.—Eight lines of ordinary prose from the same book slowly dictated once by a few words at a time.
3. Arithmetic.—Vulgar fractions and reduction of the most ordinary weights and measures, in addition to the arithmetic of the previous standards.
4. Grammar.—Parsing (fully) a simple sentence from the Reading Book.
5. Geography.—Europe, in addition to the geography of the previous standards.

Copy writing will be taken in this standard, but it will not be counted if the scholar has not passed in four of the other subjects.

Value of a pass in this standard : twelve dollars.

## STANDARD V.

1. Reading.—Fluent and intelligent reading of a short ordinary paragraph chosen by the examiner from some common book.
2. Writing.—From memory, the substance of a short story read out twice by the examiner. Writing, spelling, and grammar will be taken into account.
3. Arithmetic.—Decimal fractions, simple proportion, simple interest and practice in addition to the arithmetic of the previous standards.
4. Grammar.—Analysis and parsing of a simple sentence.
5. Geography.—Asia and Africa in addition to the geography of the previous standards.

Copy writing will be taken in this standard, but it will not be counted if the scholar has not passed in four of the other subjects.

Value of a pass in this standard : fourteen dollars.

## STANDARD VI.

1. Reading.—To read with fluency and expression an extract of prose or poetry chosen by the examiner.
  2. Writing.—A short composition on a given subject.
-

4. Grammar.—Common prefixes, terminations and derivatives from foreign languages.
5. Geography.—Commercial Geography of the British Colonies and Dependencies, and to draw from memory a map of any of the continents of the eastern hemisphere.
6. Elementary Science.—Animal and plant life and distribution of plants, animals and races of mankind.
7. History.—A period of the History used in the school, in addition to the history of the previous standard.  
Value of a pass in at least six of the subjects of this standard : eighteen dollars.

NOTE.—The Arithmetic of girls' schools need not include decimal fractions, square or cube root, discount or stocks.

19. In all cases where copy writing is taken, it may be tested by work to be done in the presence of the examiner, but anyhow, not less than twenty-six hours work must be submitted for inspection.

20. Scholars who are presented under Standards IV., V., VI., or VII., in schools of Class III. may also be examined in the following special subjects, namely: Latin, Greek, German, French, Algebra, Euclid, Mensuration, Trigonometry, Physical Geography, the Natural Sciences, Book-keeping, Drawing and Stenography, provided the subjects are taught in such a way as to graduate the instruction to the different standards. But no scholar may be presented for examination in more than two special subjects in Standards IV., three subjects in Standards V. or VI., and four subjects in Standard VII., and, as a rule, no scholar, after being examined in one special subject, may change it for another before passing in three stages of it.

Value of a pass in each of such cases: one dollar in Standard IV., two dollars in Standard V., three dollars in Standard VI. and four dollars in Standard VII., in addition to the proper value of the respective Standard.

21. Managers of schools, wishing to have scholars examined in any of the special subjects, will receive a graduated scheme for the subjects of their choice on application to the Inspector.

22. No fee will be made for any subject not specified in this code.

23. Donations to grant will be given for every scholar in average attendance in schools in Class III., seventy-five dollars in schools in Class II., and fifty dollars in schools in Class I.

20. Has the School any other, and what, means of support? .....
21. What are the various headings and amounts of Expenditure? .....
22. Is there any, and what, Debt connected with the School? .....

Signature of Applicant .....

Date of Application .....

- (a) A Public School shall mean a school where education is given in the subjects of the Standards, and where no child is refused admittance on other than reasonable grounds.
- (b) Give the length, breadth, and height of the room or rooms, with the extent of wall-space available for maps.
- (c) The average attendance is the total number of attendances, marked in the roll within a certain period, divided by the number of days the school has been taught during the same period.
- (d) Enclose a copy.
- (e) Enclose a specimen page.
- (f) Forward a copy of each.

4. The extension of the area of existing school-rooms to receive more scholars, and the addition of teachers' dwellings to existing school-rooms, are treated *pro tanto* as new cases under clause 2.
  5. The trustees (or other legal representatives) of the school must state by a declaration of trust to be registered in the Land Office :—
    - (a) That the premises are to be used for educational purposes and for no other purpose whatever.
    - (b) That the school is to be managed in accordance with the principles of the Grant-in-Aid Code.
    - (c) That the school and premises are to be open, at all reasonable times, to educational and sanitary inspection by the Government.
    - (d) That, if they should hereafter desire to release themselves from the foregoing obligations, they will, in such case, repay into the Colonial Treasury the whole amount of the building grant.
  6. The grant is paid on presentation of a certificate (with balance sheet annexed), by the Building and Managing Committees of the school, setting forth that the building and conveyance are completed and that the money in hand, will, when added to the grant, meet all claims and finally close the account.
28. All correspondence with the Government on subjects connected with this Code must be sent through the Inspector of Schools for the time being.

Hong Kong, 19th August, 1893.

E. J. EITEL, Ph.D.,  
*Inspector of Schools.*



APPENDIX B.

TABLE SHOWING THE NUMBER OF SCHOOLS UNDER THE INSPECTORATE, AND THE TOTAL NUMBER OF SCHOLARS ENROLLED DURING RECENT YEARS. (EXCLUDES QUEEN'S COLLEGE.)

YEARS.	SCHOOLS.						SCHOLARS.										
	Government.		Total.	Grant-in-Aid.		Grand Total.	Government.			Grant-in-Aid.			Total.	Grand Total.	Boys.	Girls.	Percentage of Expenditure on Education to Revenue.
	English.	Chinese.		English & Portuguese.	Chinese.		English.	Chinese.	Total.	English.	Portuguese.	Chinese.					
1870	0	24	24	—	—	24	—	1,302	1,302	—	—	—	1,302	1,191	111	1.52	
1880	0	29	29	5	23	28	63	211	1,289	1,500	147	252	1,409	1,808	3,308	2.609	
1890	7	28	35	15	61	70	111	577	862	1,439	1,055	116	3,485	4,656	6,095	3,771	
1891	7	28	35	16	65	81	116	627	809	1,432	1,135	184	3,803	5,122	6,554	3,773	
1892	0	28	34	19	78	95	129	678	882	1,560	1,239	186	4,210	5,635	7,215	4,328	
1893	0	17	29	21	81	102	125	731	913	1,344	1,477	186	4,587	6,250	7,594	4,332	
1894	0	13	19	22	77	99	118	710	872	1,282	1,529	201	4,234	5,664	7,246	4,131	
1895	0	9	15	23	83	106	121	696	412	1,108	1,527	209	3,948	5,684	6,792	3,819	
1896	0	9	16	23	81	104	119	755	380	1,135	1,553	244	3,381	5,178	6,313	3,613	
1897	0	9	16	22	78	100	115	798	467	1,265	1,532	193	3,797	5,322	6,787	3,752	
1898	6	9	15	23	77	100	115	891	554	1,445	1,869	190	3,823	5,382	7,327	4,219	
1899	5	7	12	22	73	96	108	880	538	1,414	1,833	153	3,810	5,316	7,700	4,362	
1900	5	7	12	23	74	97	109	899	527	1,423	1,848	161	3,646	6,035	7,481	4,389	

APPENDIX C.

REPORT OF THE COMMITTEE ON EDUCATION.  
APRIL, 1902.

[Part I., Sections 1-12, which is devoted to a description of the existing system, is not reproduced here.]

PART II.

THE CLASSES OF CHILDREN REQUIRING EDUCATION.

13. In the Second Part of the Report the different classes and races of children in the Colony are reviewed, and an endeavour is made to decide how far the Government is responsible for providing them with education. Consideration is next given to the questions, how far and in what respects the education already provided for each class falls short of the provision to which it is morally entitled, or which it is expedient that it should receive.

These opinions have for convenience sake been cast into the form of Resolutions, which are accompanied where necessary by explanatory notes.

14. The Government of Hong Kong may reasonably be expected to provide or assist in providing an education for four classes of children:—

- First.—Children of British parentage resident in the Colony.
- Second.—Children of Old, or paid, parentage resident in the Colony.
- Third.—Children of European and Chinese parentage resident in the Colony.
- Fourth.—Children of Eurasian parentage resident in the Colony.

The case of Eurasians, who are British subjects, of whom there are a considerable number, has been disregarded. Probably some settlement of the question will be made before long, such as the establishment of a small school for them. No definite recommendations are made on this point, which appear to be of instant importance.

Among the classes who can hardly expect the Hong Kong Government to defray the cost of their English studies are French and American subjects from Annam and the Philippines.

The Portuguese from Macao may seem to present a parallel case, but a distinction can be drawn. It is the duty of the Government not to abandon a large section of its subjects, while on the other hand it is quite impossible to distinguish between the Portuguese who are domiciled in Hong Kong and Macao.

15. Further, in Imperial interests it is desirable to offer instruction in the English Language and Western Knowledge to all young Chinese who are willing to study them, even though they are not residents of the Colony: provided that the instruction can be furnished at a reasonable cost.

The majority of the 900 boys at Queen's College belong to this class. After having studied Chinese in their own schools on the mainland, they are attracted to the Colony by the facilities it gives for the study of English. No distinction is made between them and the sons of Chinese residents of Hong Kong, and it is recommended that this policy remain unaltered. The additional expense to the Colony is trifling, and the gain to British interests in China by the spread of English and of friendly sentiments towards our Empire should well repay the cost.



CHILDREN OF BRITISH PARENTAGE.

16. It is essential that the children of British parentage be educated by themselves, and not side by side with children of other nationalities or races.

This opinion is mainly based on two reasons : first, because the education of the British children is retarded by the inevitably slower progress of their class-mates, to whom English is a foreign language ; secondly, because they have to consort during their most impressionable years with the offspring of alien beliefs and other ethical standards.

17. There is no public school in the Colony reserved for the children of British parentage alone. It is recommended that steps be taken to remedy this state of affairs.

The principle here involved has already been approved. [See Appendix D.]

CHILDREN OF CHINESE PARENTAGE.

18. The Chinese who attend schools under Government control fall into two classes, namely, those who attend the Anglo-Chinese Schools, and those who attend the Vernacular Schools.

It has already been pointed out that the same children seldom attend first one class of these schools and then the other. The gratuitous education given in the Vernacular Schools makes them attractive chiefly to the poorer classes, who are unlikely to prolong their children's education ; while the students who attend the Anglo-Chinese Schools, where fees are charged, have usually first acquired their Chinese education on the mainland, or in Private Schools in the Colony.

It should be the policy of the Government to influence the education of Chinese children from their early years, so that little can be done whilst the Vernacular Schools remain what they are.

19. In the Anglo-Chinese Schools it is of course essential ; it is to give English Language that the schools were founded, and to obtain it that the schools should be founded.

It is essential that Western Knowledge, which is a compulsory subject in every Standard.

It is essential that the students should enter a sufficient knowledge of the Chinese Written Language, which knowledge should be maintained and improved during the school course.

The Committee are fully alive to the extreme importance of spreading the English Language among the Chinese ; but they maintain that the spread of Western Knowledge is no less essential. Their opinion that a knowledge of English has not always proved sufficient in itself to ensure a feeling of goodwill towards the Empire, is supported by the authority of Lord CAOMER, who writes in his Report upon Egypt for 1900, page 51 :—" The Egyptians, as a rule, think that they will have a better chance of obtaining Government employment if they know English than if they are ignorant of that language. Within certain limits, they are probably right. The English, on the other hand, provided they are really acquainted with Egyptian circumstances and requirements, regard the matter wholly from an educational point of view. They wish to confine the study of foreign languages, whether English or French, to what is really necessary and useful to the Egyptians themselves. They are not led away by the superficial, and, in my opinion, generally erroneous view, that the study of French or English necessarily connotes the creation of French or English political proclivities." It is highly desirable that a fair exposition of our policy in the East, and of China's relations with the other Powers, should be presented to every

Chinese scholar ; but these ideas can be conveyed in the Chinese language no less well than in English.

The argument that Chinese should learn English to the exclusion of their own Written Language is often heard, but it will not bear serious consideration. No Chinese, however learned in English and Western Knowledge, can hope to be of influence with his countrymen, nor can he indeed communicate with them, if ignorant of the written character which binds the Chinese Empire together.

Too much besides has been made of the time which must be spent on the study of the Chinese Written Language ; for a Chinese to learn to write clearly and intelligibly, and to read plain prose is no such immense undertaking. And it is quite possible that existing difficulties will some day be lessened after the methods which have approved themselves to the natural mentors of China—the Japanese.

20. The Anglo-Chinese Schools as at present constituted are defective in all three essentials.

As regards English, in colloquial, composition, and intelligent reading alike, the results attained are not commensurate with the time devoted to the study.

Western Knowledge is taught unsystematically and disjointedly, and moreover is not taught at all in the lower Standards.

The knowledge of the Chinese Written Language, insufficient as it is, which the students possess on entering the Anglo-Chinese Schools, is not made use of as it should be to aid them in acquiring English and Western Knowledge, nor is any attempt made to train them to utilise it as a medium of expression.

21. The following remedies are suggested :

(a.) English should be taught with a view to its practical use, less attention should be paid to grammatical forms, and more to composition.

Western Knowledge should be taught systematically in all Standards, and it should be taught in Chinese until the students have acquired so good an understanding of English as to enable them easily to receive instruction in English.

Under the present Code the scholars in Anglo-Chinese Grant Schools are supposed to receive instruction in all subjects through the medium of English, from the lowest Standards upwards. How it could ever have been thought possible to explain arithmetic or geography in English to boys who know no English, is not clear. As a matter of fact the masters have ignored this condition systematically, throwing themselves on the reasonableness of the Inspector of Schools. In Queen's College and the Anglo-Chinese District Schools, Chinese has always been the actual medium of instruction.

It is certain that the boys' knowledge of English will not suffer by the abolition of this Formula.

(c.) Before entering these Schools, students should be required to shew that they possess a useful knowledge of the Chinese Written Language.

The practical steps that should be taken to secure this are explained in Sections 38a, 43, and 51.

(d.) Constant translation from English into Chinese and from Chinese into English, both oral and in writing, should be insisted upon.

(e.) English masters should know Chinese, both for the purpose of teaching and also to enable them to supervise the work of the Chinese masters.

This knowledge need not always be very profound. If the English

master were in a position to see that the Chinese master was properly carrying out his duties, an important point would be gained.

22. It is further recommended that inducements should be held out to students to prolong their studies in the Anglo-Chinese Schools, and the following expedients are suggested:—

- (a.) That foundation scholarships be offered giving free education in these schools.
- (b.) That certificates should be given by the Government to students passing a Government examination.

The principle involved in (a) is that of the Despatch of 1854 [by the Government of India], which laid down the lines on which education in India was to proceed. It directs that "the best pupils of the inferior schools should be provided for by means of scholarships in schools of a higher order, so that superior talent in every class may receive that encouragement and development which it deserves."

Foundation scholarships have hitherto been granted from the Anglo-Chinese District Schools into Queen's College. The principle might be extended by offering scholarships from the Vernacular Schools into any Anglo-Chinese District or Grant School at the option of the holder. Opportunities of getting to the front should be given to the clever and ambitious children of poor parents. With the shifting and very ignorant population of Hong Kong, the most that can be done is to pick out and encourage all promising material, and so contrive things that the ablest men of the next generation shall be on our side.

The Government examination suggested in (b) should be designed to take the place of the Oxford Local examination, to which schoolmasters and the public generally appear to attach somewhat too much importance. What is required in Hong Kong is an examination that will test the ordinary work of a school, and not one the preparation for which entails special tuition; one suited to local educational conditions and not designed to prove the attainments of English boys educated in England.

#### VERNACULAR SCHOOLS.

23. In the Vernacular Schools instruction in the Chinese Written Language is essential.

It is essential that Western Knowledge should be a compulsory subject in every Standard.

The argument which was used to defend instruction in the Chinese Written Language in the Anglo-Chinese Schools, justifies also the existence of Vernacular Schools.

In Vernacular Schools it will not be possible for the bulk of the scholars to acquire any practical acquaintance with Western Knowledge and with the Chinese Written Language, and also with English (written or spoken) as well. Very important as the study of English is, Western Knowledge is still more so; and where the two studies cannot be conducted at the same time, Western Knowledge must take precedence.

24. The Vernacular Schools as at present constituted are defective in both essentials. Western Knowledge is arranged to begin in the fourth year of study, but nine-tenths of the scholars leave school after three years or less; consequently to them it is never taught at all. As for the instruction in the Chinese Written Language, it is given too much with the object of memorising the Classics, and too little with the idea of teaching the children to read and write. Explanation of what they read is not given till the fourth year, so that again nine-tenths of the children derive no practical benefit from their study.

25. The following remedies are suggested:—

- (a.) That Western Knowledge be carefully taught from the lowest class upwards.

(b.) That the Chinese Written Language be taught on more practical lines.

As regards (b.) two main points have to be borne in mind; the average period of study in the Vernacular Schools is three years or less, while the principal object to be attained is not the study of the ancient classical literature but to learn to read and write simple prose. It is necessary that the meaning of the characters should be taught from the outset, and that the commoner characters should be selected and taught first. If this were done, a child whose education was cut short after two or three years would have learnt little, but that little would be of use, not resembling as at present a cypher without a key.

There is no reason why this practical instruction should not be based on the Confucian and Mencian Classics, while to banish these would be an unnecessary challenge to the fundamental principles of Chinese social life.

28. It is further recommended that inducements be held out to children to prolong their studies in the Vernacular Schools, and the following expedients are suggested:—

(a.) To permit the teaching of English as a special subject in the higher Standards.

(b.) To offer scholarships from the higher Standards of the Vernacular Schools into the Anglo-Chinese Schools.

The principle that underlies these recommendations is to use the eagerness of the Chinese to learn English as an inducement to them to submit themselves longer to educational influences. The instruction in English given to the highest Standards of the Vernacular Schools will, if its than benefit children who cannot afford of two English masters as they Anglo-Chinese Schools.

and recommendations apply to the children who are hoped to continue their education in the

#### CHILDREN OF PORTUGUESE EXTRACTION.

There are two classes of schools in the Colony, both under Roman Catholic management, which provide an education mainly intended for the Portuguese, namely, (a) those in which English, and (b) those in which the first class includes St. Joseph's, where Portuguese scholars predominate, though there is a tendency to admit too many Chinese; the latter not only fail to get the education best suited to their needs (as described above) but also keep back their European classmates, by reason of the greater difficulties which a European language and European ideas present to them. Neither should Annamese and Filipinos be allowed to predominate in a school primarily intended for the children of Hong Kong.

#### PORTUGUESE Vernacular Schools.

It is unnecessary for the Government to foster the study of the Portuguese language, and it is recommended that the support given to them be withdrawn.

Four of these schools. At the last examination 75 children (most of whom were in the lower Standard) were presented, nearly all of whom were in the lower Standard. These scholars make use of these schools merely as preparatory schools, hampering their education in the English Schools, where they are the poorer for their ignorance of English and forget, for want of practice, what they have acquired.

#### SCHOOLS OF MIXED PARENTAGE (EURASIANS).

29. The Government should meet the English and Anglo-Chinese Schools are sufficient to meet the needs of the Eurasians, who can as heretofore choose which class of school to attend.

Queen's College is open to all Eurasian boys, and will continue open to those who elect to be educated as Chinese. The Diocesan School and Orphanage is largely attended by Eurasians; so also is St. Joseph's. The Belilios Public School and the Diocesan School for Girls were founded for the special benefit of Eurasian girls.

#### FEMALE EDUCATION.

30. The education of girls in the Colony should follow the lines indicated for boys as a general rule.

#### GIRLS OF BRITISH PARENTAGE.

31. The education of girls of British parentage is as defective as their brothers' and for the same reasons.

#### GIRLS OF CHINESE PARENTAGE.

##### ANGLO-CHINESE GIRLS' SCHOOLS.

32. There is no present need for the creation of Anglo-Chinese Schools for girls. The High School for Girls will satisfy any existing demand for a more advanced education in English. (Sections 63-65 and Appendix D). It must not be forgotten that the large attendance at Queen's College and the other Anglo-Chinese Boys' Schools is due to a desire to acquire English for business purposes. This stimulus is absent in the case of girls.

##### VERNAICULAR GIRLS' SCHOOLS.

33. They should be conducted on the same general lines as the Vernacular Schools for boys. At the same time it is a matter of some delicacy to impose stringent conditions upon the education of girls whose parents regard that education as somewhat of an extravagance, and who might be easily inclined to withdraw their daughters from school. The following passage from a recent Report by the Inspector of Schools commends itself to the judgment of the Committee:—

"To find themselves amenable to education must be an invaluable lesson to the Chinese girls and a wholesome one to their parents and brothers, so that whether that which they learn is worth learning or not, it is a distinct advantage that they and their men-folk are alike convinced of their capacity for intellectual exercise. The self-approbation of your male Chinese requires no such stimulus."

The time is ripe to put increased pressure on the schoolboys; but in the case of the schoolgirls it can hardly be said to be so. It is therefore necessary for the time being to make distinctions in the treatment of the two classes of children.

#### PORTUGUESE AND EURASIAN GIRLS.

34. These classes are provided for by the Roman Catholic Convents of the one hand, and the Diocesan School for Girls and the Belilios Public School on the other. The last-named is attended by a considerable number of Chinese, but the restriction upon the admission of Chinese, which is recommended in English Boys' Schools, is at present unnecessary.

### PART III.

#### RECOMMENDATIONS FOR THE IMPROVEMENT OF EXISTING SCHOOLS.

35. In the first part of the Report a description has been given of the various systems of schools under Government control, and incidentally

some of their weak points have been exposed. In the second part the different classes of children in the Colony have been enumerated; inquiry has been made how far their wants are at present supplied, and the general lines have been indicated on which further improvements should be effected.

In the third part the existing schools are considered in detail in the light of the principles determined in Part II.; and where they are found wanting, definite suggestions are made to remedy their shortcomings.

#### QUEEN'S COLLEGE.

36. It is recommended that Queen's College revert to the purpose for which it was originally intended, and supply an education to Chinese only.

The only scholars on whom the exclusion of non-Chinese might inflict a hardship are the Indians. Until, therefore, provision for them has been made, as contemplated in Section 14, this recommendation can hardly be carried out. Meantime the school, numbering nearly 1,000 boys, and combining the functions of an English and of an Anglo-Chinese School, is attempting more than it can perform.

The abolition of the non-Chinese classes can be effected at once, and will not inflict any serious hardship on the scholars, a large proportion of whom know Chinese. Until they reached the Upper School these boys received their education side by side with Chinese boys, and it is fairer that they should continue to do so while they remain in the school than that they should monopolise the services of two English masters as they do at present.

The following criticisms and recommendations apply to the Chinese classes only.

37. As in the other Anglo-Chinese Schools, the knowledge of English acquired at Queen's College does not appear satisfactory, considering the time spent upon it; Western Knowledge seems taught without sufficient regard to the local point of view; and the knowledge of the Chinese Written Language possessed by the scholars is very imperfect.

To verify these conclusions the Committee made use of the following tests. An examination was held of the twenty top boys, who were required (a) to translate about 150 words of simple English narrative into Chinese, (b) to write an essay in English of about 250 words, (c) to translate about 250 words of simple Chinese narrative into English. No great accuracy in translation was expected; and in the essay the matter was regarded as of no importance, so long as it was germane to the subject. Out of the twenty boys only two could be classed as good, while two others did fairly. The rest were bad, and the work done by many of them was quite worthless.

It is not probable that even these results could be equalled by Chinese school boys elsewhere in the Colony. The Committee feel it is their duty to put these significant facts plainly before the Government.

As regards Western Knowledge, too much time is spent over the acquisition of dry facts relating to early and mediæval English History, and of the Geography of countries which are only remotely connected with the Far East. Nor is it made sufficiently clear that the past and present condition of other countries have had and still exercise an important influence on the Chinese life of to-day.

38. As regards the teaching of the Chinese Written Language the following more detailed recommendations are submitted:—

- (a.) That an entrance Examination be held each term, the test for admission being ability to write an ordinary narrative intelligently, and to read and understand the news of a column in a Chinese newspaper.

The time spent by the average Chinese boy prior to his admission into Queen's College should, if directed to more practical purpose, enable him easily to pass the test examination. The desire to enter Queen's College is so strong and the demand for admission so great, that the proposed examination may reasonably be expected to influence the course of study in the Private Schools of the Colony and on the Mainland.

- (b.) That translation from English into Chinese and vice versa be seriously studied under competent teachers in all the classes.

In order that this may be done to any good purpose it will be necessary to engage Chinese composition masters, the present Chinese masters being as a class incompetent to teach their written language. This division of duties is a temporary necessity. Good Chinese scholars who know no English are plentiful. Chinese who combine a competent knowledge of English and their own language are hardly to be found.

39. As regards the organisation of the school the following recommendations are submitted:—

- (a.) The duties of the Staff should be so re-arranged, that every Division of every Class may receive instruction in English from an English master for not less than one and a half hours a day.

The assumption that Chinese masters of the quality at present obtainable are competent to teach the beginnings of English is unwarranted, and results in stock mispronunciations and mistakes of idiom being handed down from generation to generation. The preparatory and lower schools are at present taught English almost entirely by Chinese masters, some of whom are pupil teachers from the upper classes.

- (b.) The English masters should each be in charge of a Class: the Divisions of Classes should be each under a Chinese master subordinate to the English class master.

No class master should be in charge of more than three Divisions, and no Division should contain more than fifty scholars reckoning by the average attendance.

Thus every unit of fifty scholars would receive not less than one and a half hour's instruction daily from an Englishman, and would for the rest of the school time be under a Chinese division master, subordinate to the English class master.

- (c.) The salaries of the Chinese Staff are inadequate and should be increased.

The present scale of pay gives \$1,138 a year to the first assistant master; \$898 to the second assistant master; and so in a descending scale to the tenth, who receives \$328. These rates are not sufficient to attract suitable men, even with the present modest requirements, much less masters capable of teaching translation from and into Chinese.

If at any future time it shall become possible to find Chinese masters competent to teach the Chinese written language and English subjects without the assistance and supervision of an English class master, large reductions in the cost of the staff will become possible. Such masters would be well worth the salaries now given to first-class translators in the Colony, viz., \$1,500 to \$2,400 a year. Meanwhile the rate of pay of the division masters should be increased to the standard which experience has shown to be necessary in other Government Departments.

- (d.) Pupil Teachers should be organised under a practical system. They should receive instruction from a qualified Normal Master.

The present "pupil teachers" are pupil teachers in name only. They should be bound for a term of years, and receive instruction daily, out of school hours, both in general subjects and in the science of teaching.

- (e.) Subjects like Algebra, Euclid, the more advanced parts of Arithmetic, Mensuration, and Book-keeping, which are taught more as a mental exercise than for practical purposes, should not be taught to boys who have not attained to a thorough knowledge of English. Western Knowledge on the other hand should be taught from the lowest Class upwards.

Theoretically, no doubt, and if properly taught, these subjects are an excellent mental training; but, as a matter of fact, Chinese boys, with their strong bias towards memorising, learn these subjects by rote or by formula more often than otherwise.

When English is once thoroughly mastered, there is access to the whole of the culture of Europe, and no need for mental gymnastics.

- (f.) Promotion from Class to Class should be slower, more regular, and dependent on no considerations other than the ability of the students promoted.

In Queen's College the numbers in attendance fluctuate largely, and there is an unfortunate tendency to fill up the gaps thus caused in the higher classes by making promotions solely or chiefly to this end.

If, through natural causes, the numbers in the higher classes become reduced, it is better that they should remain so, and that the revenue of the school should fall, than that boys should be pressed forward before the natural time of their promotion.

#### DISTRICT SCHOOLS.

40. The Anglo-Chinese District Schools, which should be conducted generally on the lines prescribed in Part II., may be expected to relieve the overcrowding at Queen's College, as well as to provide a somewhat less advanced education at a lower cost.

41. The Vernacular District Schools have for long been treated as if there were no natural connection between them and the Anglo-Chinese Schools, even when the two were held under the same roof. In view of this, the following recommendation is made:—

Vernacular District Schools should be established in connection with Anglo-Chinese District Schools, and linked to them; and opportunities should be given by scholarships or otherwise, enabling the more intelligent of the boys after passing through the Vernacular Schools to continue their education in the Anglo-Chinese Schools attached.

One advantage to be gained by linking these classes of schools is, that so it will be possible to employ Chinese composition masters to teach the Chinese language in both. Their presumable lack of Western Knowledge will matter little, as instruction in that branch can be given in both schools by the English-teaching Chinese masters.

Another advantage of the "linked system" is that continuity of education is assured.

42. The salaries of the English-teaching Chinese masters are inadequate. They should be made equal to those proposed for the Chinese masters at Queen's College.

43. Boys desirous of entering the Anglo-Chinese Schools from Private Schools must pass the Examination laid down in Section 38a.

Boys who have previously passed the Fifth Standard at a Vernacular District or Grant School might be excused this entrance examination.

44. English masters should be engaged to give instruction in English and Western Knowledge in the Anglo-Chinese Schools; it should also be their duty to supervise the work of the Chinese masters.



Great importance is attached to this recommendation. It is at present impossible to find the required number of Chinese masters capable of teaching Western Knowledge or English, or even translation to and from Chinese, in a satisfactory manner without constant supervision.

The proportion between the numbers of masters (both English and Chinese) and scholars should be those recommended for the Anglo-Chinese Grant Schools below.

#### GRANT SCHOOLS.

45. Assistance under the Code is at present refused to Private Schools, i.e., schools where admission is restricted, and to schools which are carried on with a view to private emolument—Adventure Schools.

The propriety of aiding schools where the admission is restricted was recognised by the Government when it consented to establish the British School and to assist the Chinese High School [see Appendix D].

The ruling against Adventure Schools, such as many of the Vernacular Schools are, has in practice never been enforced, and there appears to be no reason why it should be, so long as they are efficient and meet a real want.

It is therefore recommended that Private Schools and Adventure Schools shall not as such be excluded from the benefits of the Code.

46. Grants should be made to three classes of schools:—

1. English Schools, giving an education to Europeans and other non-Chinese.

2. Anglo-Chinese Schools.

3. Vernacular Schools.

Under the present Code the first two classes are amalgamated, with unfortunate results. The principle that European children should not be hampered by Chinese class-mates was laid down in Part II., when the needs of British and Portuguese children were considered. The existing Grant Schools where English is taught will have to elect whether they will become English Grant Schools or Anglo-Chinese Grant Schools. As a matter of fact, all the existing schools fall naturally into one or other category, except the Diocesan Boy School, where in 1900 there were 80 Europeans and Eurasians and 106 Chinese. Two courses remain open to this school, to refuse admittance to one or other class of boys, or to form an English side and an Anglo-Chinese side, each properly equipped.

A somewhat meaningless division is made of the Vernacular Schools into schools in which a "Chinese education" or a "European education" is given in the Chinese language. This classification is ignored throughout the Report.

#### ENGLISH GRANT SCHOOLS.

47. The following suggestions are made for their improvement:—

(1.) The proportion of teachers to scholars should not be less than one to forty, reckoning by the average attendance.

(2.) The proportion of Chinese scholars to non-Chinese should not exceed ten per cent. reckoning by the average attendance.

(3.) The great importance of physical training should be recognised.

48. The maximum Grant obtainable should be \$18 for each scholar, reckoning by the average attendance.

The Grant earned last year in this class of schools amounted on an average to \$8.22 reckoning by the average attendance. The present Grant was fixed at a time when the gold value of the dollar was far higher than it is at present, and its purchasing power far greater; and the Committee feel that it is hopeless to expect Managers to incur further expenditure.

by engaging more teachers and generally by improving the efficiency of their schools, on the present inadequate remuneration.

It is intended that the Grant of \$18 shall include all separate Grants, and that it shall be possible only for schools of the highest efficiency to earn it.

ANGLO-CHINESE GRANT SCHOOLS.

49. The services of an English master should be secured for every Anglo-Chinese School in the following manner:—

No school should be considered efficient unless instruction is given and supervision exercised by a qualified English master for one and a half hours daily for every fifty boys in average attendance. The English master should speak and read Chinese.

The results obtained by these schools as a class have been hitherto so unsatisfactory because of the want of English masters. The English language and Western Knowledge cannot be taught satisfactorily here any more than in Queen's College or the District Schools by Chinese alone.

Under the system proposed a school of 150 boys, or two schools of seventy or eighty boys each, would fully occupy the time of one English master. He should himself teach English, and should superintend and direct the instruction given by the Chinese masters.

Under present conditions, it is not practicable to insist upon the English masters knowing Chinese. But the Committee recommend that no school where the requisite number of masters are without this knowledge should be considered as qualified to earn the maximum Grant.

It has been represented to the Committee that if this policy is carried out it will lead to the withdrawal of some of the existing Anglo-Chinese Grant Schools from their connection with the Government. Though it is highly desirable that all these schools should conform to the suggestions above indicated and increase their efficiency, still it is better that they should withdraw, than that they should continue inefficient and at the same time be in receipt of a Grant. So far as these schools are Preparatory Schools, attended by boys who are anxious to obtain a good knowledge of English, the Committee are emphatically of the opinion that supervision by English masters is necessary.

But, as a matter of fact, these schools principally serve the purposes of boys who wish to learn just enough English to fit them to be servants or shopmen; and in so far as they are doing useful work which cannot conveniently be carried on by other existing institutions in the Colony, they deserve Government assistance. This assistance they should continue to receive in the meantime, but not on such a scale as will enable them to enter into unfair competition with efficient private schools, or to induce boys by the offer of tuition at nominal fees to waste their time by learning a smattering of English, which will be of no use to them in after life.

To meet this state of affairs the following recommendations are made:—

- (i.) *A limited number of Elementary Anglo-Chinese Schools under Chinese teachers should be assisted by the Government.*
- (ii.) *A Grant of \$6 for every scholar in average attendance should be given them.*
- (iii.) *No Grant should be given for tuition above the Third Standard.*
- (iv.) *There is no need at present of any increase in the amount of money set apart for this class of school; and as soon as the number of English Classes in the Vernacular Schools (see Section 26) is sufficient, and the success of that experiment assured, it is recommended that the Government should then consider the advisability of withdrawing the Grant altogether from these Elementary Anglo-Chinese Schools.*

50. Besides the English master, Chinese masters should be engaged in not less a proportion than one to every fifty boys in average attendance.

51. Boys desirous of entering these schools from Private Schools must pass the examination laid down in Section 38a.

Boys who have previously passed the Fifth Standard at a Vernacular District or Grant School might be excused this entrance examination.

52. The maximum Grant obtainable should be \$18 for every scholar, reckoning by the average attendance.

The Grant earned last year in these schools amounted on an average to \$6.48 reckoning by the average attendance.

Of the existing schools none have higher standards than the Fourth, with the exception of the Roman Catholic Cathedral School, which takes scholars up to the Fifth. In fixing the Grant it is assumed that it will be paid in full only to schools where a fair proportion of boys are in the highest Standards. The increased expenditure caused by the engagement of English masters and of better qualified Chinese masters fully justifies the proposed increase in the Grant.

#### VERNACULAR GRANT SCHOOLS.

53. The Vernacular Grant Schools for boys are not at all in a satisfactory condition; nor is any very material improvement likely to take place, until more thorough supervision can be given them by the Managers. It is not, however, proposed to disestablish them; they should be retained as a framework on which to build an improved system. All that can profitably be attempted for the present is to weed out some of the less competent masters.

54. The maximum Grant obtainable should be \$7 for each Scholar, reckoning by average attendance.

This is the same Grant as can be earned under the present Code by a school in which a fair proportion of the children are in the Upper Standards. No increase is needed, since the additional revenue gained by charging appropriate fees will, it is hoped, be sufficient to attract a superior class of master. (See Part V., Fees.)

#### GRANTS IN AID OF RENT.

55. A Grant equal to two-thirds of the rent paid should be made to schools occupying leased premises.

The present Grant in aid of rent is 30 per cent. of the rent of the school quarters. It was authorised only two years ago and has been of service, but has proved inadequate to redress the disadvantage incident to schools in densely populated districts.

#### BUILDING GRANTS.

56. The instability of Grant Schools, especially the Vernacular Schools, arises from their being too often housed in premises leased from month to month. No increase in the Grant in aid of rent will remedy this state of affairs. But Managers have no encouragement to erect permanent school-buildings unless they can feel assured of liberal assistance from the Government. The provisions of the Code (Section 27) governing Building Grants appear to be satisfactory, but the sum now voted for this purpose (\$3,000 for three years) is insufficient.

#### THE CODE.

57. It is not the purpose of the Committee to draw up a new Code, but only to indicate what its general character should be.

The existing Code is based on the first local Code of 1872, and is now out of date. Its principal shortcomings are enumerated below, the references being to the sections of the Code.

*Section 1a and b.*—As stated above, these restrictions that schools shall be public and not carried on with a view to private emolument, are unnecessary.

*Section 2c.*—In view of the greater efficiency now required from masters, more especially from those of Anglo-Chinese and Vernacular Schools, great care should be taken by the Education Department that none but fully qualified men obtain appointments.

*Section 3.*—It will be more convenient to adopt an opposite principle, and instead of making a reduction from the maximum Grant the exception, to limit the maximum Grant to cases of exceptional efficiency.

*Section 8.*—The payment of a portion of a Grant directly to the teacher should be discontinued.

*Sections 10 and 11.*—The system of payment by the result of an individual examination of each scholar should be discontinued. It is recommended that the system in vogue at home be introduced, and that the Grant shall not directly depend on the success or failure of any individual scholar.

One effect of the present system is to strengthen the hands of the parents and weaken those of the teachers. This is especially true of the Chinese Adventure Schools. The teacher is in the unpleasant position of having his year's remuneration dependent on the goodwill of the scholars, whether they choose or do not choose to present themselves on the day of examination.

Another effect of the system is that the best Grant is earned by the master who, having brought his best pupils up to the passing point, leaves them there, and devotes himself exclusively to the stupid and backward. He has no inducement to teach more than the minimum imposed by the Code.

*Section 13.*—Schools eligible to earn Grants should be—

1. English Schools.
2. Anglo-Chinese Schools.
3. Vernacular Schools.

*Section 14.*—The basis of examination should be as now—a hundred attendances. But it should be made impossible for a school to obtain a full year's Grant for a scholar who has entered within four or five months of the end of the year, as happens frequently under the present system.

*Section 16.*—The course of instruction for Vernacular Schools requires complete revision. The following points are important:—

- (a) Mental Arithmetic and the Multiplication Table should be taught.
- (b) The explanation of Chinese characters should keep pace with the reading of them.
- (c) The History first taught should be that of China, viewed in its relation to other countries. The Geography should be political and commercial rather than physical.
- (d) The only special subjects taught should be (1) English in the Sixth and Seventh Standards, and (2) Needlework in the Girls' Schools as at present.

*Section 18.*—In the Anglo-Chinese Schools, it will probably be found possible to teach Algebra (or Euclid) and Physical Geography (or Elementary Natural Philosophy), but in the two highest Standards only. They should form part of the ordinary course.

It is impossible to formulate one course of study for English Schools and Anglo-Chinese Schools alike. In the case of the English Schools advantage should be taken of the latest experience gained at home.

#### PART IV.

#### ADDITIONS NEEDED TO COMPLETE THE EDUCATIONAL SYSTEM.

58. In the preceding parts of the Report the existing educational institutions have been described (Part I.); the needs of the children of the

Colony have been enumerated (Part II.); and improvements have been suggested, with the purpose of adapting these educational institutions to these needs (Part III.).

The present system of education however is in want, not of amendment merely, but of enlargement as well. In the Colony, the British population has hitherto had no distinct part in the system of education, such as its numerical and intrinsic importance entitles it to. There is a very decided demand among the Chinese for a better education than can be obtained at present. A third direction in which the educational system requires extension is among the inhabitants of the New Territory.

#### BRITISH SCHOOLS.

59. A recognition has already been made of the desirability of taking steps to prevent the children of British parents born in the Colony from growing up uneducated, or at best educated in undesirable surroundings. [See Appendix D.]

It is not desirable to lay down hard and fast rules for the conduct of the British Schools until experience has been gained in working them. But the following suggestions are made.

60. One school should be established in Victoria and one at Kowloon.

In the city of Victoria, the central position of the Bellios Reformatory with regard to the Naval Yard, the East Point Sugar Refineries and Quarry Bay indicates the building as very suitable for the British School, if it can be adapted to this purpose. It is true that children from West Point will have a long distance to go, but this is inevitable for some scholars wherever the school is placed. The proposed electric tramway will minimise this inconvenience, which arises from the straggling nature of the city.

It has already been decided by the Government to limit the attendance at the Kowloon British School to children of British parentage. In this way the Kowloon population is well provided for.

61. A boarding-house should if possible be established in connection with the Victoria British School.

This provision will enable a number of parents to make use of the school who otherwise would have to seek another home for their children. It is likely that it will encourage the residents of Canton and other Treaty Ports to send their children to Hong Kong for their education.

62. All boys of sufficient age should be required to join a Cadet Corps, if the Military Authorities can arrange to form one.

#### A HIGH SCHOOL FOR CHINESE.

63. General sanction has been obtained for the formation of such a school. [See Appendix D.] But hitherto no decision has been arrived at among the leading Chinese as to the precise form which it should take.

The following points appear essential, if the school is to be of such a nature as to merit a place among the schools controlled by Government.

64. The school should be open to all Chinese of respectable antecedents and connections.

65. The fees should be fixed on a high scale.

This provision is essential in order that the cost of the staff and other charges should, in so far as it exceeds that of the other Anglo-Chinese Schools, fall on the scholars and not on the ratepayers.

#### THE NEW TERRITORY:

66. In considering what education should be provided for the New Territory, due regard must be paid to its financial position, which is that

of a debtor to the Colony, with no immediate prospect of freedom from the obligation. The lack of good communications in this barren and mountainous country must also be taken into consideration, as well as the poverty of its inhabitants.

Despite all drawbacks, over 4,000 out of a total of 17,500 male children under sixteen years of age are in attendance at private schools, of which there are over two hundred, and pay fees averaging 20 cents to 30 cents a month. This spontaneous desire for education deserves all possible encouragement.

67. [It has been proposed to assist] the present schools with a grant; but it appears probable that this expedient would result, not in raising the pay of the teachers and in due course their qualifications as well, but in a reduction of the school-fees; and would thus tend to discourage a praiseworthy self-reliance, without benefiting education. Further, it is certain that any direct attempt to induce the present teachers to adopt new methods would be futile, and might give rise to unfortunate misunderstandings. On the other hand any hasty attempt to supplant private schools by Government schools would be sure to rouse the hostility of the teachers, who would be thrown out of employment, and would no doubt use all their influence to thwart the change; and for this reason and owing to the need for economy, a quiet and unobtrusive beginning is required.

68. To improve Vernacular Education the Government must rely chiefly on indirect means, making use of the undoubted desire that exists to learn English. A few Anglo-Chinese Schools should be opened in the most populous centres; and Vernacular Schools, in which a good education should be given by competent and progressive teachers, should be linked to them. Fees should be charged at least equal to those that are usual in the neighbourhood. Admission to the Anglo-Chinese Schools should be granted only to boys who have passed an examination in Chinese. At first the examination should only test the proficiency of the boys' studies according to the old-fashioned methods of teaching Chinese, but gradually its scope can be enlarged until it becomes a real test of the candidate's ability to read and write his language. Anxiety on the part of their pupils to obtain admission to the Anglo-Chinese Schools will necessarily compel teachers of private Vernacular Schools to modify their system of instruction so as to accord with the requirements of the entrance examinations. The Government Vernacular Schools will no doubt be well attended for the same reason, and they will act as model schools for the neighbourhood. If the experiment is successful, Government Vernacular Schools may be opened in the principal market-towns; but at its fullest development it is not probable that more than three Anglo-Chinese Schools and twelve Vernacular Schools will be required.

To commence with, it should suffice to open Anglo-Chinese Schools at Uen Long and Sheung Shui, and to attach Vernacular Schools to them.

No unnecessary expense should be incurred on them until their success is assured; in the first instance school-houses should be rented not built, and the staff should be limited to one master to each school.

#### FEMALE EDUCATION.

69. The time has not come for assisting female education in the New Territory.

#### PART V.

#### FINANCE.

70. In considering the cost to Government of the various changes which have been recommended in the course of this Report, it will be necessary to calculate such expenditure only as must immediately follow the adoption

of the new policy. Whether, and if so when, that policy should receive its fullest development, are questions which the future must decide.

#### QUERN'S COLLEGE.

71. The following table has been used as a basis from which the cost of carrying out the recommendations contained in Sections 36-39 has been estimated. Reckoning the average attendance at 950 scholars, the staff needed is:—

For 450 scholars in the Preparatory School 3 English and 9 Chinese masters						
" 400	" "	Lower	" 4	" "	8	" "
" 100	" "	Upper	" 2	" "	2	" "
<hr/>			950		<hr/>	
			9		19	

72. In addition, allowance must be made for one English master being constantly on leave, and for the supervisory duties vested in the head-master. Two additional English masters will be needed for these reasons, making a total of eleven—the number for which provision is made in the Estimates for the current year.

73. As against nineteen Chinese masters required, provision is made in the 1902 Estimates for eleven, together with five pupil teachers. Thus an increase of three in the Chinese teaching staff must be made.

74. The present staff of Chinese masters is underpaid, and it is found impossible to retain the services of teachers of even the present quality at the present rate of pay. The following scale is suggested:—

7 masters from \$840.—\$1,200	per annum.
7 masters from \$480.—\$720	"
5 pupil teachers at \$240.	"

On an average their salaries will be found to amount to \$12,540 a year.

75. In addition, until such time as thoroughly competent Chinese masters can be found, and the organisation of the staff simplified accordingly, composition masters must be engaged. One should be put at the disposal of each of the nine class masters. Their pay should average \$420 per annum, making an additional charge of \$3,780.

76. The normal master referred to in Section 39 d should be paid \$600 per annum.

77. Thus the total increase in the cost of Queen's College will be:—

To nineteen division masters and pupil teachers	- - -	\$12,540
To nine composition masters	- - -	3,780
To allowance to normal master	- - -	600
		<hr/>
		\$16,920
Less salaries of present Chinese staff	- - -	7,713
		<hr/>
Net increased cost	- - -	\$9,207

This increased cost amounts to about seventy-five cents a month for each scholar.

#### DISTRICT SCHOOLS.

78. It will be sufficient if two English masters are engaged for the Anglo-Chinese District Schools. Their pay should be that given to the junior assistant masters at Queen's College, namely \$1,600 rising to \$2,400. This with compensation will entail an average annual expenditure of \$8,300.

66. The salaries of the six Chinese masters in the Anglo-Chinese Schools should be raised to the level of the Chinese masters at Queen's College, with an average of \$810 per annum, or a total of \$4,860. Their present

salaries and bonuses amount to about \$2,600, making a net increase on this account of \$2,260.

80. In accordance with the recommendations embodied below under the heading Fees, a small fee should be charged in the Anglo-Chinese Schools. At the very low figure of 50 cents a month, \$1,800 per annum may safely be counted upon. The actual increase to the cost of the District Schools will thus be:—

To salaries of English masters - - - - -	\$6,300
To increased salaries of Chinese masters - - - - -	2,260
	<u>\$8,560</u>
By fees - - - - -	1,800
Net increased cost - - - - -	<u>\$6,760</u>

GRANT SCHOOLS.

81. In 1901, an average attendance of 836.39 scholars in English Schools earned \$6,983 being an average grant of \$8.22 for each scholar. The Grant earned by 435 scholars in average attendance at the Anglo-Chinese Schools was \$2,822 or an average of \$6.48. The maximum Grant recommended for each class of school has been fixed at \$18; but as this will only be given where all the circumstances of a school combine to raise it to a very high order of merit, it will be safe to estimate the average grant earned at \$15.

The number of scholars earning the grant may be regarded as unchanged in the English Schools, namely, as 836. But owing to the inefficient nature of a number of the Anglo-Chinese Schools, it may be considered certain that some of them will fail to reach the standard required by an amended Code; and it is unlikely that the number of scholars will rise above 250 for some years.

82. The net increased cost in the Anglo-Chinese Grant Schools is thus obtained:—

To 836 scholars in English Schools at \$15 - - -	\$12,540
Less present Grant to English Schools - - -	6,983
	<u>\$5,557</u>
To 250 scholars in Anglo-Chinese Schools at \$15 - - -	\$3,750
Less present Grant to Anglo-Chinese Schools - - -	2,822
	<u>928</u>
Net increased cost - - - - -	<u>\$6,485</u>

83. The sole increase under Vernacular Schools is that recommended in Section 55. The effect of this will be to double the sum now paid as grants to schools occupying leased premises, increasing it by \$2,000.

BRITISH SCHOOLS.

84. Of the further provision for education asked for in Part IV, the two British Schools will each entail the following approximate charges:—

To Headmaster at \$3,500; to Headmistress at \$1,800;	
to Mistress for the Infant School at \$600; to Sundry	
Expenses and Servants at \$700 - - - - -	\$6,000
Less fees of 60 children at \$35 per annum - - - - -	3,150
To net cost of one British School - - - - -	<u>\$2,850</u>
To net cost of two British Schools - - - - -	<u>5,700</u>



Until some experience has been gained, it will be impossible to make any more accurate estimate than the above. The rate at which fees should be charged is very doubtful.

#### THE CHINESE HIGH SCHOOL.

85. Whether the High School is placed under Government, or whether it is managed as a Grant School, the expense of its up-keep will be about the same. An average Grant of \$17 (for a high standard of efficiency may be anticipated) to 100 scholars, male and female, gives a total of \$1,700 and it is not probable that a larger sum will be needed in the near future.

#### THE NEW TERRITORY.

86. The immediate expenditure upon the New Territory will include salaries of two English-teaching and two Chinese-teaching masters in the linked Anglo-Chinese and Vernacular Schools at Uen Long and Sheung Shui. The masters will need to be well paid in order to compensate them for what they will consider banishment from Hong Kong. And as it is not proposed to place them under the immediate supervision of an English man, the two English-teaching masters will need a considerable knowledge of English. Their salaries should be at the rate of \$1,200 per annum. The Chinese-teaching masters should be paid at the rate of \$480 per annum. Rent of the school houses and other charges will cost at least \$150 for each linked school. School fees should be charged in the Anglo-Chinese Schools from the outset, and should bring in not less than \$600 per annum.

87. Thus the total cost should be estimated as follows:—

To two English-teaching Masters at \$1,200	- - -	\$2,400
To two Chinese-teaching " " 480	- - -	960
To rent and other charges - " - - -	- - -	300
		<hr/>
By fees - - - - -	- - -	\$3,660
		<hr/>
Net cost - - - - -	- - -	600
		<hr/>
		\$3,060

#### TOTAL INCREASED EXPENDITURE.

88. It is certain that the inauguration of a number of new schools and the extension of others will necessitate some increase in the cost of working the Department. No estimate of this increase, which will not be large, is attempted.

89. The total increases recommended are thus:—

Queen's College - - - - -	- - -	\$9,207
District Schools - - - - -	- - -	6,760
Grant Schools (English and Anglo-Chinese) - - -	- - -	6,485
Grant Schools (Vernacular) - - - - -	- - -	2,000
British Schools - - - - -	- - -	5,700
Chinese High School - - - - -	- - -	1,700
New Territory - - - - -	- - -	3,060
		<hr/>
		34,912

#### RATIO OF EXPENDITURE TO REVENUE.

90. The following table gives the net expenditure on education, and

the proportion it bears to the Revenue of the Colony (excluding Sales of Land) in the past ten years:—

Year	Net Expenditure on Education.	Percentage of Total Revenue.
1892	74,486	3.29
1893	65,531	3.22
1894	67,372	2.07
1895	47,021	2.37
1896	66,079	2.52
1897	58,906	2.18
1898	50,138	1.66
1899	47,135	1.24
1900	50,035	1.90
1901	60,663	1.73 (Estimated).

The percentage of the total Revenue spent on education has always been small and is still decreasing.

91. Adding \$34,912, the estimated cost of the proposed increases, to the expenditure on education for the past year, a total of \$95,575 is obtained, a sum less than 2½ per cent. on the estimated revenue of 1902 (\$4,105,965).

#### SCHOOL FEES.

92. Where reimbursements by school fees have been counted on in the foregoing calculations, the estimates have been very cautiously made. On this subject the Committee are in agreement with the Indian Education Commission of 1882, Section 354 of whose report runs as follows:—

*Policy of the Department in regard to Fees.*—The advisability of raising the rates of fees to the highest point consistent with the continued spread of education has been repeatedly acknowledged. It is, if not only, yet chiefly, by this means that Government institutions of the higher class will be enabled to approach the self-supporting stage, a result to which many educational Despatches look forward; and also that privately managed institutions will attain to greater efficiency and success. . . . The policy which we recommend has its natural and necessary limits in the fact that any increase in fees beyond the capacity of the people to pay them will result in a loss of pupils and thus defeat the object it is intended to secure. . . . We recommend that it be an instruction to the Departments of the various Provinces to aim at raising fees gradually, cautiously, and with due regard to necessary exemptions up to the highest amount that will not check the spread of education, especially in colleges, secondary schools, and primary schools in towns where the value of education is understood."

Again, in Section 194, *Recommendations as to Fees*, the Commissioners write:—"We think it generally desirable that even in primary schools fees should be raised as far as is consistent with the spread of education. . . . The whole educational fund is inadequate to the supply of schools for every group of villages, and those who enjoy the advantage of a school should contribute towards its cost so as to promote the establishment of similar institutions elsewhere. But we do not overlook the wants of the struggling poor, or of exceptionally backward races and tracts."

The proper policy of the Government towards its poorest subjects is set forth in Section 204 of the same report:—

*Poor Classes.*— . . . A Poor Law is unknown in India. The rules of caste enjoin the performance of those charitable duties, by the performance of which the relief of the destitute is distributed over the area of the family and even of the whole caste. In every caste, not excluding Brahmans, cases of great poverty exist. But

as the caste descends in the social scale, the instances of poverty increase, and the well-to-do are less able to render aid to the poorer members of their class. The best remedy is perhaps to relax the rule which requires that education, even in schools which are not entirely supported but only aided by the State, should not be purely gratuitous. We therefore recommend that in all board schools, a certain proportion of pupils be admissible as free students on the ground of poverty; and in the case of special schools established for the benefit of the poorer classes, a general or larger exemption from payment of fees be allowed under proper authority for special reasons. There may be schools which specially undertake the education of the poor, and which, under the operation of the above rule, will be unable to charge fees, and must thus depend upon charitable assistance and grants from the State. The grants which they may earn under the result system will be very small, and their case seems to deserve special encouragement. We therefore recommend that assistance be given to schools and orphanages in which poor children are taught reading, writing, and counting, with or without manual work."

## PART VI.

### MISCELLANEOUS RECOMMENDATIONS.

#### HIGHER EDUCATION.

93. There should be no attempt to provide any sort of University Education, until a far firmer grounding for it can be found than now exists in the schools of Hong Kong.

Generally speaking, the Committee view with disfavour the idea of selecting one or two promising students, and giving them a free Professional or University Education in England, as has been done in past years.

#### NORMAL SCHOOLS.

94. There is a very general idea that the main desideratum of Education in Hong Kong is a Normal School. While it is fully recognised that the qualifications of the present teachers leave much to be desired, financial difficulties in the way of such a school appear very great, and no practical scheme has yet been suggested. As far as the Chinese teachers of English are concerned, the system recommended in Sections 39, 44, and 49, ensures that they shall teach under the control of an English master; and it is hard to see what more they could gain from a Normal School. At the same time it is recognised that Chinese masters should be encouraged to keep up and extend their knowledge of English, as otherwise the teaching in the Junior Classes especially will be apt to deteriorate. This tendency should be met by making promotion in the teaching staff of the Government Schools, and the maximum Grant in Grant Schools, depend upon the masters passing regular qualifying examinations.

95. It is still less easy to see how the Normal School proposal would effect any radical improvement in the masters of the Vernacular Schools. If Chinese who have spent a number of years in Anglo-Chinese Schools are still not competent to teach English or Western Knowledge without European supervision, the present teachers of Chinese in Vernacular Schools would be even less qualified to teach Western Knowledge or their Written Language in a practical way, notwithstanding that they had spent one or two years in a Normal School. But it is certain that after such a course of study they would demand an increase in their emolument. This increase would eventually fall on the Government, as well as the cost of the Normal School; but the Committee do not recommend any more money to be spent on Vernacular Schools unless real efficiency can be assured.

ORGANISATION.

96. Under the existing arrangement the Education Department is organised under two distinct heads. Queen's College, by far the most important school in the Colony, is under its headmaster; the Inspector of Schools is responsible for this other scholastic establishments.

This arrangement, obviously an unsatisfactory one, should be abandoned when occasion offers.

CONCLUSION.

97. It is desirable to state briefly the principles which were accepted by the Committee as those which should govern the distribution of the expenditure upon education. The Portuguese community present no difficulty: their education is already provided for by the Roman Catholic Corporations, and all that remains to be done is to increase the Government share of the cost. The education of the children of British parents has been provided for on grounds which are justified by the interests of the Empire and of the Colony alike. The only difficult problem is met when the education of the Chinese in the Colony is considered. To what extent is that education a duty incumbent upon the Government? Beyond that point, how far is it expedient in the interests of the Colony or the Empire? Should the funds available be so handled as to give the greatest number a limited course of instruction; or would they be expended to greater advantage in the thoroughly educating a smaller number?

The Hong Kong Government has never pretended to supply education to all the children within its jurisdiction, never having asked the rate-payers for the very large sum which would be needed were it so largely to increase its responsibilities. It is equally unnecessary and undesirable that such an extended provision should be made. A very large number of the Chinese resident in Hong Kong prefer to send their children to be educated in their own country; they do not pretend to be citizens, or anything more than strangers in the land; yet it would be impossible to discriminate so as to avoid taxing them for an education which they would never take advantage of. Moreover, it would be necessary under the conditions contemplated to put narrow limits upon the courses of study. To suggest, for instance, that taxation should be extended in order to pay for a ten years' course for every child in the Colony is a *reductio ad absurdum*.

Thus, the argument that provision should be made for the entire population leads naturally to the conclusions, *firstly*, that taxation should be largely increased in order to provide a smattering for the children of persons who neither ask for it nor desire it; and, *secondly*, that no attempt should be made to provide a thorough education. The Committee hold that what education is given should be thorough, and that better results will be obtained by assisting to enlighten the ignorance of the upper classes of Chinese than by attempting to force new ideas on the mass of the people. Civilised ideas among the leaders of thought are the best and perhaps only means at present available of permeating the general ignorance; for this reason much more attention has been paid to the Anglo-Chinese Schools than to the Vernacular. At the same time the principle has been adopted that the cost of a good education should be borne by the recipients so far as they can possibly afford it. The taxpayer who reaps the benefit of every advance in the intelligence of the community may fairly be called upon to supply the balance.

A. W. BRKWIN.  
HO KAI, M.B., C.M.  
EDWARD A. IRVING.

## APPENDIX D.

CORRESPONDENCE RELATING TO THE PROPOSED  
ESTABLISHMENT OF (1) A BRITISH SCHOOL; (2) A  
CHINESE HIGH SCHOOL.

GOVERNOR TO SECRETARY OF STATE.

No. 343.

GOVERNMENT HOUSE,  
HONG KONG, 3rd September, 1901.

SIR,

I have the honour to forward a copy of a petition received by me and signed by over one hundred of the principal British inhabitants of the Colony.

2. The petition prays that a school may be established for Europeans only. The statements made in the petition are in accordance with the facts, and having very carefully considered the question myself, and submitted the petition for examination and report by the late and present Inspectors of Schools, I find myself forced to the conclusion that, however opposed the proposal may be to the accepted theory of State-aided education, the establishment of a school for European children is in this Colony highly expedient.

3. Putting aside the deteriorating moral effects of the mixture of the two races in school—a deterioration I venture to say not confined to European boys—it is evident that European scholars who are obliged to regulate their progress by that of their Chinese classmates, who are painfully endeavouring to assimilate Western education taught to them in a foreign language, are placed at a serious disadvantage. Under such a system I can understand the failure of the scheme of Government Scholarships adopted during the administration of Sir George Bowen, and abandoned in 1893.

4. It is important for the Colony that English boys should learn Chinese, and that Chinese should learn English, but the result of the present system of mixed teaching is that English boys leave the Government School half instructed, and Chinese boys leave knowing neither their own language nor English. The report of the last examination held at the Queen's College, which I attach,\* shows this clearly.

5. I have spoken on this subject many times with the Bishop of Victoria, who has had a long experience of educational matters in China, and I agree with him that English should be taught to the Chinese students as a special subject; that they should have some knowledge of the characters of their own language before they enter upon the study of English, and that their instruction in the ordinary Western school curriculum should be imparted in the Chinese language. There are, I understand, an ample supply of suitable books for the purpose translated into the Chinese language.

6. In the same way Chinese—at least colloquial Chinese—could be taught as a subject to English boys, for whom it would be necessary if the sphere of their future labours were to be in the Far East.

7. It must be remembered that the children for whose education the establishment of a European School is desired are the children of respectable parents who cannot afford to send them home, and who, in many cases, are driven by the present system to the abandonment of their education as, in their opinion, the least of two evils.

\* Not printed.

8. I enclose a copy of the observations of the Inspector of Schools upon the petition. Mr. Irving roughly calculates the cost of a school such as that prayed for at \$4,000 a year over and above the fees. This amount is not large. It might be reduced by increasing the fees, but having regard to the exceptional cost of living for Europeans of the class for whom the school is desired, I question if higher fees could be paid without serious inconvenience.

9. A petition on the subject of separate education has also been received from a number of Chinese gentlemen who pray for the establishment of a school where higher fees than those paid at the Queen's College may be charged. They are anxious to avoid the association of their children with the poorer classes at Queen's College, and are willing to pay fees sufficient to support the school without cost to the Colony, but they require the assistance of Government so as to secure a proper succession of masters. I shall address you on this subject in a separate despatch.

10. The present petition I venture to strongly recommend for your favourable consideration.

I have the honour to be,

Sir,

Your most obedient, humble Servant,

HENRY A. BLAKE,  
*Governor.*

The Right Honourable

J. CHAMBERLAIN, M.P.,

*His Majesty's Principal Secretary of State for the Colonies,*  
*Et c., Et c., Et c.*

ENCLOSURE NO. 1.

A PETITION FOR THE ESTABLISHMENT OF A BRITISH SCHOOL.

To His Excellency

Sir HENRY BLAKE, G.C.M.G.,

*Governor, etc., etc*

SIR,

We, the undersigned residents in Hong Kong, beg to call your Excellency's attention to the following facts with regard to education in Hong Kong, in the hope that means may be found for the provision of education for the European children in the Colony, better than exist at present.

1. The need of suitable education for European children in the Colony is now very great. The European population is steadily increasing. The number of European children in the Colony between the ages of five to sixteen (inclusive), as shown by the recent Census, is 175 males and 202 females. Of these a very large proportion are the children of parents of small means, including many employes of the Government, who cannot afford either a private education or to send their children to Europe for schooling. To these a school in the Colony where a suitable education can be obtained is an absolute necessity.

2. At present no suitable education for European children, other than Portuguese, is provided in the Colony. This statement may seem at first somewhat surprising in view of the number of schools maintained or assisted by the Government in which "a European education" is said to be "given in a European language." We venture, however, to think that the following considerations will show that our statement is not inaccurate:—

- (a) The schools in the Colony assisted by Government are ninety-six in number. Of these, seventy schools are in Class I., "in which a Chinese education is given"; three schools are in Class II., in which "a European education is given in the Chinese language." The schools in these two classes are

obviously not available for European children. The schools in Class III., "in which a European education is given in any European language," are twenty-three in number. But in the great majority of these schools the masters are Chinese only; and these Chinese masters are not only incompetent to give a European education to European children, but also habitually use their own language as the medium of instruction in explaining the English books, which they teach, to their pupils. Such schools are, therefore, also not available for Europeans. There are only two Grant-in-Aid Schools in Class III. which have English teachers, and are open to Europeans. In addition to the schools in these three classes, there are the Queen's College and the Belilos Public School maintained by the Government, in which there are English teachers; and also eleven schools maintained by the Government, in which there are only Chinese teachers. Thus of a total of 109 schools there are only four available for English children.

- (b) We consider that even in those four schools in which there are English teachers, European boys cannot secure a proper education. Education should include both the acquirement of knowledge, and also the formation of character. In both these respects we consider that the education of the European children suffers very much from the fact that Europeans and Asiatics are mixed, and the European child has to be educated side by side in the same class with large numbers of Asiatics.

As regards the acquirement of knowledge, this mixture of races operates very injuriously upon the European. The Chinese come to these schools to learn English, not to acquire general knowledge. In his report for 1866, Mr. Stewart, who was the Headmaster at the Central School and Inspector of the Government Schools, wrote: "Nothing seems to find favour with the Chinese which does not bear a market value. Hence the comparative success of the Central School, English being convertible into dollars."\* The following year "the Principal of St. Saviour's College dwelled especially on proving the difficulties one meets here in educating Chinese. They don't study for the sake of acquiring knowledge, but for the sake of dollars and to enable them to earn money, and the Very Rev. Father anticipated that with very few exceptions we would never succeed in having Chinese conversant with our sciences, but we must content ourselves with forming clerks and compradores."† In his Report for 1899 the late Inspector of Schools explains the more regular attendance at the schools in which English is taught, as compared with the Chinese schools, by the fact that "the education given is a special one having a distinct money value." We do not wish to call in question the wisdom of the Chinese in this matter; but we would point out that in a school in which the majority of the boys are Chinese, who come to learn English and not for the sake of acquiring knowledge, the European boy, who comes to acquire knowledge and not to learn English, must be at a very serious disadvantage. That the Chinese boys often do better than European boys in the examinations at such schools does not militate, as it might at first sight seem to do, against this statement; for the Chinese boys have undoubted ability, and, moreover, they far outnumber the English boys, and are of much more advanced age than their European class-mates. The methods of education, moreover, have to be adapted to the instruction of the Chinese, and many an English boy is of necessity kept back whilst instruction is laboriously imparted to those who have a very inferior knowledge of the medium of instruction. The above remarks apply also to the

\* See "Dates and Events connected with the History of Education in Hong Kong," p. 13.

† *Ibid.*, p. 21.

so-called "Foreign Classes" in the Queen's College, where Europeans and non-Chinese Asiatics are mixed.\*

As regards the formation of character, it is not easy to write without the risk of giving offence to our Chinese neighbours. It is not our wish to do this, for we gladly recognise the worth and high character of many of our Chinese fellow-residents in the Colony. But the Chinese boys in the schools are numbered by thousands, large numbers of whom, be it noticed, come from the mainland, and are in no way connected with the Colony; and the ordinary standards of truth, honour and morality amongst the masses of the Chinese people undeniably differ very widely from our European standards. Chinese children are fully conversant with many matters which are purposely kept from the knowledge of European children. Constant contact with Chinese, both in class-room and playground† must affect the formation of the character of the European boy; more especially as the average age of the European boy is much below that of the Chinese, and the younger are always apt to follow the older. It is a noteworthy fact that some of our most respected Chinese fellow-residents have recently started a school for their own children, because they do not think it desirable that they should be thrown into constant contact with the boys in the Queen's College. What is not desirable for Chinese boys in this respect is not desirable for Europeans; but the Europeans who have to send their children to the existing mixed schools have not the wealth to enable them to imitate the Chinese in this matter of starting a school for themselves.

3. "Perhaps," said Mr. Stewart in his Report for 1870, "the greatest educational want in Hong Kong is that of a school or schools for European and American children of both sexes. . . . The school need not be a free one. After the preliminary expenses of site and building, with which the Government might fairly charge itself, the fees would go far to make the school self-supporting. . . . Under whatever regulations it might ultimately be placed, such a school is very much wanted, and it is a matter of astonishment that parents have not long ago made a strenuous movement in this direction."‡ If the want existed in 1870, much more does it exist in 1901, when the number of European children has greatly increased. Efforts have been made to meet the want, notably in the case of the "Hong Kong Public School," which was commenced in 1880. This school was started by an influential committee; it had the advantage of good school-rooms provided free of rent in St. Paul's College; but it failed. The chief reasons of its failure were as follows:—First, the Government Grant-in-Aid being calculated for schools with large numbers of Chinese pupils and with Chinese teachers, was wholly inadequate to help a school with a smaller number of pupils and with European teachers. Secondly, the fees that could be charged were necessarily low. For these two reasons it was necessary to raise a large annual subscription in the Colony for the support of the school. Then, in the third place, it was a matter of very great difficulty for the managers, who of course had not the control of a large staff of teachers, as the Government has, to retain a teacher permanently at the school; the attractions of Government posts, and other causes, leading to frequent vacancies in the post of teacher. The same

\* A young English boy who goes to the Queen's College and is placed in a low class is compelled to sit idle under a Chinese assistant, who teaches his Chinese pupils in the Chinese language. Could any plan be devised more calculated to render a boy listless and inattentive throughout the rest of his school course?

† A senior master in the Queen's College stated that he sent his son to be taught there, but always took good care to keep his son in his own room away from the Chinese boys during the mid-day recess. It is a noteworthy fact that the European masters in these mixed schools have, without exception, sent their own children elsewhere for education.

‡ "Dates and Events," p. 18.



causes would operate now on any private endeavour. They simply confirm the fact, now well recognised at home, that for the effective carrying on of education the State must undertake the work. The Public School in Shanghai, with 230 pupils, of whom 80 per cent. are European, the rest being Eurasian and quarter-Eurasian, could not be carried on without an annual Grant from the Municipal Government of Tls. 4,000 with certain special grants in addition. In Hong Kong, as in Shanghai, low fees could be charged; but experience has proved that Mr. Stewart's anticipation that such a school might be nearly supported by the fees was too sanguine; and in these days it is useless to argue that necessary education should be provided by charitable contributions and not by the rates.

4. It has been urged against the proposal to found a school for Europeans only, at the cost of the rate-payers, that it would be "class legislation." As a matter of fact the present system is one of "class legislation" in favour of the Chinese as against the Europeans. All the schools in Class I. and Class II. and almost all the schools in Class III. are available for the Chinese only. The Government has just voted \$9,000 to build a school in Yaumati, and that in spite of the fact that others wished to establish such a school, asking for nothing more than a Government Grant-in-Aid. It is idle to say that that school and scores of other schools maintained or supported by Government are available for Chinese and Europeans alike. Even the schools in which English is taught, where they have Chinese teachers and instruction carried on in the Chinese language, are no more available for Europeans for the purpose of education than the sea is available for them as a place of residence. It is true that a large proportion of the rates is paid by the Chinese. It is equally true that no inconsiderable proportion is paid by Europeans. The Chinese are bountifully provided by the Government with an education such as they desire. The Europeans are not. We do not grudge the Chinese the advantages given to them; we only ask for similar advantages for Europeans. This Colony is a composite one. Both Europeans and Chinese are absolutely essential for its very existence. By all means let the Chinese have the advantage of a good education; but we cannot believe that it is wisdom or justice on the part of the Government to make it impossible for Europeans of small means to remain in the Colony unless they are prepared to forego a proper education for their children.

5. It does not fall within our province to enter into details as regards the character and management of such a school as is suggested; but there are certain points of importance, arising from the peculiar circumstances of Hong Kong, to which we think it well to call your Excellency's attention.

- (a) In view of the fact that there are many Europeans in Hong Kong who require something more than a Primary Education for their children, we think that a school for Europeans ought to combine both Primary and Secondary Education. The scale of fees might easily be adjusted in such a way that those who desired a higher education should pay higher fees. It must be remembered that the Queen's College provides the Chinese with more than a Primary Education.
- (b) We consider that it should be possible for the children to obtain Christian teaching in the school. At present the only religion taught in the Government Schools is Confucianism! Europeans may justly claim that their children should have the opportunity of Christian teaching. Some arrangement, such as exists in Board Schools in England, by which teaching in the Christian Scriptures should be given by the ministers of various denominations to the children of such parents as might wish for it, would in our opinion be essential.
- (c) In view of the sparseness in which the European population is scattered, and the difficulty of locomotion, especially in summer,

we consider that it would be necessary to make some arrangement for the boarding of some of the children. This is very largely done in Government Schools in India.

6. In conclusion, and on account of the foregoing considerations, we venture to appeal to your Excellency for the establishment of a school for Europeans only, where people of small means may be able to obtain a suitable education for their children. Whatever may be advanced in argument as a matter of theory, we do not believe that any European in the Colony, from your Excellency downwards, can really consider that the system of mixing a small number of European children with vast numbers of Asiatics in the same schools is really beneficial. As a matter of practical politics such a school as we have advocated is most urgently needed. We most earnestly hope, therefore, that your Excellency will be able to give a favourable response to our appeal.

[Here follow 114 signatures.]

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ENCLOSURE NO. 2.

A PETITION FOR THE ESTABLISHMENT OF A HIGH SCHOOL FOR CHINESE.

HONG KONG, 2nd March, 1901.

SIR,

On behalf of an important and influential section of the Chinese community, we desire respectfully to draw the attention of His Excellency the Governor to the urgent need for a suitable English School for the education of the children—both boys and girls—of the upper classes of the Chinese resident in this Colony.

2. The efforts of the Government have hitherto been directed almost exclusively to the spread of an elementary education among what may be called the lower and lower-middle classes, both Chinese and non-Chinese. But the higher and more thorough training of the children of the more well-to-do classes has never been provided for.

3. The Queen's College and the Belilios Public School are excellent Government institutions in their way, but the exceedingly large number of pupils attending these schools and the paucity of English teachers, and the indiscriminate and intimate intermingling of children from families of the most various social and moral standing, render them absolutely undesirable as well as unsuitable for the sons and daughters of respectable Chinese families.

4. As Government Board Schools the above institutions answer their purposes admirably, but we submit that, in view of the large increase to the Chinese population of a higher social status and permanently residing in this Colony, it is time that some provision should be made for a secondary education for their children.

5. At present, Chinese who wish to give their sons a good English education have either to send them to England or the United States for a long period or to engage at great expense a private tutor, who after all may not be a trained teacher. In the first case the children are parted from their parents at a most impressionable age and incur a very great risk of finding themselves unable on their return to resume their proper position in the family.

6. The want is now increasingly felt of a school at which such a thorough knowledge of English could be obtained as would enable boys to leave school at a suitable age, and on proceeding to England to at once enter on the special course of study prescribed for the profession which might have been selected for them by their parents.

7. The best interests of the family demand also that the liberal education of Chinese boys should be accompanied by a commensurate advance in

the education of Chinese girls, and it is for this reason that the scheme which we now beg to submit to His Excellency's most favourable consideration makes equal provision for girls.

8. The expense entailed upon the Government by the adoption of the scheme may at first sight appear great, but we do not consider that it will be in any way out of proportion to the results which are to be looked for. It is at present a constant complaint that, having received an education in the Government Schools, the Chinese have failed to assimilate to any extent English sympathies and ideas, and are ever backward in responding to the call of public duties. But we are confident that thorough education on the lines which we now suggest will soon remove all cause for such complaint. Such an education will not only endow our young men and women with more open minds and greater public spirit, but will result in the more cordial co-operation of the British and Chinese nations and closer intercourse between them.

9. It is well said that "large outlay on education is, if wisely directed, far from being necessarily open to the charge of extravagance. On the contrary, an excellent system of public education is one of the best forms of national investment. In commercial and industrial efficiency, in a higher level of civic duty, and, above all, in the wider diffusion of moral culture and religious feeling, the nation is amply repaid for what it spends."

10. We beg to subjoin a scheme\* which roughly represents our proposals. Should His Excellency deem them worthy of consideration, we shall be happy to discuss them more fully in a personal interview at any time that His Excellency may desire.

We have the honour to be,

Sir,

Your most obedient Servants,

HO KAI.  
WEI AYUK.  
FUNG WA CHUN.  
CHAN TUNG SHAKO.  
UEN LAI CHUN.  
LO KUN T'ENG.  
S. W. TSO.  
WEI ON.

The Honourable  
J. H. STEWART LOCKHART, C.M.G.,  
*Colonial Secretary.*

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### ENCLOSURE No. 3.

#### NOTES ON ENCLOSURE No. 1 BY THE INSPECTOR OF SCHOOLS.

With reference to the question whether such a school should be established by the Government of Hong Kong, the following three points must be settled :—

- A. Is there any inherent objection to such a school on the ground that while supported by general taxation, it would be for the benefit of one class only ?
- B. If justifiable in principle, is it necessary ?
- C. If necessary, what kind of school should it be ?

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\* Not printed.

A.—As I understand the matter, public funds may be devoted to any object that will add to the strength or wealth of the Colony; such objects are, the erection of batteries and forts, public works, and the equipment of the rising generation with knowledge and character enabling them to subserve the general welfare. Now, as to this last object, there is one section of the community perhaps of more vital importance than any other, and that is the members of the mechanical and engineering trades, the skilled British labour in the dockyards and manufactories, the engineers on local steamers and steam tramways. They are the back-bone of the Colony in time of peace, and their professional knowledge would be a potent factor in its defence in war time. Many of them are already members of the Engineer and other Companies of the Volunteer Force.

I base my justification of such a school as is proposed principally on the good it would do the Colony, by strengthening this vitally important class. To justify its creation, such a school must show itself an addition to the local and imperial armoury; it is no question of granting a compassionate allowance to one section of the community, however deserving.

B.—There are in the Colony, according to the recent Census, 175 boys and 202 girls between the ages of 5 and 16. Few of these are children of the comparatively wealthy classes who can afford to live at the Peak. Most of them have parents of the professions above enumerated. To such parents there are three courses open. *Either* they can send their children home to be educated; *or* they can avail themselves of the existing schools; *or* they can let their children grow up without instruction. As regards the first alternative, it is simply out of the question on the score of expense in most cases, the expense not only of sending them home, but of the maintenance of two establishments out of one income. But in the few cases where they can be so sent home, they are probably lost to the Colony; it is at least as likely as not they will never return. The second alternative before them is to send their children to Queen's College or some other of the local schools. Apart from the educational question, and speaking of the climate, there seems no particular reason why children should not grow up in Hong Kong. And it is hard to exaggerate the value to the Colony and the Empire's Far-Eastern interests which there would be in a thoroughly acclimatised, technically trained, well-educated nucleus of mechanics and engineers, who having lost nothing of the natural characteristics added thereto a knowledge of the Chinese language (such as they could hardly fail to pick up) and a full understanding of Chinese methods of business. At present this dream is unrealisable in part. One of two characteristics must be absent: the education must go or the character must suffer, though probably the requisite education is not attainable by any existing means.

The character must suffer. I have the greatest respect for the many good qualities of the Chinese, and feel that I can say without offence that I should strongly object to send children of my own to attend a mixed school. The Right Reverend the Lord Bishop of Victoria, who was for 30 years (I believe) Head of a Chinese Missionary College in Ning Po, and should know, if anyone does, is a signatory of the Petition, paragraph 2 of which expresses my meaning very clearly.

So universally is this opinion held that the second alternative is in practice hardly an alternative at all. The children are brought up, or allowed to grow up, ignorant. Their sons will be more ignorant still. When we might have had a strong full-blooded British community born to the soil, to carry on our commerce against American, German and French competition in the Far East, we are laying up for ourselves an unlearned, unskilful, unpatriotic generation of "mean whites" to be the standing disgrace of the Colony.

C.—Assuming the school to be unobjectionable and necessary, it remains to consider what its nature should be. The Petition asks for both Primary and Secondary Education. The necessity for the latter must be conceded

if my view of the matter is a correct one, and it should be carefully arranged to suit the practical requirements of the Colony.

What the cost to the Colony would be can hardly be estimated at present.

\* \* \* \* \*

There would be considerably difficulty in finding a site. Unless it develops into a success, perhaps the Bellics Reformatory might be adapted to this use.

EDWARD A. IRVING,

*Inspector of Schools.*

P.S.—I should add that I am in agreement with those points raised in the Petition to which I have not alluded except the matter of religious instruction. I hold that if this is given at all it should be before or after school hours.

GOVERNOR TO SECRETARY OF STATE.

No. 380.

GOVERNMENT HOUSE,

HONG KONG, 24th September, 1901.

SIR,

I have the honour to forward a letter received from eight of the leading Chinese gentlemen of the Colony praying that facilities might be afforded them for securing for the children of the better class Chinese a good English education, their reasons for desiring a special school being given. I deferred dealing with this until the general question was being considered, but remembering that the better classes of Chinese are quite as anxious as any European to preserve their children from contact with children of a lower class, intimate communication with whom would be prejudicial to their moral character, I sympathise with the desire of the writers, and hope to receive authority to meet their views as well as those of the European Petitioners for a separate school.

2. The question might present itself that the wealthy Chinese could themselves engage the teachers; but I do not think that they could secure the same class of teachers and the same continuity that would result from the employment of teachers by the Government.

3. I entirely agree with the remarks of the Inspector of Schools, and, if we can secure the attendance of the children of the Chinese upper classes, many of whom will if the schools succeed come down from China, and some of whom will probably form part of the official class of the future, the consequences may be far-reaching, and the benefit to this country may amply repay the small outlay that the scheme demands. If the school turns out a success the fees can be raised so as to cover all the expense, for the class for which the schools are intended is wealthy and can well afford to pay. I shall be glad to be authorised to enter upon this interesting experiment.

I have the honour to be,

Sir,

Your most obedient, humble Servant,

HENRY A. BLAKE,

*Governor.*

The Right Honourable

JOSEPH CHAMBERLAIN, M.P.,

*&c. &c. &c.*

SECRETARY OF STATE TO GOVERNOR.

HONG KONG.  
No. 408.

DOWNING STREET,  
6th December, 1901.

SIR,

I have the honour to acknowledge the receipt of your despatch No. 343 of the 3rd September, enclosing a memorial from certain British inhabitants of Hong Kong, asking that a Government School may be established for European children; and of your despatch No. 380 of the 24th September, enclosing a letter from certain Chinese residents asking that a suitable, English School may be established, with the assistance of Government, for the education of the boys and girls of the Chinese upper classes.

2. In view of your strong recommendation, and the arguments with which it is supported, I am prepared generally to approve of the adoption of both these proposals.

3. Before, however, any definite steps are taken towards the establishment of either school, I shall be glad to be furnished with further and fuller details of the initial and the annual cost of each school, so far as they can be foreseen at present.

4. I think that it will be necessary for the Colonial Government to limit the amount of its building grant in the case of the proposed Chinese Higher School. I am very doubtful whether Government could afford to contribute a sum equal to or not much below \$100,000 if so much were raised by private contributions.

5. You will doubtless also consider and report in due course how the establishment of these two new schools will affect the Queen's College, and whether it will be possible to effect any reduction of the expenditure on the latter school.

6. I observe from the account of the system of education in Hong Kong, which has been drawn up by Mr. IRVING for the Board of Education, that there is a school for sons of the troops in the Colony. If this is in way controlled or supported by the military authorities, I presume that it will cease to exist on the opening of a Government School for European Children. I also assume that the British and American pupils at the Belilios Public School are likely to be transferred to the new school.

7. It is of course understood that the new schools will be placed under the supervision of the Inspector of Schools.

I have the honour to be,

Sir,

Your most obedient, humble Servant,

J. CHAMBERLAIN.

Governor

Sir HENRY A. BLAKE, G.C.M.G.,

etc., etc., etc.

NOTE.—A School for European British subjects resident in the Colony has now been opened at Kowloon, and had during the year 1903 an average attendance of 46. [Ed.]

## APPENDIXE.

## THE GRANT CODE.

## PRELIMINARY CHAPTER:

1. A sum of money is annually granted by Government for Public Education in the Colony, and is administered by the Government through the Inspector of Schools.

Object of Grant.

2. The object of the Grant is to aid in maintaining:—

- (a) English Schools.  
(b.) Vernacular Schools.

## CHAPTER I

## INTRODUCTORY.

- "English School." 3. The term "English School" means a school in which the study of the English Language is a compulsory subject, or in which the English Language is the medium of instruction.
- "Vernacular School." 4. The term "Vernacular School" means a school in which the Chinese language is the sole medium of instruction during the hours of attendance.
- "Grant School." 5. The term "Grant School" means any English or Vernacular School in receipt of a Grant under the Code.
- "Inspector." 6. The term "Inspector" means the Inspector of Schools or any person employed by the Government as Acting Inspector, Sub-Inspector, or Inspector of Needlework.
- "Managers." 7. The term "Managers" includes all persons who have the management of any Grant School, whether the legal interest in the school house is or is not vested in them.
- "Attendance." 8. "Attendance" means attendance at instruction during four hours in one day.
- Note (i.) The times constituting attendances must be so arranged for each school as to render practicable an effective supervision of the Attendance Registers.
- Note (ii.) The class registers must be marked and finally closed before the minimum time constituting an attendance begins. If any scholar entered in the register as attending is withdrawn from school before the time constituting an attendance is complete the entry of attendance should be at once cancelled.
- Note (iii.) The minimum time constituting an attendance may include an interval for recreation of not more than 15 minutes in a meeting of three hours, and not more than 10 minutes in a shorter meeting.
- Note (iv.) Visits paid during the school hours, under proper guidance, to Museums, Art Galleries, and other places of educational value, or of national or historical interest, may be reckoned in making up the minimum times constituting an attendance, provided that not more than ten such attendances may be claimed for any one scholar in the same school year, and that the places to be visited and the arrangements for such visits are approved by the Inspector.

Note (v.) No attendance is, as a rule, recognised for any scholar under five years of age, or over 20 years of age, without the express consent of the Inspector.

9. An attendance may, with the approval of the Inspector, be divided into two half-attendances of not necessarily equal duration. The marking of these half-attendances will be carried out as indicated in Article 8. "Half At-  
tendances."

10. The "Average Attendance" for any period is found by dividing the total number of attendances made during that period by the number of times on which the school has met during that period. "Average  
Attendance."

11. The "Annual Grant List" is a register, kept by the Inspector, of all schools in receipt of a Grant under the Code. "Annual  
Grant List."

Note (i.) The Annual Grant of a school begins to run, as a rule, from the date on which the school is placed upon the Annual Grant List.

Note (ii.) Any school from which the entire Annual Grant is withheld, is at once removed from the Annual Grant List, and cannot be replaced thereon until a fresh application has been addressed to the Inspector.

12. The "School Year" is the year or other period for which an annual Grant is for the time being paid or payable under this Code. "School  
Year," and  
payment of  
Grants.

Note (i.) The Grant becomes payable on the first day of the month following the end of the School Year. The Government at the time of agreeing to place a school on the Annual Grant List informs the Managers in what month the Grant will become payable, and this month continues the same from year to year, unless the Government informs the Managers of a change.

Note (ii.) An instalment of the Grant may be paid when, owing to a change in the date of the School Year, or any other sufficient cause, the time at which the Grant would otherwise be payable is delayed by three months or more.

Note (iii.) Where a Grant is payable for a school which has been closed, the amount of such Grant shall not as a rule exceed the amount of the net outstanding liabilities on current account of the school at the time of its closing.

13. The Managers may adopt for purposes of instruction an Educational Year, which need not be identical with the School Year. "Educa-  
tional Year."

## CHAPTER II.

### INSPECTION.

14. The Inspector is required to visit schools, to enquire whether the conditions of Annual Grants have been fulfilled, and to report to the Government. Duties of  
Inspector.

15. The Inspector may visit at any time without notice any school in which the scholars are receiving instruction under the Code. The Manager or Teachers must, if required, produce for his inspection the registers, log-book, and, after due notice, the cash-book. Any of these documents may be required to be sent to the Inspector or to the Government. Visits with-  
out notice.

## CHAPTER III.

### MANAGEMENT.

16. The Managers are held responsible by the Government for the conduct of their schools, for their maintenance in efficiency, and for the provision of all necessary furniture, books, and apparatus, and in particular of :— Duties of  
Managers.

- (a.) Suitable Registers ;
- (b.) A Diary or Log-book ;



Note (i.) The Log-book must be stoutly bound and must be kept by the principal Teacher, who is required to enter in it from time to time such events as the introduction of new books, apparatus, or courses of instruction, any plan of lessons approved by the Inspector, the visits of Managers, absence, illness, or failure of duty on the part of any of the school Staff, or any special circumstances affecting the school that may, for the sake of future reference or for any other reason, deserve to be recorded. No reflections or opinions of a general character are to be entered in the Log-book.

Note (ii.) In the case of schools where the principal teacher is not European, the Managers are required to record their visits in the Log-book, and to note therein the attendances at the time of their visits.

Note (iii.) The summary of any report made by the Inspector and any remarks made upon it by the Government must, as soon as communicated to the Managers, be copied verbatim into the Log-book and signed by them.

(c.) A Cash-book ;

(d.) The Code and Revised Instructions for each year.

**Managers' Returns.** 17. Managers are supplied with a form of Annual Return, which they are required to have ready for the Inspector immediately after the end of the School Year. Any other Returns called for by the Government must be duly made.

**Registers and accounts.** 18. It is the duty of Managers to see that the admission and daily attendance of the scholars are carefully registered by or under the supervision of the principal teacher, and periodically to verify them, and to keep accurate accounts of income and expenditure.

**Inspector to have timely notice of all closures.** 19. Notice must be sent to the Inspector by the Manager, as soon as is possible in each case, of every date upon which a school will be closed, or its ordinary work suspended, during the year. These dates should include the usual and any special holidays, and any closure on account of epidemic sickness.

Note—This article is not intended to limit the discretion of Managers in closing a school temporarily in the event of a sudden emergency.

**Compliance with order to close school.** 20. The Managers must at once comply with any notice of the Sanitary Authority or of the Medical Officer of Health, requiring them for a specified time, with a view to preventing the spread of disease, or any danger to health likely to arise from the condition of the school, either to close the school or to exclude any scholars from attendance, but after complying they may appeal to the Government if they consider the notice to be unreasonable.

## CHAPTER IV.

### ANNUAL GRANTS.

#### GENERAL CONDITIONS.

**Conditions of Annual Grant.** 21. The conditions required to be fulfilled by a school in order to obtain an Annual Grant are those set forth in this Code. The decision of Government whether these conditions are fulfilled in any case is final and conclusive.

**Application for Grant.** 22. Before a new school can be placed on the Annual Grant List an application must be made to the Inspector by the Manager, and particulars be given as detailed in Schedule A.

**Children not to be refused admission.** 23. No child may be refused admission as a scholar on other than reasonable grounds.

24. The school must not be unnecessary. School not to be unnecessary.

25. A school must have met on not less than 200 days in the year. Minimum number of meetings.  
 Note.—If a school claiming an Annual Grant for the first time has not been open for a whole year, or if a school has been closed during the year under medical authority or for any unavoidable cause, a corresponding reduction is made from the number of meetings required by this Article.

26. The Government must be satisfied :— Conditions relating to—  
 (a.) That the school premises are healthy, lighted, cleaned, drained, and ventilated, and contain sufficient accommodation for the scholars attending the school, and that the school has a sufficient Staff, furniture, and is properly provided with suitable desks and furniture, books, maps, and other apparatus. In no case shall there be less than 80 cubic feet of internal space and 8 square feet of internal area for each unit of average attendance. (a.) premises, Staff, furniture, and apparatus.

Note.—The plans of all new school premises and enlargements must be approved by the Government before such new premises and enlargements are passed under this Article.

- (b.) That the course of instruction is in accordance with a time table, to be approved for the school by the Inspector. (b.) Course of Instruction, and Time Table.

Note (i.) The course of instruction in English Schools intended for the education of Chinese scholars should include, in the three lowest standards :—

- (i.) Daily practice in colloquial English.
- (ii.) Elementary Geography.
- (iii.) Instruction in the Chinese written language.

And in the four highest standards, in addition to the above—

- (iv.) General History in Outline.
- (v.) General Geography, special importance being paid to the British Empire.
- (vi.) Elementary Mathematics.

Note (ii.) The course of instruction in Vernacular Schools should, as a rule, include :—

- (i.) The explanation of the Chinese characters, which should keep pace with the learning of them.
- (ii.) Elementary History.
- (iii.) Arithmetic, including Mental Arithmetic and the Multiplication Table.

Note (iii.) Any other subject may be included in the Course of Instruction, provided that a graduated scheme for teaching it be submitted to, and approved by, the Inspector.

27. The income of any school must be applied only for the purposes of that school. Application of income of school.

28. The conditions required of Managers under Chapter III. must be fulfilled. school fulfilled.

WITHDRAWAL OF GRANTS.

29. No school on the Annual Grant List will be deprived of a Grant under Articles 34 and 35 until the following conditions have been fulfilled :—

- (1.) The Inspector must, in his annual report, report the school inefficient and state specifically the grounds of his judgment, and the Government must communicate the report to the Managers and give formal warning to them that the Grant may be withheld under this Article if the Inspector again reports the school inefficient.
- (2.) The Inspector must, in his next annual report, and after a visit paid with due notice during the last month of the school year, again report the school inefficient, and again state specifically the grounds of his judgment.

Power to warn instead of withholding Grant.

30. In cases where any of the conditions of Annual Grants set forth in this Code (except such conditions as are specially imposed by law) are not fulfilled, the Government have power, after considering all the circumstances, to pay the Grant or portions of the Grant, and give a warning to the Managers that the Grant may be withheld next year.

SUBJECTS AND AMOUNT OF GRANTS.

31. The Annual Grant is made up of the several Grants, which, with their amounts, are enumerated in the following Articles.

32. Except where it is specially provided otherwise, the sum mentioned is the amount of a year's Grant for each unit of average attendance.

A fraction of a unit, if it reaches  $\cdot 5$ , may be counted as an additional unit.

33. If the Grant is paid for a period other than a year, the year's Grant is increased or diminished by one-twelfth for each month more or less than a year.

Principal Grants to English Schools.

34. Grants are made to English schools under this Article.

(i.) A Principal Grant of \$5, \$6, \$7, or \$9, is made to schools provided with a staff competent to give instruction in the subjects of the lower standards.

(ii.) A Principal Grant of 25s., 30s., or 35s. is made to schools provided with a staff fully competent to give instruction in all subjects of the seventh standard, payment being made at the average rate of exchange for the year in which the Grants are earned.

Principal Grants to Vernacular Schools.

35. Grants are made to Vernacular Schools under this Article.

(i.) A Principal Grant of \$5, \$6, \$7, or \$9, is made to schools provided with a Staff competent to give instruction in the subjects of the Lower Standards.

(ii.) A Principal Grant of 15s., 17s. 6d., or 20s. is made to schools provided with a Staff fully competent to give instruction in all the subjects of the Seventh Standard, payment being made at the average rate of exchange for the year in which the Grants are earned.

Method of assessment.

36. The Government will decide which of the Grants enumerated in Articles 34 and 35 shall be paid after considering the report and recommendation of the Inspector upon each of the following four points: provided that it shall not be possible for any school to earn the highest Grant unless it shall have been reported as "thoroughly efficient" by the Inspector for two consecutive years.

(a.) The suitability of the instruction to the circumstances of the scholars and the neighbourhood.

(b.) The thoroughness and intelligence with which the instruction is given.

Note.—The Inspector will periodically examine the scholars so far as may be necessary to enable him to form an accurate judgment on these points.

(c.) The sufficiency and suitability of the Staff.

Note.—In reporting upon the sufficiency and suitability of the Staff, the Inspector will have regard to the fitness of each Teacher for the work allotted to him.

(d.) The discipline and organisation.

Note.—In reporting upon the discipline and organisation, the Inspector will have special regard to the conduct of the scholars, to the neatness and order of the school premises and furniture, and to the proper classification of the scholars, both for teaching and examination. To meet the requirements respecting discipline, the Managers and Teachers will be expected to satisfy the Inspector that all reasonable care is taken, in the ordinary management of the school, to bring up the scholars in habits of punctuality, of good manners and language, of cleanliness and neatness, and also to impress upon

them the importance of cheerful obedience to duty, of consideration and respect for others, and of honour and truthfulness in word and act.

37. Where the Government is satisfied that by reason of a notice of the Epidemic Sanitary Authority under Article 20 or any provision of Law requiring the exclusion of certain children, or by reason of the exclusion under medical advice of children from infected houses, the average attendance has been seriously diminished, and that consequently a loss of Annual Grant would, but for this Article, be incurred, the Government have power to make a special Grant, not exceeding the amount of such loss, in addition to the ordinary Grant.

38. Grants may be made to schools occupying leased premises of two-thirds of the rental. Grants in aid of Rent.

Note.—The rental is reckoned as not exceeding that paid for similar buildings in the immediate neighbourhood.

39.—(1) Aid may be granted to build new schools if the Government is satisfied.— Building Grants.

- (a.) That there is a sufficient population requiring a school in the neighbourhood.
- (b.) That the school is likely to be maintained in efficiency.
- (ii.) The Grants made by the Government for building, enlarging, improving, or fitting up schools will in no case exceed one-half of the actual cost.
- (iii.) The site, plans, estimates, specifications, title, and trust deed, must be previously approved by the Government.
- (iv.) The extension of the area of existing school-rooms to receive more scholars, and the addition of Teachers' dwellings to existing school-rooms, may be treated *pro tanto* as new cases.
- (v.) The Trustees (or other legal representatives) of the school must state by a declaration of Trust to be registered in the Land Office :—
  - (a.) That the premises will be used for educational purposes and for no other purpose whatever.
  - (b.) That the school will be managed in accordance with the principles of the Grant Code in force for the time being.
  - (c.) That the school and premises will be open, at all reasonable times, to educational and sanitary inspection by the Government.
  - (d.) That, if they should hereafter desire to release themselves from the foregoing obligations they will, in such case, repay into the Colonial Treasury the whole amount of the Building Grant.
- (vi.) The Grant is paid on presentation of a Certificate (with balance sheet annexed) by the Building and Managing Committees of the school, setting forth that the building and conveyance are completed and that the money in hand will, when added to the Grant, meet all claims and finally close the account.

## SCHEDULE A.

*(To be filled up when application is made for a Grant.)*

1. What is the name of the School ?
2. Is it a Boys', or a Girls', or a mixed School ? .....
3. Where is it situated ? .....
4. What are its Dimensions ? (a)
5. What is the Average Attendance ?
6. Is the School-work conducted by a Time Table ? (b.) .....
7. Is there a regularly kept School Roll ? (c.) .....
8. What Books are to be used under the several Standards ? .....
9. What are the School-hours ? .....
10. What four hours are to be assigned to instruction in the subjects of the Standards ? .....
11. What Holidays are given, and when ? .....
12. What is the Manager's name, and what is his profession or occupation ? .....
13. What is the Head Master's name ? .....
14. What experience as a teacher has he had ? .....
15. What Assistants has he, and what are their names ? .....
16. What is the salary of the Head Master, and that of each of his Assistants ? .....
17. What annual sum is derived from School-fees ? .....
18. What annual sum is derived from Donations and Subscriptions ? .....
19. Has the School any other, and what, means of support ? .....
20. What are the various headings and amounts of Expenditure ?
21. Is there any, and what, Debt connected with the School ? ..

Signature of Applicant.....

Date of Application.....

(a.) Give the *length, breadth and height* of the room or rooms, with the extent of *wall-space* available for maps.

(b.) Enclose a copy.

(c.) Enclose a specimen page

THE  
SYSTEM OF EDUCATION  
IN  
THE STRAITS SETTLEMENTS.

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THE SYSTEM OF EDUCATION IN THE STRAITS SETTLEMENTS.\*†

I.—INTRODUCTORY—HISTORICAL SKETCH.

The Colony of the Straits Settlements consists of the Island of Geographical Singapore, the Settlement of Malacca on the mainland and the Position. Island of Penang, to which are attached Province Wellesley on the mainland opposite and the Dindings.

The distance between Singapore and Penang is 370 miles, and between Singapore and Malacca 118 miles. The Colony is consequently a unit made up of scattered items, and to some extent the educational conditions differ in the different Settlements.

Penang became British in 1786, Singapore in 1819, and the ancient Settlement of Malacca, which had belonged successively to Portugal and Holland, was finally ceded to Great Britain in 1824.

These Settlements were originally dependencies of India, and governed by the East India Company.

The population is and has always been made up of a mixture Population. of many races, speaking many languages. The predominating elements are Malays, Chinese of five tribes from Southern China, each speaking its own language, and Tamil-speaking natives of Southern India. Besides these there is a considerable European and Eurasian population, many of the latter being descendants of Portuguese, and speaking in their homes a debased form of Portuguese. The lingua franca of the Colony is Malay.

To provide education for the children of this population scarcely any steps were taken by the East India Company or by Government until 1872. No schools of importance, that is to say, were established by the Government, and no system of supervision of schools provided. The East India Company did, however, subscribe towards the foundation of schools in the different Settlements, and paid yearly towards their maintenance.

The first school opened in the Colony under British auspices The Free School, Penang. was the Free School, Penang (Free implying free to children of all religions, and not that no fees were charged). This school was opened on October 21st, 1816. The prime mover in the matter was Mr. Hutchings, the East India Company's Chaplain, the

\* Recent Reports on Education in the Straits Settlements can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

† In volume 8 of Special Reports on Educational Subjects (Cd. 835) will be found a report on the Education of Asiatics, by Mr. R. J. Wilkinson, Acting Inspector of Schools, S.S., August, 1896-August, 1900; Inspector of Schools, Federated Malay States, 1903.



Governor (the Hon. W. Petrie) having upon his representations appointed an influential committee to call a public meeting, which was held on January 10th, 1816. The East India Company subscribed \$1,500 and annual contributions at first of \$2,400. The original subscription list amounted to \$9,957. In the next year the East India Company also gave a site for the school, which had been started in a rented house. In addition to the regular English teaching, Malays and natives of India were at first taught to read and write in their own languages. This vernacular teaching was, however, before long abandoned. This is now the largest and in some ways the most successful English school in the Colony, the average enrolment for 1900 being 798. Under the present Head Master, Mr. W. Hargreaves, M.A., this school has made great advances in secondary education.

The Raffles  
Institution.

In Singapore the Raffles Institution was founded in 1823 through the efforts of Sir Stamford Raffles. Originally this was intended to be far more than an ordinary English school. The objects of the Institution, as stated by Sir Stamford Raffles himself, were :—

First—To educate the sons of the higher order of natives and others.

Secondly—To afford the means of instruction in the native languages to such of the Company's servants and others as may desire it.

Thirdly—To collect the scattered literature and traditions of the country, with whatever may illustrate their laws and customs, and to publish and circulate in a correct form the most important of these, with such other works as may be calculated to raise the character of the Institution and to be useful or instructive to the people.

It was decided that the Institution should consist of three departments :—

1. A scientific department for the common advantage of the several colleges that may be established.
2. A literary and moral department for the Chinese.
3. A literary and moral department for the Siamese, Malays, etc.

The Institution was endowed by Sir Stamford Raffles with a large amount of valuable land and with a yearly grant of \$3,600. There was, however, great delay in the confirmation of some of these grants by the Indian authorities and Court of Directors, and though eventually the money grant was confirmed, it appears not to have been paid in full till a comparatively recent date. Part of the land was, as afterwards decided by the Supreme Court, illegally resumed by the Government in 1827, and other grants sold by the trustees, also apparently illegally.

The Institution was thus crippled by want of funds, and the large schemes of its founder never seem to have been further realised than by the establishment of an English school, and some

desultory attempts, soon abandoned, at vernacular education. From 1836 to 1861 the trustees handed over their educational responsibilities to the "Committee of the Singapore Free Schools."

In 1861, the Supreme Court having decided that the trustees then in office were not legally so, and that the lands resumed by the Government should not have been resumed, new trustees were appointed and the affairs of the Institution reorganised.

Some compensation has been given by Government for the lands resumed in 1827, but it would seem to be scarcely adequate.

The Institution is now nothing but an English school. With the Free School, Penang, it takes the lead in the secondary education of the Colony.

It is, however, greatly to be regretted that, owing partly to petty hostility in certain quarters soon after its foundation, and partly to neglect by the trustees of the Institution, the founder's great idea of a "Malayan College" for the study and dissemination of Eastern literature died in the hour of its birth.

The Raffles Girls' School, now an admirably managed establishment, was opened in 1844, and is under the charge of the trustees of the Raffles Institution\* The Raffles Girls' School.

In Malacca what is now known as the "High School," but which was till 1878 called the "Free School," was opened in 1826. It was supported by the balance of an old Dutch Fund and by private donations, and was managed by a committee of Malacca residents. From 1827 it received a Government grant. This school succeeded a similar one under Dutch rule, which, however, had been closed for some time. In 1878 Government took over the school at the request of the trustees. Early in its history both Malay and Portuguese were taught at this school. The former was discontinued in 1858 and the latter in 1863. It is now merely an English school under direct Government supervision. The High School, Malacca.

Schools were opened by the Christian Brothers in Singapore and Penang in or about the year 1852. These schools received Government support, and are both of them now large and flourishing English schools. Christian Brothers' Schools.

Convent schools for the teaching of English were established in Singapore and Penang in 1851, and later in Malacca. These institutions continue to do an admirable educational and charitable work. Convent Schools.

Other schools have been opened in the different Settlements from time to time, chiefly by religious bodies of various denominations. The most important of these have been the comparatively recently opened Anglo-Chinese schools in Singapore and Penang, the first established in 1886 and the latter some years later. Both of these are now large and important English schools. Anglo-Chinese Schools.

Thus it would seem that considerable efforts had been expended

\* In the Annual Report on Education [Straits Settlements] for the year 1902, it is stated that the Government has decided to take over the Raffles Institution and Girls' School.

on English education before the Government moved directly in the matter.

Vernacular  
Education.

Very little, however, had been done for vernacular education. Small efforts had been made by Raffles Institution, Penang Free School and Malacca Free School, but they had been abandoned. In Singapore Mr. Keasberry had a Malay school, and a few small Malay schools in the different Settlements were wholly or partly supported by Government; with these exceptions the instruction of natives of all classes in their own languages was left to themselves to provide. Very little indeed appears to have been done by private schools for the Chinese, Tamils or other Asiatics. Malays, however, had in many villages schools of a sort where boys were, however, taught, not Malay, but to read the Koran. The character in which Malay is written is adopted from the Arabic, with some slight variations, but the parrot-like repetition of chapters of the Koran in a language they were not taught to understand did not enable Malay boys to read or write their own language.

In 1867 the Straits Settlements, which had hitherto been an Indian Dependency, were transferred to the control of the Colonial Office and constituted a Crown Colony.

Report of  
Select Com-  
mittee of  
Legislative  
Council.

In 1870 a Select Committee of the Legislative Council was appointed to inquire into the state of education in the Colony. The report of this Committee is of great interest, and gives an excellent idea of the state to which education had then advanced. I quote from it the following passages:—

“There are a great number and variety of schools in the Colony, some purely educational, others combining charity with education. Many of these are under the control of the Roman Catholic Clergy, but all, apparently, having a system of their own, unchecked, as a rule, by any Government supervision. By Government grants-in-aid, by voluntary subscriptions and other means, considerable sums of money have, during the last few years, been expended in the cause of education, but owing to the absence of effective supervision and the want of well-defined principles on which the schools should be conducted, your Committee is of opinion that the general result has been far from satisfactory. The Raffles Institution at Singapore, the Free Schools in Penang and Malacca, and the Roman Catholic Seminaries in the different Settlements have so far done good, that they have turned out many young men competent to earn a livelihood in Government and mercantile offices, but it is much to be regretted that the majority of these clerks know only how to read, write, and speak English imperfectly, and their education has been such, that very few of them are in a position to make any material advancement in life, or to enjoy and improve their leisure by reading and adopting other means of self-culture. It is true that most of them are competent to work out a simple sum in Arithmetic, and to copy English in a good legible hand, but, as a rule, they have no idealty: ideas

they have none, and they are quite incapable of expressing themselves in writing, either grammatically or logically. In your Committee's opinion this unfortunate state of things is mainly due to the short time that boys are kept at school by their parents, and to many of them, when at school, spending leisure hours in thinking in and speaking some other language than English. Looking to the minor schools in the Settlements, and as the vernacular schools, your Committee is of opinion that they have hitherto done little or no good. In almost every instance the sole object aimed at in such establishments is to teach the boys to read a few chapters of the Koran, and no general knowledge is attempted to be communicated . . . . On the other hand the education of females has not been neglected, but the results in this department have, in your Committee's opinion, been very much less satisfactory, generally speaking, than in the education of boys. From the above observations it will be seen that your Committee considers the state of education in the Colony has been and is in a backward state, and it is now its duty to suggest what should be done to improve and promote it.

"The first and primary point for consideration by your Committee was the generally admitted necessity of having a Superintendent or Director of Schools. Your Committee is of opinion that such an office is absolutely necessary. At present the schools are without effective supervision. . . . There might, it is apprehended, be a difficulty in finding a gentleman competent for the situation, requiring, as it does, not only a man of education, physical endurance, and high moral character, but one who has had some experience of Asiatic races, and who is possessed of the necessary patience and tact. Such a gentleman, however, might be met with, and your Committee would recommend that a liberal salary be attached to the appointment. His duties would, of course, extend to a thorough supervision of the schools receiving grants-in aid from Government throughout the Colony, and he should reside chiefly at Singapore. . . .

"Your Committee recommend a large extension of Vernacular Schools, by which it means, not schools such as are now established, where Malay children are taught a few verses of the Koran, but schools where children will be educated in their mother tongue, and where they will learn the rudiments of sound knowledge, and to read and write in the native and Roman character. Your Committee is of opinion that a boy, whether he be Chinese or Malay, can make no real progress in education until well grounded in his own language.

"However much your Committee may approve of the principle of Industrial Schools, it is of opinion that the time has not yet come for their establishment in this Colony.

"Your Committee is of opinion that a more practical system might be adopted with advantage in the female schools at present existing in the Colony . . . ."

First Inspector of Schools appointed in 1872.

Policy of the Government.

Acting upon the advice of this Committee the Government in 1872 established an Education Department, the head of which held the title of Inspector of Schools, Straits Settlements. The first Inspector of Schools was Mr. A. M. Skinner. This gentleman devoted his energies chiefly at first to establishing and bringing into order a system of vernacular education in Malay. The policy of the Government from then up to the present time has, roughly stated, been to afford under direct Government control a free education to Malays in their own language, while the provision of English education is left chiefly to the enterprise of various educational committees and missionary and religious bodies, Government assisting by the payment of grants-in-aid, and inspecting and supervising the education given in these schools.

At the same time where English schools have been required, and were not provided by such bodies, Government has, in several instances, supplied them.

Malay vernacular education is free, English education as a rule is paid for. Some of the missionary and religious bodies allow children to attend their schools free who cannot afford to pay fees, and the Government under some circumstances has allowed and continues to allow a free education in English to Malay boys who attend or have attended vernacular schools.

Statistics, 1872 & 1900.

Since 1872 the number of children attending English schools has increased from 2,641, the number given in Mr. Skinner's first annual report, to 7,528, the number in average enrolment in 1900. The number of pupils in vernacular schools in 1872 was 818, in 1900 it was 7,404. In 1872 there were in the whole Colony nineteen schools affording an English education, and twenty-eight mixed and vernacular schools. In 1900 there were thirty-nine English and 171 vernacular schools.

## II.—THE EXISTING SYSTEM.

### SCHOOL ATTENDANCE.

There is at present no compulsory school attendance. A comparison of the number of pupils attending school with the figures of the recent Census is of interest.

Present character of the population.

So large a proportion of the population of the Colony is made up of immigrants who do not bring their families with them, that the numbers of adult males and females, and of children, are very far from approaching the relative proportions which they bear to each other in places where more normal conditions prevail.

Speaking generally only Malays and Eurasians may be regarded as settled under normal conditions in the Colony. The Census of 1901 shows this very clearly.

Out of 281,933 Chinese 42,257, or 15 per cent., were under fifteen years of age.

Out of 57,150 natives of India 10,220, or 18 per cent., were under fifteen years of age.

Out of 5,058 Europeans 985, or 19½ per cent., were under fifteen years of age.

The other less important elements in the population, such as Arabs, Javanese, Boyanese, Japanese, Manilamen, Jews, Bugis, etc., would show similar results, while out of 192,311 Malays 79,296, or 41 per cent., were under fifteen years of age, and out of 7,663 Eurasians 3,223, or 42 per cent., were under fifteen.

The number of children in the Colony is thus considerably less than might be expected in a population of over 570,000.

Unfortunately, too, female education has made scarcely any progress among the Asiatic population. The English girls' schools are attended almost entirely by European and Eurasian girls, and the Malay girls' schools are very few and very ill attended. Practically, except for English-speaking girls, the educational requirements of the Colony are at present confined to boys.

These reasons to a great extent account for what would at first sight appear the comparatively small number of children attending school.

The Census of 1901 shows the following number of boys between the ages of five and fifteen in the principal nationalities:—

Europeans	-	-	-	-	-	-	-	242
Eurasians	-	-	-	-	-	-	-	976
Chinese	-	-	-	-	-	-	-	16,144
Tamils	-	-	-	-	-	-	-	3,422
Malays	-	-	-	-	-	-	-	24,971

The Europeans, Eurasians and a considerable proportion of the Chinese and Tamils attend English schools. There are in all 20,784 such boys in the Colony. The actual number of boys attending English schools in 1900 was 6,155. To pass through the seven standards beyond which the majority of boys do not continue their education should take seven years. Therefore, if all these boys attended English schools, and if it were the general rule for boys to remain until they had passed the highest standard and acquired a moderately good English education, there should be 14,549 on the books of these schools. Many of the Chinese and Tamils do not, however, attend any school, especially in the country districts where they frequently have no opportunity of doing so, and unfortunately very many who attend school for a short time never go beyond the Third or Fourth Standard. Practically all the Europeans and Eurasians attend school, and in the towns a very satisfactory number of Chinese do so.

The attendance at English schools would leave little to be desired if boys would remain at school sufficiently long. There being no compulsion as to sending children to school, I consider it very creditable to the intelligence of the Chinese of the Colony that so many of them wish their children to acquire an English education, and are willing to pay fees for their doing so. Besides those attending English schools, a considerable number of Chinese boys are taught Chinese in private schools.

With regard to the Malay vernacular schools, matters stand on a different footing. Here no fees are charged, the whole cost

Attendance,  
at English  
Schools.

Attendance  
at Malay  
Vernacular  
Schools.

of the schools being borne by Government. The attendance at these schools under the circumstances I consider far from satisfactory. The course at these schools is only a four year one. Consequently, out of the 24,971 Malay boys between five and fifteen, 9,988 should attend school. These schools being scattered all over the different Settlements wherever there are Malay villages, all Malay boys have an opportunity of attending, and have no excuse for not doing so. In 1900, however, there were only 6,591 at these schools.

It has been often suggested that attendance at Vernacular schools should be made compulsory for Malay boys. This has been objected to as involving "class legislation." A proposal is now under consideration to enforce attendance on all boys living within a certain radius of a school where a free education is provided in their own language.

Malays are not in any way hostile to schools, but their natural indolence makes them entirely indifferent as to whether their children attend school or not. Such a law as is proposed would, I believe, result in great good, and would not be felt in any way to be a hardship.

School  
Attendance  
Ordinance  
for Malacca.

[The following extract is taken from the Annual Report on Education [Straits Settlements] for the year 1902:— In Malacca the School Attendance Ordinance was brought into force from the beginning of May. This Ordinance provides that persons residing within a mile and a half of a school where their boys between certain ages can receive a free education in their own language, are bound under a small penalty to send them regularly to school. The Governor in Council is empowered to bring it into force when and where he pleases. It has so far been enforced only in the Settlement of Malacca.

\* \* \* \* \*

The introduction of the Ordinance met with no real opposition on the part of the people, and that it has worked satisfactorily is evidenced by the fact that the percentage of attendance to enrolment is slightly higher for 1902 than for 1901, although the names of all boys who should attend schools, whether they had done so or not, were entered on the register when the Ordinance was introduced, whereas previously only the names of boys who had been actually brought to school were so entered. Had there been any general dissatisfaction caused by the objection to send children to school, a falling off in the percentage of attendance must have shown itself.

The most useful result of the Ordinance has, however, yet to show itself. While there was no compulsion, children generally came to school only for a year or two, and few went through the four standards. All will now have to do so.

The Ordinance having proved a success in Malacca, I am glad to say it is shortly to be introduced into Province Wellesley, where I have no doubt it will work equally well (see page 169 below.). At present, at any rate, it is not proposed to introduce it into towns.]

*The System of Education in the Straits Settlements.* 143

The total number of children attending the various classes of Total schools in 1900 in the different Settlements was :—

	Average Enrolment.	Average Attendance.	number of Children attending Schools of various Classes in 1900.
<i>Singapore :</i>			
3 Government English Boys' Schools -	559	522	
11 Aided English Boys' Schools -	2,779	2,462	
1 Aided Chinese Vernacular School -	14	12	
16 Malay Vernacular Boys' Schools -	834	699	
Total boys - - - - -	4,186	3,695	
5 Aided English Girls' Schools -	824	736	
6 Malay Vernacular Girls' Schools -	114	92	
Total girls - - - - -	938	828	
<i>Penang and Province Wellesley :</i>			
11 Aided English Boys' Schools -	2,203	1,907	
1 Aided Chinese Vernacular School -	46	31	
64 Malay Vernacular Boys' Schools -	2,975	2,192	
Total boys - - - - -	5,224	4,130	
3 Aided English Girls' Schools -	394	318	
13 Malay Vernacular Girls' Schools -	431	327	
Total girls - - - - -	825	645	
<i>Malacca :</i>			
1 Government English Boys' School -	171	159	
3 Aided English Boys' Schools -	443	395	
11 Malay Vernacular Boys' Schools -	2,782	2,056	
Total boys - - - - -	3,396	2,610	
2 Aided English Girls' Schools -	155	140	
9 Malay Vernacular Girls' Schools -	208	153	
Total girls - - - - -	363	293	

There were thus in average enrolment at all classes of schools 14,932 children, of whom 7,528 attended English schools and 7,404 Vernacular schools.

Some private schools exist apart from the Government system. There are a few of these for English children, chiefly for girls, and a considerable number of small Chinese schools where the Chinese character is taught. As to these it is difficult to obtain statistics, but the number of pupils is considerable.

**ADMINISTRATION.**

For some years after the initiation of Government educational control there was only one educational officer for the whole Colony,



the Inspector of Schools, whose headquarters were in Singapore. A Superintendent of Education was appointed later for Penang, and subsequently a Sub-Inspector of Schools for Malacca. These two officers are under the Inspector of Schools for the Straits Settlements. The title of the Inspector of Schools has recently been changed to Director of Public Instruction.

The Government English schools and all the Malay vernacular schools are directly controlled by the Education Department. The aided schools are inspected and grants paid to them by Government in accordance with the recommendations of the Department.

#### FINANCE.

The total Government expenditure on education in 1900 was \$191,852.50, the dollar being at present about equivalent to 2s. Of this amount \$54,210.50 was paid in grants for results to aided schools, \$22,488.49 was spent on the Government English schools, and \$59,240.45 on Malay vernacular schools, besides a sum of \$4,142.71 expended on the Training College for Malay Teachers which was established in Malacca during the year.

The estimated revenue of the Colony for 1900 was \$6,748,441, so that the expenditure on education was under 3 per cent. of the estimated revenue.

The expense for each child at a Malay school varied only from \$13.74 for each girl in Singapore to \$9.33 for each boy in Malacca.

The expenditure for children at English schools varied very greatly, the highest being about \$60 for each pupil, the Government grant at the aided schools as a rule paying nearly half the expenditure. At some of the smaller and less efficient English schools, where the staff is weak and ill-paid, the expenditure per head was exceedingly small.

The fee at English schools as a rule is \$1.50 a month, but in many cases lower fees are taken, and in some cases, especially at the Mission schools, boys are admitted without fee. In some of the larger schools a higher fee is charged in the "Special Class" for secondary education.

#### MALAY VERNACULAR SCHOOL CURRICULUM.

The object of these schools is to give an elementary education to Malays in their own language. In a four-year course the children can learn to read and write Malay fluently and well, both in the Malay modification of the Arabic character and in Romanised character. The latter was introduced about six years ago. The boys now learn to read and write Romanised Malay as well and easily as the Arabic character.

Besides reading and writing, the four simple rules of arithmetic, with local weights, measures, and money, are taught, and a little very elementary geography.

In the Girls' Schools Romanised Malay is not taught, but the girls learn to sew and to knit.

Would the children but attend regularly through the whole course, the instruction given appears to be sufficient for the class

of people for whom it is provided. The Malays of the Colony are a community of agriculturists and fishermen, without ambition, satisfied with their surroundings, and making their living easily from the land or sea, apparently incapable of being stirred to interest in commercial or professional pursuits, or of competing with the thrifty Chinese as handicraftsmen.

Malay schoolmasters were formerly trained at a college in Singapore, where they went through a one-year course. This college was closed in 1895. A new Malay Training College was opened in 1900 in Malacca, where teachers for the Colony and Federated Malay States are to be trained in a two-year course.

Training of  
Malay  
Teachers.

#### ENGLISH SCHOOL CURRICULUM.

To the great majority of children in an English school, English is a foreign language. The first requisite is to teach these children to speak, read and write English. That this is so involves unfortunately to some extent the keeping back of English-speaking boys and girls who attend schools, as in most cases they do, where the bulk of the pupils are now English-speaking. The requirements of the Government Code are framed primarily for the non-English-speaking pupils.

The course of elementary instruction at English schools is divided into seven Standards. Formerly there were six Standards only, the seventh being added to keep pace with the educational requirements of the Colony.

Until two years ago the Government grant was awarded on individual passes, with the apparently necessary result of useless cramming, and mechanical in place of intelligent instruction. The evils of the system had long been felt by the Department and teachers, and several efforts had been made to introduce a more intelligent system before the introduction of the present Code. (See Appendix A.) This was drawn up by Mr. R. J. Wilkinson, who was acting as Inspector of Schools during my absence on leave in 1899. It has, I believe, given general satisfaction, and has undoubtedly resulted in a more satisfactory system of English instruction. Under this Code the principal grant is based on the number of children presented at the annual inspection, and the general level of the work shown.

On paper the acquirements of a pupil who has passed Standard VII. (in Standard VII. the pupils are still individually examined in all subjects, and a certificate given to those who pass) should be nearly, if not quite, equal to those of a pupil who has been through a similar course at an English Elementary school.

I fear, however, that this is not in fact true. The feeling that the pupils who are being examined are dealing with a foreign language is apt to cause an almost insensible and unnoticed lowering of the standard. At any rate, there can be no doubt of the fact that boys do either by accident or the remissness of the inspecting officers continually obtain passes in Standard VII. whose knowledge of English is anything but accurate. I believe that it must

always be the case that a low general average of attainment must cause the lowering of the standard to be attained. There have been many complaints that our boys who have passed Standard VII do not know English thoroughly. I am far from disputing the fact. But I do maintain that the average level of English knowledge is rising, and rising considerably.

I believe India and other Eastern Colonies suffer from the same want of accurate knowledge of the English language among their pupils.

It is curious that, in regard to this particular, the want of anything like an accurate knowledge of English, no class of pupils gives more, if as much, trouble as the Eurasians. These people, the majority of whom are descended from the Portuguese settlers of Malacca, speak in their own homes, some of them a bastard form of Portuguese, and some of them bad English. All of them know Malay in a way, and some of them some Chinese or Tamil. But scarcely any of them have any language which they can speak, or in which they can think with any accuracy. In practice it is found far easier to teach correct English to a Chinese boy who when he comes to school knows not a word of English, than to most Eurasian boys who have been accustomed from their earliest childhood to speak English of a sort.

The arithmetic in our schools is extremely good. Chinese boys are up to a certain, not very high, point excellent mathematicians, and are extremely hard working. There is here little tendency among the boys to shirk work for play. Generally they are themselves anxious to learn; the Chinese especially intend to learn in order to make money, and waste little time on play in school time. Anything that can be learnt by heart is well learnt by most of our pupils.

Training of  
Teachers for  
English  
Schools.

One of the greatest difficulties which we have to contend with in our English schools is the difficulty of procuring efficient teachers. None of our schools can afford a complete staff of trained teachers from England. English-trained teachers are paid from about \$125 a month up to about \$250, a few headmasters of large schools of the first grade receiving considerably more. Teachers belonging to missionary bodies get various lower rates of pay. The local teaching material is very bad. Pupil-teachers are allowed under the Government Code, but have hitherto proved anything but a success. Generally, where schools have tried pupil-teachers, I fear it has been merely in order to gain an increased Government grant, and in very few cases have the pupil-teachers on the completion of their course, adopted teaching as a profession.

In 1901 the Government sanctioned the establishment of a Training School for local teachers, which it is hoped may be started at the beginning of 1903, and which should gradually lead to a great improvement in elementary English education.

Salaries.

The pay of local teachers is very small in most cases. Few rise to more than \$60 or \$70 a month, while the minimum rate of

pay is in some schools \$15 or even less. In one or two schools, however, really efficient local teachers have been engaged at higher rates of pay. Generally the poor quality of teachers and low rate of pay act and react on each other, the bad teachers keeping the scale of pay low, and the low pay tending to keep the average quality of the teachers bad.

English elementary education has in this Colony very great difficulties to contend with, and if these are considered the progress which has been made may probably be regarded as fairly satisfactory.

#### SECONDARY EDUCATION.

But while opinions may differ as to whether elementary English education is altogether a success, there can be no doubt that in secondary education the Colony has done well, and especially so in the last few years. In this respect, at any rate, the Colony compares very favourably with others.

Boys who have passed Standard VII. are allowed at the annual inspection to take up "extra subjects" equivalent to the specific subjects of the English Code, and by passes in these subjects earn an additional grant for their school. Formerly boys were allowed to take up an unlimited number of these subjects. This undoubtedly led to, in many instances, a very superficial method of instruction for the purpose of "grant snatching." A boy is now restricted to three "extra subjects" in one year.

Most of our larger schools have "Special Classes" where these subjects are taught.

But the great encouragement to secondary education has been furnished by what are now known as "Queen's Scholarships." These scholarships, which enable boys who obtain them to receive a University education in England and to qualify themselves for one of the learned professions, were originally established in 1885 under the name of Higher Scholarships, which was changed to Queen's Scholarships in 1889. The examination was at first held locally, then for many years a special examination was held by the Cambridge Local Examination Syndicate, and since 1897 these Scholarships have been awarded on the results of the Cambridge Senior Local Examination.\*

Two Scholarships are now offered annually and are of a value not exceeding £250 a year for not more than five years.

These valuable Scholarships naturally give rise to very keen competition among the various schools where there are "Special Classes." Hitherto they have been generally, though not exclusively, won by Raffles Institution and the Penang Free School.

In addition to the two Queen's Scholarships a number of Government Scholarships are awarded annually on the results of the same examination to boys remaining at school.

\* In the Annual Report on Education [Straits Settlements] for the year 1902 it is stated that a "separate examination for the Queen's Scholarships has been arranged for, and the first examination under the new syllabus will be held in March, 1904."

Cambridge  
Local Ex-  
aminations.

The introduction into the Colony of the Cambridge Local Examinations has also greatly stimulated secondary education. That, considering the number of boys in our schools, and the fact that more than three-quarters of them are non-English-speaking, the Colony does well in these examinations appears to be shown by the following figures:—

At the examination held in December, 1899, eighteen boys passed the Senior Examination, one boy with second-class and three with third-class honours.

At the same examination thirty-three boys passed the Junior Examination, one with second-class honours.

At the examination held in December, 1900, twenty-three boys passed the Senior Examination, one boy, a Chinese, gaining first-class honours, four getting second-class, and six third-class honours. Thirteen boys passed the Junior Examination, two with second-class honours.

It is greatly to be wished that a fair proportion of those who have passed these examinations could be induced to adopt teaching as a profession. Very few have at present done so. It might reasonably be hoped that a supply of good local teachers might thus be obtained, but the English schools will have first to offer better salaries to young men who hold these certificates.

Educational  
Commission.

Towards the end of 1901 the trustees of Raffles Institution petitioned the Government to take over the management of their school. This school and the Penang Free School are the chief centres of Secondary Education. Partly in consequence of this request and partly because it is thought that the time has come for a thorough inquiry into our educational methods, Government proposes to appoint an Educational Commission to report on the advisability of taking over these two institutions, provided the trustees of the latter consent, and to report further on the system of Secondary Education to be adopted in future, and especially on the question whether Government should or should not take over the whole control of Secondary, Commercial, and Technical Education in the Colony.

It is obvious that the appointment of this Commission may lead to very radical changes in the present educational system.\*

#### COMMERCIAL EDUCATION.

At present nearly all the Eurasians, and a large proportion of the Chinese, who have gained seventh Standard certificates, become clerks either in Government Offices or mercantile and legal firms.

There has been much complaint as to the inefficiency in English of the average clerk. Generally it has been the practice for boys who

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\* The Report of this Commission, April, 1902, and the Annual Reports on Education for 1902 and 1903, can be seen at the Board of Education Library. The Raffles Institution was taken over by Government in January, 1903, and in March, 1904, had an attendance of about 530 boys, of whom 80 are in Standard VII, 22 in Commercial Classes, and 44 in the Mechanics and Science Classes. The Penang Free School has not been taken over.

intend to become clerks to leave school directly they have gained a seventh Standard certificate, and to at once get employment.

As there appeared to be a demand, especially in Singapore, for better qualified clerks, and to encourage boys, who with no chance of obtaining a Queen's Scholarship remain at school, to acquire an education which should especially fit them for the profession they intend to adopt, Government has recently sanctioned a grant for Commercial Classes at schools which have Special Classes, the two to be managed separately and boys to be given the option of entering whichever they prefer. The "Commercial Class" grant is calculated to produce about as much for the school as could be earned by the same number of boys in the "Special Class."

Only two Singapore Schools have as yet established "Commercial Classes." Instruction is given in shorthand, typewriting, commercial arithmetic and composition. It remains to be seen whether this new departure is likely to turn out a success.

#### TECHNICAL EDUCATION.

Not much has been done in this direction. There are, indeed, peculiar difficulties in instructing the heterogeneous Asiatic population in handicrafts, agriculture or such subjects. The Chinese are wedded to their own tools and methods, and it is doubtful whether Malays would consent to receive instruction in crafts in which they could hardly hope to compete successfully with the more thrifty Chinese, or whether any useful end would be served by instructing them in improved methods of rice planting or fruit growing, when they will not consent to apply the knowledge of these subjects which they now possess, gained from generations of experience, to the best advantage, but too often from sheer indolence allow their fruit gardens and padi fields to deteriorate, because they will not take the trouble to do on them the work which they know to be necessary.

With the object of encouraging Eurasian lads to qualify themselves as mechanical engineers, surveyors, etc., Government gives a number of Industrial Scholarships of \$180 a year each. The holders of these scholarships are generally apprenticed to one of the Dock Companies or large engineering firms, where they receive a practical training.

Until lately there has been little or no competition for these scholarships, but in the last two years it is satisfactory to find that they have excited more attention among the people for whom they are intended. A night class for the instruction of Industrial scholars in the theory of their profession has been recently started by Government.

#### REFORMATORY.

Until this year there has been no such institution in the Colony. For years past the need for it has been called attention to by the Magistrates and by successive Inspectors of Prisons. There have been a number of juvenile vagrants chiefly in the towns of Singapore and Malacca. Magistrates were at a loss to know what to do with such boys when they were brought before them. They were

naturally loth to send them to prison. Frequently, however, after being repeatedly cautioned and flogged at the Court, boys eventually found their way into gaol.

At the beginning of this year, however, a reformatory for the whole Colony was opened seven miles from the town of Singapore and placed under the Education Department. The building is a temporary one, and unfortunately the fence round it is so inadequate that escapes have been frequent. A wall, however, is now to be put up, and it is hoped that when this has been done escapes will be at any rate rare. The boys, of whom twenty-five were received in less than four months from the opening of the institution, are taught shoe-making or carpentry. Other trades will probably be added as the number of boys increases. They are taught also to read and write Romanised Malay and a little arithmetic.

The majority are Chinese, but there are some Indians and Malays. Were it not for the present difficulty of preventing the boys from running away, the place would seem likely to prove a success, the boys making excellent progress in the trades which they are being taught.

#### FEMALE EDUCATION.

It is in this that the Colony is most backward, and this fact it is which most seriously interferes with all the education of Asiatics, and to some extent of Eurasians.

The attempts to overcome the prejudices of the Malays and Chinese to the education of their girls have hitherto met with very little success. The lower class Eurasian girls, too, receive little if any education.

There is no more absolutely ignorant, prejudiced, and superstitious class of people in the world than the Straits-born Chinese women. Almost the same may be said of Malay women and of a majority of the Eurasians. The consequence is that the home influences of most of the children are a great impediment to education.

It is almost hopeless to expect to be able to really satisfactorily educate even the boys of the classes referred to, while their mothers remain stumbling-blocks to real enlightenment. It is here that the greatest difficulty lies which has to be met by those concerned with the education of the youth of the Straits.

Although a few Malay girls attend school just long enough to learn to read and write, and although a few comparatively successful attempts have been made to get Chinese girls to attend English schools, the prospect of any widespread improvement in this respect is very remote.

To enforce compulsory education upon girls of Asiatic parentage would arouse bitter hostility, and would at present be difficult, if not impossible, but until, by some means, the women of the Colony are intellectually raised, education here can never be thoroughly satisfactory.

J. B. ELCUM,  
Director of Public Instruction.  
Straits Settlements.

January, 1902.

APPENDIX.

CODE FOR ENGLISH GRANT-IN-AID SCHOOLS AND INSTRUCTIONS TO INSPECTING OFFICERS.

I. CODE FOR ENGLISH GRANT-IN-AID SCHOOLS.

GENERAL CONDITIONS OF THE GRANT-IN-AID.

I. The conditions required to be fulfilled by a school in order to obtain a Grant-in-Aid are those set out in this Code. The decision of Government as to whether they are fulfilled is final and conclusive.

II. No child may be refused admission on other than reasonable grounds. Managers of schools are required, in the event of a pupil leaving the school, to furnish to him, on written or personal application from his parent or guardian, a certificate giving the following particulars :—

- (a.) The standard or standards in which he was receiving instruction at the time of leaving. If the pupil has been retained under Section XXII. for re-examination in the same standard, the fact should be so stated.
- (b.) The number of days he has attended school during the school year.
- (c.) Whether any fees are due to the school he is leaving.
- (d.) Whether his conduct at school has been satisfactory.

Pupils coming from another school must not be admitted without furnishing the above certificate, nor should they be admitted if any money is due to the school which they are leaving.

III. The school must not be unnecessary.

IV. The school must not be conducted for private profit and must not be farmed out by the Managers to the Teachers.

V. The school shall have met not less than 200 days in the course of the school year (see Section XIII.), and each meeting shall have been for not less than three hours.

VI. The school shall be open at all times to the inspection, with or without notice, of the Head of the Education Department, or of any person authorized by Government for that purpose. The Head of the Education Department is the Inspector of Schools, or, in his absence, the Superintendent of Education at Penang or the Sub-Inspector of Schools at Malacca.

VII. The number of scholars in average attendance shall not exceed an average of forty scholars to one Teacher or two Pupil-teachers.

VIII. The buildings, books, and school-apparatus must be suitable and sufficient.

IX. Registers of Attendance shall be kept in accordance with the Regulations . . . , and such additional Regulations as may be laid down by the Inspector of Schools. A school diary shall be kept, and a detailed account of the income and expenditure of each school shall be furnished annually to the Education Department in the Form provided for that purpose.

The diary must be stoutly bound and contain not less than 300 pages. It must be kept by the principal Teacher, who is required to enter in it, from time to time, such events as the introduction of new books, apparatus, or courses of instruction, structural alterations, the visits of Managers,



absence, illness, or failure of duty on the part of any of the school staff, or any special circumstances affecting the school that may, for the sake of future reference or for any other reason, deserve to be recorded.

X. There shall be a recognised Correspondent for every school, who must be connected with the school as Manager or Director, or as one of the body of Managers or Directors, and through whom all general correspondence with Government shall be conducted and to whom all Government allowances shall be paid.

XI. A school must be efficient.

A school is regarded as satisfying this Article if the Head of the Education Department does not recommend the withholding of the Principal Grant and the Grant for Discipline and Organisation. These Grants will not be withheld under this section until the following conditions have been fulfilled :—

(a.) The Head of the Education Department must, immediately after his annual visit, report to Government that the school is inefficient, and, after stating specifically the grounds for his judgment, must give formal warning to the Managers that the Grant may be withheld under this Article at the next annual inspection if the school is again reported inefficient.

(b.) The Head of the Education Department must, immediately after his next annual visit, again report the school inefficient and again report specifically the grounds for his judgment.

A school may be reported inefficient as regards its higher standards only. In that case the provisions of Section XII. will apply to those standards only and not to the standards up to and inclusive of Standard IV.

XII. The Government may, at its discretion, if the Head of the Education Department reports that after six months' notice, any of the above Regulations have not been carried into effect, reduce the amount which may be earned at the following inspection. But no Grant earned previously to such notice shall be stopped.

XIII. The Head of the Education Department shall inform the Correspondent in what month to look for his annual visit, and this shall remain the same from year to year. Notice of the day of his visit shall be given beforehand to the Manager or Correspondent. The twelve months beginning with the first day of the month of the visit of the Head of the Education Department, shall be called the "School Year."

XIV. A time-table, setting forth the subjects of instruction and the hours devoted to them, shall be hung up in each class-room, and any change in this time-table shall be recorded in the school diary.

XV. Schools which have hitherto received a Grant for Results, will, provided they comply with the above conditions, be entitled to the privileges of this Code. New schools to be entitled to these privileges must make application to Government through the Education Department. They must shew that they are established under such conditions as regards management and the probable number of pupils, as to hold out a reasonable prospect that they will become permanently successful.

XVI. The annual Grants will be given at the beginning of the calendar year following that in which the examinations are held.

#### SUBJECTS AND AMOUNTS OF GRANTS IN ENGLISH GRANT-IN-AID SCHOOLS.

XVII. The Grant-in-Aid shall be given under the following heads :—

- (1.) A Principal Grant of \$16, \$14, or \$12 for every pupil actually presented for examination in Standards V. to VII. inclusive, and of \$8, \$7, or \$6 for every pupil actually presented for examination in Standards I. to VI. inclusive.

- (ii.) A Grant for Discipline and Organisation of \$1, \$1.50, or \$2 for every pupil in average attendance at the schools.
- (iii.) A Grant of \$5 for each pass in an Extra Subject in all schools, and of \$3 for each pass in Needlework in Girls' schools only.

XVIII. After considering the report of the Head of the Education Department, the Government shall decide which of the sums under heads (i.) and (ii.) shall be paid to a school. The grade of Grant given need not be identical in the higher and lower standards.

XIX. The lowest Grant in each case is a fixed Grant and may not be reduced except under Section XII., nor may it be withdrawn unless the whole Grant is withdrawn.

XX. The highest Grant under head (i.) for the Higher Standards shall not be paid to any school in which any class above Standard IV. is in charge of a Master who does not hold a certificate, from the Education Department, of competency to carry out the duties entrusted to him in that class.

XXI. All pupils whose names are on the Registers of the school must be present at the inspection, unless their absence can be reasonably accounted for, but no pupil can be presented for examination unless he shall have attended the school for at least 100 days during the school year in question. Attendances at another school may, however, be counted subject to the approval of the Inspector of Schools and to the production of a certificate under Section II.

This approval will not be granted unless the provisions of Section II. are consistently observed.

XXII. In ordinary circumstances, pupils should be advanced not less than one standard in a year, and the approval of the Inspector must be obtained for any departure from this rule. This approval will not, as a rule, be withheld.

XXIII. Approval (under Section XXII.) for the retention of a pupil in the same standard, must be expressly rescinded by the Inspector before the pupil can be presented for examination in a higher standard at the same or any other school.

XXIV. Except in the highest standard, the pupils presented for examination may, at the discretion of the Inspecting Officer, be examined by selection, not less than one-third being individually examined in each subject. In the highest standard every pupil shall be examined.

XXV. Pupils examined in the highest standard shall, on application, receive a certificate setting out the subjects in which they have passed.

XXVI. Pupils may be presented for examination in Geography and in Arithmetic in a higher standard than that in which they are examined in English; but their standing for the purpose of calculating the Principal Grant will be reckoned by the standard in which they are examined in English Subjects.

XXVII. Reading, Writing, and English are the "English" Subjects within the meaning of Sections XXVI. and XXVIII.

XXVIII. No pupil may be presented for examination in an Extra Subject until and unless he has obtained a full pass in all the English Subjects in Standard VII.

XXIX. No pupil may be presented for examination in more than three Extra Subjects or in more than one stage of the same extra subject.

XXX. Schools, giving instructions in Vernacular language, as well as in English, may be examined in those languages, but shall not receive a separate Grant for them.

Allowance shall, however, be made under Section XVIII. for the additional labour involved in the teaching of such a Vernacular language.

XXXI. For the guidance of Inspecting Officers and the information of Managers of schools the Inspector of Schools may, with the approval of

Government, publish Rules and Regulations for the conduct of examinations and for the issue of certificates under Section XX. of this Code.

XXXII. The Standards of Examination for English Grant-in-Aid Schools are given in Schedule I.

XXXIII. . . . .

**SUBJECTS AND AMOUNTS OF GRANTS IN VERNAICULAR GRANT-IN-AID SCHOOLS**

XXXIV. The Grant-in-Aid to a Vernacular school shall be given under the following heads :—

(i.) A principal grant of \$8, \$7, or \$6 for every pupil actually presented for examination above Standard IV.; and of \$4., \$3.50, or \$3 for every pupil presented in Standards I. to IV. inclusive.

(ii.) A grant for Discipline and Organisation of \$1, 75 cents, or 50 cents for every pupil in average attendance at the school.

XXXV. The provisions of Sections XVIII., XIX., and XXI. regarding English Grant-in-Aid schools shall also apply, *mutatis mutandis*, to Vernacular Grant-in-Aid schools.

XXXVI. The Standards of Examination for Vernacular Grant-in-Aid schools are given in Schedules II., III., and IV. for Malay, Tamil and Chinese schools respectively.

**PUPIL-TEACHERS.**

XXXVII. In order to enable Managers to meet the future requirements of the Code by the systematic training of students for the profession of Teaching, Grants will be made for Pupil-teachers.

XXXVIII. Pupil-teachers are boys or girls selected by the Managers to assist the Teacher of a School in maintaining discipline and instructing the lower classes, they themselves continuing to be *bona fide* pupils, regularly receiving at least two hours' daily instruction.

XXXIX. In making this selection, the Manager is required only to observe the following regulations :—

(1.) The names of the Pupil-teachers must be submitted to the Education Department for registration ; they must have passed the Fifth or a higher Standard in Reading, Writing, Arithmetic, and at least one additional subject.

(2.) Pupil-teachers at the date of registration must be not less than fifteen years of age completed.

XL. Pupil-teachers will be registered in such schools only as satisfy the following conditions :—

(a.) The whole school must be favourably reported on by the Inspector as regards :—

- (1.) Discipline.
- (2.) Instruction.
- (3.) Premises, Furniture, Apparatus, &c.
- (4.) Stability;

(b.) The School must have obtained a Grant, for at least three years preceding the date of application, in Standard VII.

(c.) To entitle a school to one Pupil-teacher, the average number of pupils in attendance during each of the three preceding years must be not less than fifty ; for every additional fifty in average attendance during three successive years, a school will be entitled to an additional Pupil-teacher ; but not more than two Pupil-teachers will be registered for any school during the same year.

XLII. The course of studies for Pupil-teachers is laid down as follows :—

	General Subjects of Examination.	School Management.	Certificate of Manager and Inspector.
First year, Candidates must be not more than 18 years of age.	All subjects assigned to Standard VI.	To give a Reading lesson to any class not higher than Standard IV.	According to form.
Second year, Candidates must be not more than 19 years of age.	All subjects assigned to Standard VII.	To give a lesson in Reading, Writing or Arithmetic to any class up to Standard V.	Same.
Third year, Candidates must not be not more than 20 years of age.	All subjects assigned to Standard VII.	Improved skill in teaching a class not higher than Standard V. in any subject.	Same.

Managers are bound to see that Pupil-teachers are properly instructed both as pupils and in teaching, and the Head of the Education Department, if satisfied that this duty is neglected, may decline to recognise any Pupil-teachers as members of the staff of a school under the same Manager. The hours during which such instruction is given should be entered on a timetable to be kept in the school.

XLIII. Every Pupil-teacher presented for examination must produce a certificate from the Manager of his school in the following form :—

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School,

I hereby certify that  
 has fulfilled the duties required of him with punctuality, diligence, obedience and intelligence, and that to the best of my knowledge and belief his moral character has been uniformly good. I further certify that he has regularly received not less than two hours' daily instruction.

Manager.

XLIII. No Pupil-teacher can be presented for his first examination within six months of the date of registration.

XLIV. The inspecting officer examining the school for a Grant will, at the same time, examine the Pupil-teacher in the subjects laid down, and will require him to give a lesson in his presence. If he is satisfied with the candidate's proficiency, he will sign the certificate, upon which the Manager may claim a Grant.

At the first year's examination, Pupil-teachers will be required to pass in a majority of subjects in Standard VI. ; at the second year's examination, in a majority of subjects in Standard VII. ; and at the third year's examination, in all subjects of Standard VII.

XLV. If a candidate fail to satisfy the Inspector, he may be presented again at the next annual inspection, in the same subjects of examination, but no result-payments for a candidate who fails can be claimed at the time of failure.

XLVI. Grants will be made for Pupil-teachers as follows :—

First year's examination,	\$100+Grant for Standard VI. Passes
Second do.	\$150+Grant for Standard VII. Passes.
Third do.	\$200+Grant for Standard VII. Passes.

## STANDARDS OF EXAMINATION FOR

SUBJECTS.	STANDARD I.	STANDARD II.	STANDARD III.
<i>Reading.</i> *	Spell out and read easy words from the Reader or Vocabulary in use in the class.	Read and explain a passage from a 1st Standard Reader in use in the class.	Read and explain a passage from a 2nd Standard Reader in use in the class.
<i>Writing.</i> †	Form and join letters on the slate from a printed copy.	Twelve easy words dictated from the Reading Book in use in the class.	A passage dictated from the Reading Book in use in the class.
<i>Arithmetic.</i> ‡	Notation and numeration up to 1,000. Simple addition and subtraction of numbers of not more than three figures. In addition not more than five columns to be given. The multiplication table to 6 times 12.	Notation and numeration up to 100,000. The four simple Rules to short division. The multiplication table.	The former Rules with long division. Addition and subtraction of money (Straits and English).
<i>English.</i>	An approved vocabulary of not less than 600 words.	A further approved vocabulary of not less than 600 words.	A total vocabulary of 1,500 words. The Present, Perfect, and Future tenses (active and passive) of any verb occurring in the Vocabulary.

See Instructions to

Scholars may be examined in the work of any Standard lower than that in which  
 \* The object of translation into the vernacular is to ascertain whether the boy understands vernacular languages, nor will it be expected of boys who can give in English the meaning III. only.

† The passage selected for Dictation will be read slowly once, dictated, and then re-read. VI., and VII.

‡ The Arithmetic will (except in Standard VI.) be the same for girls as for boys, but the

JLE I.

ENGLISH-TEACHING SCHOOLS.

STANDARD IV.	STANDARD V.	STANDARD VI.	STANDARD VII.
Read and explain a passage from any 4th Standard Reader.	Read and explain a passage from any 4th Standard Reader.	Read and explain a passage from any 5th Standard Reader.	Read well and with fluency a passage from any English book or newspaper and explain its meaning.
A passage dictated from the Reading book in use in the class.	A passage dictated from a 4th Reader not in use in the class.	A passage dictated from a 5th Reader not in use in the class.	A passage dictated from any modern book or newspaper.
The four Compound Rules (money, weights and measures, Straits and English). Reduction.	Practice, Bills of Parcels, and Single Rule of Three.  Addition and subtraction of proper fractions with denominators not exceeding 12.	Fractions, Vulgar and Decimal, Simple Proportion and calculation of simple interest upon a given principal (Questions involving recurring decimals will not be put to girls).  Mensuration of rectangles and rectangular solids (boys only).	Averages, Percentages, and Stocks.
The Imperfect, Future, Perfect and Pluperfect tenses (active and passive) of any verb in the Vocabulary or Reader in use in the class.	To conjugate any verb in any mood or tense except the Subjunctive.	To conjugate any verb in any mood or tense.  Analysis of sentences.	A general knowledge of Grammar and Syntax.

Inspecting Officers below.

They are presented. Standards the word or passage read. It is not to be taken to require any accurate knowledge of what they read. The vernacular may be used in explanations in Standards I, II, and importance will be attached to handwriting, and copybooks must be shown in Standards V., questions set will be of a more elementary character.

## SCHEDULE

## STANDARDS OF EXAMINATION FOR

SUBJECTS.	STANDARD I.	STANDARD II.	STANDARD III.
<i>English, Contd.*</i>	.....	.....	The construction of simple sentences involving the use of the verbs "to be" and "to have" only.
<i>Geography.†</i>	... ..	.....	.....
<i>Needlework.</i>	<ol style="list-style-type: none"> <li>1. Hemming, seaming (top-sewing), felling.</li> <li>2. Knitting. Two needles, plain, <i>e.g.</i>, a strip or a comforter.</li> </ol>	<ol style="list-style-type: none"> <li>1. The work of the previous standard with greater skill. A small untrimmed garment or other useful article.</li> <li>2. Knitting. Two needles, plain and purled, <i>e.g.</i>, cuffs or any simple knitted article, vests, &amp;c.</li> </ol>	<ol style="list-style-type: none"> <li>1. The work of the previous standards, stitching on coarse material, pleating and sewing on strings. A simple untrimmed garment, <i>e.g.</i>, a pinafore, an apron, a petticoat.</li> <li>2. Herring-bone stitch on single thread canvas or on cheese cloth.</li> <li>3. Darning (simple) on single thread canvas or on cheese cloth.</li> </ol>

See Instructions to

Scholars may be examined in the work of any Standard lower than that in which they

\* The construction of sentences will be tested by translation from the vernacular into

† In the Seventh Standard, the geographical subjects set for the Cambridge Preliminary

In the Sixth Standard, special attention should be paid to the geography of the British

Continued.

ENGLISH-TEACHING SCHOOLS—Continued.

STANDARD IV.	STANDARD V.	STANDARD VI.	STANDARD VII.
<p>construction of simple sentences, verb being in Indicative.</p>	<p>The construction of (any sentences, the verb being in the Indicative, Potential or Interrogative. To write from memory a short and easy story read out twice and explained.</p>	<p>The construction of dependent sentences. To describe some common object or occurrence, or to write from memory an easy story read out twice and explained.</p>	<p>To write a simple essay on one of three given subjects, or to write from memory an easy story read out twice.</p>
<p>.....</p>	<p>A general geographical knowledge of the principal Oceans, Countries, Mountains, Rivers and Towns of the World.</p>	<p>The Geography of Great Britain and her Possessions.</p>	<p>The Geography of Asia and the Indian Archipelago.</p>
<p>the work of the previous standards, being and securing in. An unlined garment, a chemise. Learning plain (as thin places) on making web material. Knitting, 4 needles, simple knitted garment. Patching on coarse linen (herring-bone stitch). Cutting out, in paper, a child's waist or plain apron (two sizes) to be cut out by simple scale of pattern.</p>	<ol style="list-style-type: none"> <li>1. The work of the previous standards and button-boiling and sewing on buttons. A simple garment to be cut out by the maker.</li> <li>2. Knitting, four needles, a simple knitted garment.</li> <li>3. Plain darning of a hole in stocking-web material.</li> <li>4. Cutting out, in paper and in material, a garment suitable for making up in Standard III.</li> </ol>	<ol style="list-style-type: none"> <li>1. The work of previous standards and tuck running. Any garment to be cut out by the maker.</li> <li>2. Patching in calico and print.</li> <li>3. Cutting out, in paper and in material, a garment suitable for making up in Standard IV.</li> </ol>	<ol style="list-style-type: none"> <li>1. The work of previous standards and gusset making. Garment cut out by the maker.</li> <li>2. Darning on coarse linen (diagonal cut) and on woolen material (hedge tear).</li> <li>3. Cutting out (in paper) a reduced and an enlarged pattern of the garment selected for the year's work.</li> </ol>

Writing Officers below.

presented.

in (in Standard V. and VI.) by the correction of faulty constructions. Senior Local Examinations may be taken as alternative subjects. Provinces in Asia.



SCHEDULE II.

STANDARDS OF EXAMINATION FOR MALAY VERNAICULAR SCHOOLS.

SUBJECTS.	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.
<i>Reading.</i> { Jawi Romanised	Spell and read easy words of not more than two syllables. To point out and give the names of small and capital letters.	Read any passage from any easy Reading-book. Spell out and read easy words.	Read a harder passage from a Reading-book. Read from an approved Reader.	Read well and fluently from print or manuscript. Read from any Reader. Read fairly fluently from any Romanised Malay book.
<i>Writing.</i> { Jawi Romanised	Write and join letters on the slate from dictation. Single letters, small and capitals.	Write from dictation an easy passage from a Reading-book. Write easy words dictated.	Write from dictation a passage from any Reading-book. Write from dictation from an approved Reader.	Write from dictation a passage from any Reading-book.
<i>Arithmetic.</i>	Notation and numeration up to 1,000. Simple addition and subtraction of numbers of not more than three figures. In addition not more than five columns to be given. The multiplication table to 6 times 12.	Notation and numeration up to 100,000. The four simple Rules to short division. The multiplication table.	The former Rules with long division. Addition and subtraction of money (Straits).	The four compound Rules, money, weights and measures (Straits).
<i>Composition.</i>			Write out from memory the substance of a short and easy story read over twice.	Write from memory the substance of a narrative read over twice.
<i>Geography.</i>			A general knowledge of the chief Countries and Towns, Seas, Mountains, &c., of the World.	Elementary knowledge of Geography and especially of that of the Malay Peninsula.

STANDARDS OF EXAMINATION FOR TAMIL VERNACULAR SCHOOLS.

SUBJECTS.	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.	STANDARD V.
<i>Reading</i>	To read correctly a few lines from any approved book, not previously studied, equal in difficulty to the first part of the First Book of Lessons.	(a)--To read correctly a few lines from any approved book, not previously studied, equal in difficulty to the second part of the First Book of Lessons. (b)--To answer simple questions on the meaning and subject-matter of the second part of the First Book of Lessons, or of an equivalent portion, previously prepared, in any approved book of equal difficulty. Manuscript or cadjan books may be brought up instead of printed books.	(a)--To read with ease and correctness a few lines from any approved book, not previously studied, equal in difficulty to the Second Book of Lessons. (b)--To answer questions on the meaning and subject-matter of the lessons comprised in a portion, previously prepared, of the Second Book of Lessons, or any approved Reading-book of equal difficulty. Forty pages to be brought up.	(a)--To read with ease and correctness a few lines from any approved book, not previously studied, equal in difficulty to the Third Book of Lessons, and also from any ordinary manuscript. (b)--To answer questions on the meaning and subject-matter of lessons comprised in a portion, previously prepared, of the Third Book of Lessons, or any approved Reading-book of equal difficulty. Fifty pages to be brought up.	To read and to answer questions on the subject-matter comprised in Book I. of the "Panchatantram."
<i>Writing.</i>	To transcribe in large hand on a slate, board, or cadjan, a short sentence from the Reading-book in use.	To write from dictation words out of the Reading-book in use.	To write from dictation a passage out of any book, not previously studied, equal in difficulty to the Second Book of Lessons.	To write from dictation a passage out of any book, not previously studied, equal in difficulty to the Third Book of Lessons.	To write from dictation a passage out of any prose book, not previously studied, somewhat more difficult than the Third Book of Lessons.
<i>Arithmetic.</i>	Simple addition and subtraction of numbers of not more than 3 figures.	The four simple Rules.	The compound Rules up to and including multiplication, in Straits money weights and measures.	The four compound Rules, in Straits money, weights and measures.	Simple Rule of Three.
<i>Geography.</i>			A general knowledge of the Continents, Oceans, chief Countries, Islands, Seas, Rivers, and Mountains of the world.	An elementary knowledge of the physical and political Geography of the Malay Peninsula.	A more exact knowledge of the Geography of the Malay Peninsula and an elementary knowledge of the Geography of India and of the Asiatic ports nearest to the Malay Peninsula.

## SCHE

## STANDARDS OF EXAMINATION FOR

SUBJECTS.	STANDARD I.	STANDARD II.	STANDARD III.
<i>Reading.</i>	Read a book previously approved. Read a list of 200 different characters drawn out by the Schoolmaster, and explain each character of this list.	Read a book previously approved. Read a list of 400 different characters drawn out by the Schoolmaster, and explain each character of the list.	Read and explain books previously approved by the Inspector of Schools.
<i>Writing.</i>		Write characters of the First Standard list for reading.	Write characters of the Second Standard list for reading.
<i>Arithmetic.</i>	Simple addition and subtraction of numbers of not more than three figures.	The four Simple Rules.	The Compound Rules up to and including multiplication, in Straits money, weights and measures.
<i>Geography.</i>			
<i>Composition.</i>			

DULE IV.

CHINESE VERNACULAR SCHOOLS.

STANDARD IV.	STANDARD V.	STANDARD VI.
Read and explain books previously approved by the Inspector of Schools.	Read and explain books previously approved by the Inspector of Schools.	Read and explain books previously approved by the Inspector of Schools.
Write characters from the Reading-book in use in the class.	Write short-hand bills and commercial documents, slowly dictated.	Write a narrative, an essay or letter, slowly dictated.
The four Compound Rules, in Straits money, weights and measures.	Simple Rule of Three.	Compound Rule of Three.
A general knowledge of the Continents, Oceans, chief Countries, Islands, Seas, Rivers and Mountains of the world.	An elementary knowledge of the Physical and Political Geography of the Malay Peninsula.	A more exact knowledge of the Geography of the Malay Peninsula and of the ports of nearest countries.
	Write out the substance of a very easy story read over twice.	Write out sensibly and grammatically the substance of a modern narrative read over twice.

## II. INSTRUCTIONS TO INSPECTING OFFICERS.

THE following instructions, which are based in a great measure upon the system of inspection at present in force in England, are issued, with the approval of the Government, for the information of Managers of schools and for the guidance of officers directing or assisting in the conduct of examinations under the Code.

The objects of the changes introduced by the Code are :—

- (a.) To give by means of a fixed minimum grant greater financial stability to efficient schools.
- (b.) To provide in the case of inefficient schools that the grant may be altogether withheld; but to afford to the Managers of such schools sufficient time and due warning in order that they may adapt themselves to the required conditions.
- (c.) To allow, in the case of the more efficient schools, that credit may be given for work done over and above the minimum absolutely required by the Code.
- (d.) To emphasize the importance of the teaching of the English language by making it the criterion by which a school's efficiency will be mainly judged.
- (e.) To encourage the employment of properly trained and qualified teachers.
- (f.) To allow greater discretionary latitude to teachers by permitting them to keep back boys for further instruction in the same standard.

2. In view of the fact that the class of grant awarded will be decided by the consideration of a report on the general efficiency of the school, and that that efficiency will not necessarily be judged by the Annual Examination alone, local Heads of the Education Department are expected to acquaint themselves, as fully as circumstances will permit, with the condition of the Grant-in-Aid schools in the Settlements to which they are attached. The general conduct of a good school taught with vigour and intelligence is held, in England, to be a sufficient guarantee for its success in points of detail, and one class, selected as a sample, if well taught, may be a sufficient guarantee for the success of a subject throughout the school. Test examinations of a single class should, therefore, be occasionally held throughout the year; but care should be taken not to disturb the routine of the school nor to request any deviation from the school time-table. In many cases, indeed, it will be unnecessary to do more than to observe the questions set by a teacher in the course of his ordinary work and to examine the replies made or sent up by his pupils. In all cases, the co-operation of the teacher should be requested, and information should be asked for regarding the method of teaching adopted and the standard attained to by the children at the time of the test examination. The result of such an examination should be recorded in the Education Office of the Settlement for consideration in connection with the Annual Report on the school.

3. In addition to these test examinations each local Head of the Education Department is expected (if requested) to assist in any examination for the award of prizes or for any object which may acquaint him with the higher work of the school. The places taken in the Cambridge Local Examinations by boys who have been educated chiefly or entirely in the school will also be carefully noted as a criterion of the school work.

4.) Except in cases of very marked deterioration, no recommendation that a grant be reduced should be made unless six months' previous warning has been given to enable the school to remedy the defects pointed out. It is essential to the proper working of a school that the Managers should be able to count with reasonable certainty upon the stability of that portion of their income which is derived from the Grant-in-Aid; but, at the same time, if the deterioration in results is due to the direct action of the Managers, the grant may be reduced without such warning.

Thus, any neglect to fill up vacancies in the teaching staff or any

presentation on a large scale of insufficiently-prepared boys in the First or Fifth Standards may lead to such a reduction, if there is reason to believe that an unfair advantage was intended to be taken of the rule regarding the fixity of the grant.

5. Officers conducting the Annual Examination of any school should endeavour to give at least three days' notice of the exact date of their visit. Punctual visitation is absolutely essential; and care should be taken to avoid prolonging the examination beyond the regular hours of school attendance.

6. In electing whether to examine by test or by classes in their entirety, Inspecting Officers should, to a great extent, be guided by the wishes of the teachers or Managers of schools. The examination of a whole class will not, however, be undertaken unless the accommodation provided is such as will permit of the scholars being placed sufficiently wide apart to avoid the danger of copying. Individual *visd voce* examination of a large class cannot be undertaken, if the number of pupils presented is likely to either prolong unreasonably the work of inspection, or to lead to the questions being insufficiently numerous to exclude the element of chance. Subject to these restrictions, it will be the aim of the Inspecting Officer, if so desired, to examine every scholar in half, at least, of the subjects prescribed by the Code, so as to allow him the opportunity of passing under the Standard. In Standard VII., every boy should be examined.

7. In examinations by test, the Inspecting Officer will invite the teacher in charge of the class to sub-divide it into two or three sections of approximately equal merit. He should then select one of these sections for examination and invite the teacher to increase it by the addition of two or three picked boys from the remainder. The total thus selected may be safely taken to be representative of the class and will, at the same time, furnish examples of the class's best work.

8. In reading, the very greatest importance should be attached to clear utterance and distinctness of articulation. The final consonants, where sounded, should be made distinctly audible. In Standards I. to IV. (inclusive), reading with expression need not be expected, but reading with distinctness must be insisted on. In the case of boys to whom English is a foreign language, the correct pronunciation of letters and combinations of letters should be considered to be of far more importance than accuracy in dealing with the eccentricities of English orthography; and faulty work in pronunciation, if not confined to individual boys but general to the class, may materially affect the grade of grant earned.

9. The translation or explanation of the passage read is properly a test of English and not of reading. Care should, therefore, be taken to assimilate the questions asked to those permissible in the tests for English, especially as regards construction and vocabulary. For instance, the meaning of an involved passage should not be asked before the Sixth Standard is reached, nor should the meaning of words be asked for above Standard III., simply because they occur in the passage read and without reference to the probable attainments of the scholar. Definitions of the exact meaning of words should in all cases be avoided, unless the scholar is permitted to use the vernacular in his explanation.

10. In Standards IV., V., VI. and VII., where the passage set is taken from an unprepared book, a teacher may also apply for a test examination of his class in the reader in ordinary use. In such a case, his wish should be acceded to by the Inspecting Officer, as the results of such an examination may often affect appreciably the impression gathered from the reading of unprepared passages.

11. The test of dictation from a prepared book has now been abandoned in many English schools in favour of other methods of studying orthography. In the case of foreign boys who are unable to familiarise themselves with the spelling of words by constant reading, it must be retained. The passages dictated should not exceed six lines in length in the case of Standard

III., eight in the case of Standards IV., V. and VI., and ten in the case of Standard VII. In dictation from prepared books, three mistakes only can be allowed; in other cases four, but proper names and very rare words should be spelt for the scholars. In Standards VI. and VII. the Inspecting Officer should himself dictate the passage to the pupils. In Standard V. and under he should select one of the teachers to undertake the duty, not being the teacher in charge of the class. He should always refuse to permit the giving out of dictation to more than twenty pupils at one time.

12. Considerable importance should be attached to handwriting, but no particular type may be insisted on. Any system or style of writing which produces a bold and legible hand in which the forms and proportions of letters are duly shown may be accepted in England as satisfactory, and should also be so accepted here.

13. In arithmetic, the rule of the Education Department in England in examinations is to set five sums, two of which are very simple both in their terms and in working, and exemplify the rules learnt by scholars; the third, a more difficult sum of the same character; and the other two, easy problems, *i.e.*, sums requiring the application of more than one of the rules learnt by the class; unless two of all these sums are worked correctly, the exercise to be counted as a failure. The same rule should be applied here. Inspecting Officers should, however, very carefully record the general average of the class work, and should note down any case in which the prescribed minimum is much exceeded or in which the solution of the problems points to an intelligent grasp of arithmetical principles.

14. In Standards I., II. and III., when the pupils are mostly of Asiatic birth and only imperfectly acquainted with English, problem work should be excluded from the Annual Examination. Three very simple questions should be set and two correct answers expected. In such cases the method of teaching and the pupils' grasp of arithmetical principles should be judged by the results at the periodical visits of the Head of the Education Department, rather than by the somewhat uncertain work of the boys at the Annual Examination itself.

15. In examining pupils of Asiatic birth in English, translation from the child's vernacular should be extensively used up to the Fourth or Fifth Standards. In the First and Second Standards, it will be sufficient to ask the meaning of five words in the class vocabulary; three out of five correct answers to pass. The vernacular may be asked for the English word or *vice versa*. In Standards III., IV. and V., five sentences should be prepared in advance by the Inspecting Officer, the words employed being selected from the school books used by the pupils. These sentences may either be written in English and given to the teacher in charge of the class for translation by him into the vernacular, or they may be directly given in the vernacular by the Inspecting Officer. In the case of English-speaking scholars, the correction of faulty dependent constructions should preferentially be the test used. Three questions out of five should be correctly answered.

16. Questions may also be put to test the grammatical knowledge of the pupils. The only tests to be insisted on are those directly described by the Code; but teachers should be invited, if they desire it, to submit supplementary courses in grammar, and the scholars should be examined in those courses. The grammatical questions in the Seventh Standard will be assimilated to the grammatical test prescribed in the Cambridge Preliminary Local Examinations.

17. In composition, a short and easy story should be given to the teacher to read and explain to the boys. In the Fifth Standard, explanations may be given either in simple English or in the vernacular; in the Sixth Standard in English only; in the Seventh Standard, no explanations will be permitted and the story will be read by the Inspecting Officer. The number of mistakes allowed will vary with the length of the composition,

but, generally speaking, three errors in a composition three-quarters of a page long should be passed. Two errors of a slight character are to be counted as one only.

18. Alternative tests in composition are permitted by the Code and should be occasionally set at periodical visits of inspection in order to judge the character of the teaching. The writing of essays assumes the existence of ideas and is often, among young pupils, rather a test of general information than of English composition. In cases where the ordinary teaching of composition in a school is based upon a system of object lessons, the Head of the Education Department may make use of such a system in applying his tests; but, generally speaking, the test of composition by describing an object set before the class is apt, in the Straits, to encourage a very unintelligent system of instruction.

19. In the case of schools in England, it is held to be very desirable that detailed matter, consisting of names conveying no associations likely to interest children, should be excluded from the teaching and examination of geography. The mixed and cosmopolitan character of the population of the towns in the Colony would seem to peculiarly favour the intelligent study of Eastern geography. Inspecting Officers should, therefore, be guided by local conditions rather than by text-books intended for students in Europe, and should not expect detailed information regarding countries which have little or no relation with the Straits Settlements. Except in Asiatic geography, the questions set should be of a very elementary character, and half marks should in all cases suffice for a pass.

20. In the case of pupils who are being prepared for the Cambridge Local Examinations, the subjects prescribed for geographical study may be altered to suit the requirements of those examinations. This alteration should, however, not be extended to pupils who are not really intended to continue their studies beyond the seven standards prescribed by the Code.

21. The following quotation from the Revised Instructions to Inspectors (1898) in force in England gives a brief account of the lines upon which the Grant for Discipline and Attendance is allowed:—

"The Royal Commissioners . . . rightly call attention to the importance of moral training and discipline in a school, and Article 101a is destined to give effect to their recommendation. Some of the details there enumerated necessarily fall within the special cognisance of the Managers who are on the spot and can observe the habitual conduct of the children, and know the influence of the school on the homes and its repute in the neighbourhood. It will be possible for you (the Inspectors) at your visits to form an estimate of the tone of the school, the behaviour of the scholars, their cleanliness and neatness, their punctuality in attendance, their good manners and language, their cheerful obedience to duty, their consideration and respect for others, and honour and truthfulness in word and act. It will not be difficult for you to judge whether the ordinary discipline of the school is characterised by a willing obedience and is maintained without demonstration of authority. But the preservation of good order should not be considered as deserving of the higher mark for discipline, unless it is accompanied on the part of the scholars by self-control founded upon a liking for the school and an interest in its work.

"Instruction . . . in suitable physical exercises is a condition of the higher grant for discipline and organisation. Whenever circumstances permit, the best form of physical exercise is a healthy game which will satisfy the conditions of the Code."

22. The considerations which affect the bestowal of this grant are not such as can be judged by a single Annual Examination; and Officers of the Education Department should observe and record any facts which may seem to them to affect the grade of grant to be awarded for discipline and organisation. It should be borne in mind that the relations of the Managers of a school with those of other schools tend to affect for good or evil the



conduct of boys under their charge; and that the reception, without good reason, of pupils who have been expelled from other schools, especially for non-payment of fees, is not likely to improve the tone of the school which receives them. On the other hand, the existence of a healthy spirit of rivalry, whether in sports or in studies, is in every way to be encouraged.

23. At the close of the Annual Examinations of the schools in his Settlement, the local Head of the Education Department should prepare a Report on each school separately, basing that Report on the Minutes of Inspecting Officers throughout the year. Every fact directly bearing on the grant should be briefly recorded in that Report, but nothing of the nature of a recommendation should be included in it. The Reports on all the schools should then be forwarded together if necessary for the consideration of the Inspector of Schools with a covering letter embodying the views of the local Head of the Department regarding the classification of the schools. The decision on those reports rests with the Government alone.

24. The following considerations will, however, directly affect the grade of Principal Grant to be awarded:—

- (a.) The lowest grade of Grant will not be awarded unless there is some marked fault in the work of the school.
- (b.) The highest grade of Grant will not be awarded unless the work of the school shows some marked merit.

It must not, however, be assumed that the award of a First Grade Grant need be of an exceptional character, or that the reduction of a school to the Third Grade need be taken as a mark of permanent inefficiency.

25. A school will be expected to obtain at least 75 per cent. of passes in Standards I. to IV. inclusive. Any fall below this minimum will be considered to be a fault and may reduce the grant to one of the Third Grade. A mere failure in any standard or subject will not have the effect of reducing the grant, provided the general average of the school does not fall below the required minimum in the lower standards. To this rule, however, there is one exception.

26. Schools, which are of the nature of preparatory schools, and do not give instruction in the higher Standards, will be expected to give a fair education in every branch of study expected of them under the Code, and should not be recommended for more than the minimum grant, if the burden of making up deficiencies in their pupils' education is to be thrown upon other schools. The application of this condition is, however, only to apply to cases where a general failure or deficiency on the part of pupils in some subject, such as the pronunciation of English, or through lack of neatness and method in work, points to actual inefficient teaching on the part of the Master in charge of the class. A quasi-accidental falling below the Standard through the failure of a few boys is not to be taken to justify the operation of a rule which is only made in the interest of the more efficient schools.

27. It is inadvisable to lay down any limiting percentage in the case of the higher Standards until the effect of the forced yearly advancement under the former Code has been removed. The standard for the present will be that set by the principal schools themselves; and a Third Grade Grant shall not be recommended except where schools show a very marked inferiority as compared with others, care being taken to secure an inequality of test.

28. In recommending a school for a First Grade or merit grant, considerable weight will be attached to the qualifications of the teachers employed. Indeed, the possession of certificates of such qualifications is an essential condition of a First Grade grant in the higher Standards. In the lower Standards, the employment of highly qualified teachers, though not an essential condition, will be a strong recommendation for the highest grade of grant. Importance will also be attached to the higher work of a school as judged by its successes in the Cambridge Local and other examinations

to the work done over and above the minimum actually required by the Code, to the passes obtained in English extra subjects, to the use of intelligent methods of teaching throughout the school, and (in the case of Anglo-Vernacular schools) to the study of the Vernacular languages. While it is impossible to exactly appraise the relative values of what must be varying degrees of merit, it may fairly be laid down that very marked success in any one respect, marked success in two, or fair success in three will be taken to justify the recommendation of a First Grade grant.

29. The standard of qualification required of teachers in the higher Standards under Section XX. of the Code will be the equivalent of a pass in the Cambridge Senior Local Examination. Certificates of a temporary character will be given by the Education Department to unqualified teachers actually in charge of higher classes at the time of the introduction of the Code so as to enable those teachers to present themselves for the necessary Cambridge Local Examination. The question whether any qualification is an equivalent for the one required will be decided as cases arise. Graduates of British Universities, certificated School Board Teachers, and members of religious Orders specially devoted to teaching (when of English-speaking descent) will be considered to be qualified under Section XX. Graduates of other Universities and members of religious Orders (when they do not speak English as their mother tongue) will also be considered qualified if they are thoroughly acquainted with the English language.

30. No additional restrictions have been placed by the Code upon the employment of Pupil-teachers, but, in view of the terms of Section XX., it will be necessary to encourage, as far as possible, the selection of Pupil-teachers from the ranks of the candidates for the Cambridge Local Examinations. Inspecting Officers, both at their Annual Examinations and at their periodical visits, should satisfy themselves not only that the Pupil-teachers have regular hours of study and of practice in actual teaching, but also that they are actually receiving instruction in teaching. The hours for which such instruction is fixed should be entered on the time-table, and the Inspecting Officer should satisfy himself that it is regularly and efficiently given.

31. In conclusion it is only necessary to reiterate that the object of the Code is to enable schools to be judged by the whole of the work done by them and not by the number of boys who attain to the minimum required by the conditions of the Annual Examination. The conditions of the Code, therefore, can only be properly fulfilled by the co-operation of the Inspecting Officers with the Teachers, by a study of the Teachers' methods, and by an examination of the results obtained. It is the duty of such Inspecting Officers, if requested, to observe not only the work done under the Code, but that done beyond it, and to give credit for any furtherance of the general objects of education. It is hoped, by the present Code, to encourage teachers to show the best of their work rather than to endeavour to conceal the worst; and the general average of the class and the general work of the school will be made the tests on which the Grant-in-Aid will be bestowed.

R. J. WILKINSON,  
Acting Inspector of Schools, S. S.

*Notes to p. 142.* The Ordinance referred to in the last paragraph of page 142 has now been introduced into Province Wellesley.

THE  
SYSTEM OF EDUCATION  
IN  
FIJI.

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- C. Regulations under the Public Education Ordinance, 1890. (1894)  
(with Revisions in 1895 and 1898).
  - D. A Regulation (of the Native Regulation Board) concerning  
Schools. (1891.)
  - E. An Ordinance to establish Industrial Schools for Natives. (1880.)
  - F. A Regulation (of the Native Regulation Board) for the Management  
of Industrial Schools. (1880.)
  - G. A Regulation (of the Native Regulation Board) concerning youths  
who have completed their term of instruction at the Govern-  
ment Technical School. (1890.)
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## THE SYSTEM OF EDUCATION IN FIJI.

## I. THE PUBLIC EDUCATION ORDINANCE, 1890.

The Fiji Islands are situated in the Southern Pacific Ocean between latitude 15° and 22° S. and between longitude 177° W. and 175° E. Their nearest neighbours are the Tonga or Friendly Islands, which are 180 miles to the south-east. They were discovered by Pasman in 1643 and visited by Captain Cook in 1773. In 1835 Wesleyan missionaries came over from Tonga and secured a fair measure of success. The leading chief, Thakombau, offered the sovereignty of the islands to Great Britain in 1859. This offer was declined in 1862. During the next few years there was a considerable influx of white settlers for the purpose of cultivating cotton during the shortage created by the American Civil War. In 1871 a kind of constitutional government was established by the European adviser of king Thakombau; but the experiment was not a success and the sovereignty was once again offered to Great Britain, and this time accepted by Lord Kimberley (10th October, 1874). Fiji was constituted a Crown Colony and administered by a Governor, who is also High Commissioner for the Western Pacific.

The present system of public education in Fiji is governed by "The Public Education Ordinance, 1890." (See Appendix A), and by Regulations made thereunder. (See Appendices B. and C.)

This Ordinance enacts that the towns of Suva\* and Levuka\* shall be constituted educational districts, and provides for the constitution of other educational districts. No other districts have as yet been constituted. Provision is made for the appointment of School Boards in educational districts. In the case of each of the districts of Suva and Levuka the Board consists of six members, of whom three are nominated by the Governor and three elected by the ratepayers.

Education is free to children within the school districts between six and fourteen years of age. The total amount expended by Government on education during 1900 was £1,359 8s. 9d. The expenses of the School Boards are paid out of the "School Fund" of each district, consisting (1) of an annual grant on the average attendance on a scale fixed by the Governor in Council; (2) of a contribution from the rating authorities of the amount required for school purposes beyond the Government grant; and (3) of fees charged for the education of children under six or over fourteen years of age.

The following statements shew the total revenue and expenditure of the two School Boards of the Colony for the year 1900:—

\* Reports on the Inspection and Examination of the Levuka Public School and the Suva Public School (1901) can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

## REVENUE.

HEAD.	Suva School Board.	Levuka School Board.
	<i>£ s. d.</i>	<i>£ s. d.</i>
Government Grant - - - - -	362 17 0	295 7 2
Contribution from Town Rates - - -	300 0 0	250 0 0
School Fees - - - - -	39 5 0	4 0 0
Refund—Books sold - - - - -	17 7 10	—
	719 9 10	549 7 2

## EXPENDITURE.

HEAD.	Suva School Board.	Levuka School Board.
	<i>£ s. d.</i>	<i>£ s. d.</i>
Salaries of Teachers - - - - -	506 3 0	417 10 0
Salary of Clerk - - - - -	40 0 0	15 0 0
Stationery and Books - - - - -	20 13 2	34 17 4
Repairs - - - - -	8 5 4	36 5 0
School Inspection - - - - -	10 0 0	10 0 0
Servant - - - - -	24 0 0	26 6 0
Prizes - - - - -	7 10 5	—
Incidentals - - - - -	69 11 2	14 12 11
	686 3 1	556 11 3

The Government grant is paid monthly, and is calculated on the average attendance during the preceding month. The grant is payable only in respect of children between the age of six and fourteen years, and is made on the following scale:—

Over 30 and up to 60 pupils, £5 each per annum.

Over 60 and up to 100 pupils, £3 each per annum.

And for every additional pupil, £1 per annum.

The contribution from the municipal authorities is obtained by levying an educational rate of 6d. in the £1 on all rateable property in the case of Suva, and 7d. in the £1 in the case of Levuka.

The parent or guardian of every child of not less than six nor more than thirteen years of age, living in a school district and within the distance of two miles, measured according to the nearest road from a school, shall send such child to school, unless

Compulsory attendance.

1. The child is under efficient instruction elsewhere.
2. The child is prevented from attending school by sickness or other unavoidable cause.
3. The road between the child's residence and the school is not sufficiently passable for such child.
4. The child holds a certificate from an Inspector or principal teacher of having attained to a standard prescribed by any regulation exempting from further attendance.

The parent or guardian of every child living in a district and within two miles of a school, and not coming under any of the above-mentioned exemptions, who shall, after notice from the clerk or other person authorised in that behalf by the Board of the district, refuse or neglect to send such child to school, may, upon the information of such clerk or other person, be ordered by any Stipendiary Magistrate to send such child to school. Every parent or guardian who neglects to obey such order, or who having for a time obeyed such order without sufficient cause ceases to do so, shall be liable on conviction in a summary way, on the information of such clerk or other person, to a penalty not exceeding forty shillings, and the same proceeding may be taken week by week in the case of the failure of such parent or guardian to comply with such order.

Penalty.

In addition to the Public Schools, there are in the colony three private schools, under the management of the Roman Catholic Mission, which are open to Europeans. Of these schools, two are situated in Suva and one in Levuka. The average attendance at the former during 1900 was 83, and at the latter 56. These schools do not receive any pecuniary assistance from Government.

Private Schools.

The average attendance at the Suva Public School during 1900 was 116, and at the Levuka Public School 69. The average attendance at private schools in Suva during the same period was 83, and in Levuka 56.

Statistics of Public and Private Schools.

Under the Public Education Ordinance Inspectors are appointed by the Governor, and it is provided that every school shall be inspected at least once in every twelve months by an Inspector, who shall personally examine each child, and shall furnish a detailed report to the Governor upon the following subjects:—

Inspection of Schools.

1. The attendance of the scholars.
2. Cleanliness of the school premises.
3. Discipline and management of the school.
4. Efficiency of the teachers.
5. Progress and proficiency of the scholars.

and any other matters concerning such school as he may deem necessary to report.

Since 1899,  
by an Inspector  
from the  
Education  
Department  
in Victoria.

Prior to 1899 Inspectors were appointed locally, but in that year arrangements were made with the Government of Victoria for an Inspector from the Education Department of that Colony to visit Fiji annually and inspect and report on the public schools. By this means the regular inspection of the schools by a thoroughly qualified Inspector is secured, and the thanks of this Colony is due to the Victorian Education Department for the trouble they have taken in the matter, as also for assistance rendered in the selection of teachers.

The annual cost of inspection amounts to £50, of which £30 is paid by Government and £10 by each of the two School Boards.

Appointment  
of Teachers.

Principal teachers are appointed by the School Board, with the approval of the Governor, from persons qualified to be teachers under the Education laws of the United Kingdom or the Australasian Colonies. The principal teacher in the Suva Public School is paid £312 per annum, and the assistant teacher £150 per annum. In the Levuka Public School the salary paid to the principal teacher is £300, and to the assistant teacher £100. In both schools the principal teachers are males and the assistant teachers females. A female pupil-teacher is also employed in the Suva Public School.

Pupil  
Teachers.

Regulations governing the appointment, examination, etc., of pupil-teachers have been made by the Governor in Council under the Public Education Ordinance. Pupil-teachers must, before being appointed, be certified by an Inspector of Schools to have passed the sixth standard, and must also pass a medical examination. A pupil-teacher must not be less than fourteen years of age at the date of engagement.

Any person appointed to be a pupil-teacher shall enter into an agreement to serve for a period of three years, or for a shorter period, if it be certified by an Inspector of Schools that such shorter period is adequate, in view of the pupil-teacher's education at the date of appointment.

Pupil-teachers are paid at the rate of £30 per annum for the first year of engagement, rising by £10 per annum for each subsequent year.

The School Board shall cause the pupil-teacher, while school is not being held, to receive without charge, from a certificated teacher of the school in which the pupil-teacher is engaged, special instruction during at least five hours per week (except during school holidays), of which hours not more than two shall be part of the same day. Such special instruction, and any instruction given during school hours, shall be in the subjects in which the pupil-teacher is to be examined by the Inspector.

The qualifications of pupil-teachers shall be tested by the Inspector of Schools at the annual examination of the school in which they are employed.

On successfully passing the examination prescribed for the close of their term of engagement, pupil-teachers may be employed as assistant teachers in schools.



No provision is made for the payment of pensions to teachers in the public schools of this colony.

No religious instruction of any kind is given in the public schools. The Ordinance enacts "that the teaching shall be entirely of a secular character," and it is further enacted that no private school can receive assistance from Government unless this requirement is complied with.

Set singing lessons are provided for in the school time-table, the time allotted being two hours weekly. School songs and national airs are also sung at the changes of lessons daily. The method of teaching adopted is, after a grounding in theory or bookwork, the system known as the "Movable Doh"—a combination of the "Tonic Sol-fa" and the "Staff" systems.

Drawing is taught in accordance with the syllabus issued by the Victorian Education Department. The programme ranges from the simplest lines and elementary geometrical figures to complicated freehand, consisting of reversed and spiral curves, etc.

Geometry is provided for by the solution of numbers of problems—of course, without proof. Elementary perspective and scale drawing are also provided for.

Physical drill is taken every day, alternately with singing, at changes of lessons and on entry into school. The exercises—which are done to instrumental music—are varied in character and calculated to induce briskness and alertness. Three or four exercises, having different muscular effects, are introduced each day. Military drill is performed by all boys above the first class. In the second and third classes the elementary evolutions, squad drill and marching, are undertaken; while the upper classes perform more difficult operations. Class drill is performed by the whole school two or three times a week, alternately with the physical exercises, at entry in the morning.

## II. NATIVE EDUCATION.

The education of the native Fijians is entirely in the hands of the Wesleyan and Roman Catholic Missions. The former have 1,453 schools, with 2,977 teachers and 25,610 scholars; the latter have 157 schools, with 191 teachers and 1,825 scholars.

The following particulars have been furnished to me by the Chairman of the Wesleyan Methodist Mission in regard to the native schools conducted by his Mission:—

From the inception of the Mission in Fiji sixty-six years ago down to the present date, the missionaries have kept in view the paramount importance of the education of the young in secular as well as in religious subjects.

In the earlier days the curriculum was necessarily of a very meagre and rudimentary character, the native teachers being themselves barely able to spell their way through the one available reading-book (the New Testament, or rather, portions of it), scrawl a few rough characters on their slates, and work examples in the simpler rules in arithmetic. As soon as practicable, however, the European missionaries instituted training schools at their respective stations for the benefit of aspirants to the position of village teacher and pastor, and these seminaries have continued to the present time.

In the village primary schools instruction is given for an average of nine hours a week, school assembling from 6 a.m. to 9 a.m. on three days. Directions have recently been issued for the hours of instruction to be increased to fifteen per week, the schools being opened for three hours on five days of the week. The curriculum embraces reading, writing, arithmetic to compound rules, elementary geography and religious instruction.

As the work of the Mission progressed the necessity for a central college was felt, and one was accordingly established at Navuloa. To it are drafted year by year a proportionate number of students from the various training schools before mentioned, and these at the end of a three years' course receive appointments as teachers in their respective districts. The ages of the students admitted vary from eighteen to forty. They are required to grow their own food on land rented for the purpose by the Mission. The total expenses of the institute, which are borne by the Mission, amount to some £800 per annum. The curriculum includes instruction in Biblical history, theology, English, geography and arithmetic.

In order to further the progress of education, the Mission has determined to admit to the Navuloa College one hundred youths to be selected by competitive examination from the various districts. The Mission also has in view the establishment of a higher school in each district for the benefit of youths from fourteen to sixteen who have succeeded in passing the standard of the primary school. The curriculum of the higher school would include English.

Native  
Technical  
School.

In 1880 an Ordinance was passed (*See Appendix E*) authorising the Governor to establish industrial schools for natives, and one was shortly afterwards established at Yanawai on Vanualevu. From there it was removed in 1894 to a site in the vicinity of Suva. The subjects which may be taught in the school are stated in Native Regulation No. 5, of 1880. (*See Appendix F*.) Instruction is at present given in reading, writing, arithmetic, English, care and management of stock, agriculture, carpentering and boat-building. The students, numbering about seventy, are selected from the various provinces, and remain at the school for a term of five years. The school is at present temporarily closed owing to the occurrence of bubonic plague in Sydney, and the necessity of utilizing the school buildings as a quarantine station.

W. L. ALLARDYCE.

Government House, Suva, Fiji,  
February, 1902.

The following can be seen at the Board of Education Library,  
St. Stephen's House, Cannon Row, Whitehall, London, S.W. :—

The Public Education Ordinance, 1890.

The Public Education Ordinance Amendment Ordinance,  
1891.

Regulations under "The Public Education Ordinance, 1890,"  
(1894).

Reports of the Inspection and Examination of the Levuka  
Public School and the Suva Public School, 1901.

APPENDIX A.

THE PUBLIC EDUCATION ORDINANCE, 1890.

(Enacted by the Governor of the Colony of Fiji with the advice and consent of the Legislative Council thereof)

TO PROVIDE FOR PUBLIC EDUCATION (6th December, 1890) No. XIV., 1890.  
(with amendments made in 1891).

Be it enacted by the Governor with the advice and consent of the Legislative Council as follows:—

INTERPRETATION.

1. "Board" means the School Board of any Educational District constituted under this Ordinance. "District" means an Educational District constituted under this Ordinance. "Governor in Council" means Governor in Executive Council. "Inspector" means any person appointed to be an Inspector of Schools under this Ordinance. "Natives" means every person other than a person of European descent. "Regulation" means Regulations made by the Governor in Council under this Ordinance. "School" means a Public School established or conducted under the provisions of this Ordinance.
2. This Ordinance may be cited as "The Public Education Ordinance 1890."
3. The Ordinances specified in Schedule A hereto are hereby repealed.
4. For the purposes of this Ordinance the towns of Suva and Levuka are each constituted an Educational District.
5. The Governor may for the purposes of this Ordinance from time to time establish and constitute other Educational Districts and declare the boundaries thereof and may from time to time abolish such districts or alter such boundaries.
6. There shall be in every district a School Board.
7. In each of the districts of Suva and Levuka the Board shall consist of six members of whom three shall be nominated by the Governor and three shall be elected by the ratepayers. In every other district the Board shall be nominated by the Governor and shall consist of such number of members not exceeding four as the Governor shall from time to time determine.
8. The Board shall elect one of its members to be chairman thereof. Provided that if no chairman be elected at the first meeting of the Board the chairman shall be appointed by the Governor.
9. The duration of every Board of which some of the members are elective shall be three years—the duration of every other Board shall be in the discretion of the Governor. Any member may at any time resign his seat at the Board.
10. General elections to the Board for the districts of Suva and Levuka respectively shall subject as hereinafter in this section provided be made at such times and place within such districts and the votes be taken in such manner as the Governor by proclamation in the *Royal Gazette* may appoint: Provided that the first general election to such Boards shall be made in the month of December one thousand eight hundred and ninety and the subsequent general elections thereto be made in the month of December in every succeeding third year.

- General nominations to Boards.** 11. The first general nominations to the Boards of the districts of Suva and Levuka respectively shall be made by the Governor in the month of December one thousand eight hundred and ninety and the subsequent general nominations shall be made in the month of December in every succeeding third year.
- Appointment of Returning Officer.** 12. The Returning Officer at the first and every subsequent election shall be appointed by the Governor and the expenses attendant upon every election including such fee to the Returning Officer as the Governor may approve shall be charged to the School Fund hereinafter mentioned.
- Quorum.** 13. Three members of a Board shall form a quorum.
- Majority of voices to decide question.** 14. Questions arising at a Board shall be decided by a majority of voices. The chairman shall in all cases have a vote and when the voices are equal the chairman shall have a casting vote.
- Disqualification of Members.** 15. Every member of a Board who shall become of unsound mind or shall without leave of the chairman be absent from three consecutive meetings of the Board or be convicted of any crime or who shall receive any salary from the Board or hold any office or employment from or under the Board to which salary fees or other emoluments are attached or who shall be or become interested or concerned in any contract under which any money is to be paid by the Board shall thereupon cease to be a member of the Board.
- Appointment of elective Member in case of vacancy.** 16. When an elected member vacates his seat at a Board otherwise than by effluxion of time the ratepayers shall elect a successor within one month after notice of such a vacancy shall have been published in the *Royal Gazette* and if they fail to do so within that time the Governor shall appoint a person to fill such vacancy.
- Appointment of Teachers.** 17. The principal teachers shall be appointed by the School Board with the approval of the Governor from persons qualified to be teachers under the Education laws of the United Kingdom or the Australasian Colonies and such teachers shall be liable to dismissal by the Governor in Council upon complaint of the School Board. Subject to any general regulations with regard to education which may be made by the Governor in Council everything relating to the mode of teaching and the internal discipline of the school shall be within the control of the principal teacher. Provided that the Board may if it deem it expedient suspend any school teacher for immoral conduct or gross misbehaviour pending the result of a report to the Governor.
- Proviso.** 18. All teachers employed at any school at the coming into operation of this Ordinance shall continue to hold office as if this Ordinance had not passed.
- Tenure of office.** 19. The clerk to each Board shall attend every meeting of the Board take minutes of its proceedings and enter such minutes in a book to be provided for the purpose conduct the correspondence of the Board and generally perform all such duties as he may be required by the Board to perform for the purpose of carrying into effect the provisions of this Ordinance. Provided that the Board may if it shall see fit appoint the principal teacher to be clerk to the Board.
- Duties of clerk to Board.** 20. The first meeting of every Board shall be held at such time and place as shall be appointed by the Governor in Council and all subsequent meetings shall be held at such time and place as the Board may from time to time determine. Provided that at least one meeting shall be held in every month after such first meeting.
- First meeting of Boards.** 21. The Board shall be a body corporate under the name of the School Board of the district of (*naming district*), and by such name shall have perpetual succession and a common seal and may take and hold land for the purposes of this Ordinance.
- Subsequent meetings.** 22. All real and personal property which may at the time of the coming into operation of this Ordinance be vested in belong to or be under the control of any School Board constituted by any Ordinance hereby repealed or otherwise for educational purposes shall on the coming into operation of
- Each Board to be a body corporate.**
- Transfer of property acquired under**

- this Ordinance vest in the Board of the district in which such property is situated to be held by such Board for the purposes of this Ordinance within such district.
23. The expenses of the Board shall be paid out of a fund to be called "The School Fund" to which shall be carried all moneys received by the Board as hereinafter provided or however otherwise received. The Board of each district shall in the manner hereinafter provided raise the moneys required to be raised for the purposes of this Ordinance within such district and administer the same together with the funds granted by the Legislative Council and all other funds which may become the property of the Board.
- 24.\* [The Receiver-General shall monthly pay to the Board of every district by way of capitation grant for each child between the age of six and fourteen years in average daily attendance at school during the preceding month a sum calculated upon the scale set forth in the Schedule of the Principal Ordinance: Provided that such scale shall be subject to revision from time to time by the Governor in Council: And provided further that when the attendance at school during such preceding month shall have been affected by holidays granted under regulations provided for under the Principal Ordinance the daily attendance shall be ascertained from the School Register in respect of the month preceding such holidays.]
- 25.† [The Board shall in the month of November annually make an estimate of the amount likely to be derived from payments to be made by the Receiver-General under this Ordinance and of the sum likely to be required over and above the amount of such payments for the expenses of the Board during the ensuing year and any sum required to meet any deficiency whether for satisfying past or future liabilities shall be paid to the Board by the Rating Authority out of the local rate.]
26. The Board may serve their precept in the [recognised] form \* \* \* on the Rating Authority requiring such Authority to collect and pay the amount specified therein to the treasurer of the Board and such Rating Authority shall pay the same accordingly and the receipt of such treasurer shall be a good discharge for the amount so paid and the same shall be carried to the School Fund.
27. For the purpose of raising the amount specified in the precept of the Board the Rating Authority shall have and exercise the same powers of levying and recovering a rate as they have for the purpose of defraying expenses to which the local rate is ordinarily applicable.
28. If the Rating Authority of any place make default in paying within two months from the date of the service of the precept the amount specified in any such precept then without prejudice to any other remedy the Board may appoint an officer or officers to act within such place and the officer or officers so from time to time appointed shall have within the said place for the purpose of defraying the sum due from such place all the powers of the Rating Authority for levying the local rate and any contributions thereto and shall for the purposes of this section have such access to and use of the documents of the Rating Authority of such place relative to the local rate as may be requisite.
29. In the districts of Suva and Levuka respectively the Rating Authority shall be the Town Board. In districts other than Suva and Levuka the Rating Authority shall be appointed by the Governor with such powers of rating and collecting rates as shall be defined and authorised by regulation.

repealed Ordinances.

School Fund.

Raising and administration of moneys forming "School Fund."

Government Grant on average attendance.

Deficiency in School Fund to be raised out of local rates.

Precept for raising deficiency.

Power of Rating Authority for raising deficiency. Remedy of Education Board on default of Rating Authority.

Appointment of Rating Authority.

ACCOUNTS AND AUDIT.

30-33. . . . .

\* Section 2 of "The Public Education Ordinance Amendment Ordinance, 1891," which repealed Section 24 of the Ordinance of 1890, called the "Principal Ordinance."  
 † Section 3 of "The Public Education Ordinance Amendment Ordinance, 1891," which repealed Section 25 of the Ordinance of 1890.

Boards to provide and maintain school-houses and school apparatus.

33. Every Board shall within its district provide and maintain school-houses and may improve and enlarge such schoolhouses and every such Board shall supply school apparatus and everything necessary for the efficiency of the School provided by it. And the cost of providing improving enlarging and supplying such schoolhouses and appliances shall be defrayed out of the School Fund of the district in which such school is situate.

#### MANAGEMENT OF SCHOOLS.

School management.

34. Every school shall ordinarily be conducted in accordance with the following regulations, namely:—

(1) The subjects of tuition shall be as follows —

Reading.  
Writing.  
Arithmetic.  
English Grammar and Composition.  
Geography.  
English History.  
Singing.

And (in the case of girls)—

Sewing and Needle-work.

(2) The teaching shall be entirely of a secular character.

(3) The class-books used in the school shall be such only as shall be approved by the Governor in Council.

(4) The school shall be open at all times to the visits of an inspector.

(5) No fees shall be payable.

Physical training of pupils.  
Power of teacher to forbid attendance of, or expel, a child.  
Appeal against action of teacher.

35. Every Board shall when practicable make provision in every school for instruction in military drill and generally for physical training.

Aided private schools.

36. The principal teacher of any school may forbid the attendance of any child for want of cleanliness and may forbid the attendance of or may expel any child who may be likely to communicate any infectious or contagious disease or who from gross misconduct or incorrigible disobedience may be considered an injurious example to the other children.

37. The parent or guardian of any child whose attendance at school has been so forbidden or who has been so expelled may appeal in the first place to the Board and if dissatisfied with the decision of the Board may appeal therefrom to the Governor in Council whose decision shall be final.

Aided private schools.

38. The Governor in Council on the report of an inspector may assist private schools in any part of the Colony in which it may be premature or impracticable to constitute a district and such assistance may be by grants of books school apparatus or money as the Governor in Council may determine. Provided always that every school so aided shall comply with the provisions of the first four sub-sections of section thirty-four of this Ordinance.

Age for compulsory attendance at school.

39. The parent or guardian of every child of not less than six nor more than thirteen years of age living in a district and within the distance of two miles measured according to the nearest road from a school shall send such child to school unless—

- (1) The child is under efficient instruction elsewhere;
- (2) The child is prevented from attending school by sickness or other unavoidable cause;
- (3) The road between the child's residence and the school is not sufficiently passable for such child;
- (4) The child holds a certificate from an inspector or principal teacher of having attained to a standard prescribed by any regulation exempting from further attendance.

Proceedings on refusal or neglect to send child to school.

40. The parent or guardian of every child living in a district and within two miles of a school and not coming under any one of the sub-sections of the last preceding section, proof of which shall lie upon such parent or guardian who shall after notice from the clerk or other person authorized

in that behalf by the Board of the district refuse or neglect to send such child to school may upon the information of such clerk or other person be ordered by any Stipendiary Magistrate to send such child to school. Every parent or guardian who neglects to obey such order or who having for a time obeyed such order without sufficient cause ceases to do so shall be liable on conviction in a summary way on the information of such clerk or other person to a penalty not exceeding forty shillings and the same proceeding may be taken week by week in the case of the failure of such parent or guardian to comply with such order.

Penalty on conviction.

41. Any person living beyond the limits of a district may send his child to school within such district upon payment of such fees as the Board shall from time to time prescribe. Provided that the child of any parent who shall refuse or omit to pay such fees may be excluded by order of the Board.

Children attending school from without a district to pay fees.

42. In any information under this Ordinance the allegation that a child is between the ages of six and thirteen years shall be deemed sufficient *prima facie* evidence of the fact until the contrary is proved and in every case the father mother or guardian of the child may be a witness.

Proof of age of child to be on the parent.

43. Any person who shall wilfully disturb any school or who shall upbraid insult or abuse any teacher in the presence or hearing of the children assembled in school shall on conviction in a summary way be liable to a penalty not exceeding five pounds and in default of payment to imprisonment for any term not exceeding one month.

Penalty for disturbing a school or abusing a teacher in school.

#### INFANT CLASSES.

44. Infant Classes in connection with but separate from the primary schools established under this Ordinance may be provided by the Board. No child whose age is less than three or more than six years shall be admitted to such classes.

Board may form Infant Classes for pupils below compulsory age.

45. Subject to such regulations as may be from time to time made by the Governor in Council every such infant class shall be conducted by a female teacher only and such teacher shall be qualified by certificate or otherwise to the satisfaction of the Board.

Conduct of infant classes.

46. Admission to such classes shall be paid for by fees to be prescribed by the Board for the use of the School Fund.

Fees to be paid in infant classes.

#### REGULATIONS.

47. The Governor in Council may from time to time make alter and repeal Regulations—

Governor in Council may make regulations for the administration of this Ordinance.

- (1) For defining the principle on which the average daily attendance at school shall be calculated and fixing the scale upon which the capitation grant shall be calculated ;
  - (2) For the examination and classification of teachers ;
  - (3) For the employment education and examination of pupil-teachers ;
  - (4) For the issue of certificates of competency to teachers ;
  - (5) For defining the standards of education ;
  - (6) For providing instruction in the extra subjects of Latin, modern languages, mathematics and natural science, and for fixing the fees to be paid to the Board for such instruction ;
  - (7) For fixing the days and hours when the school shall be open and for providing holidays ;
  - (8) For conferring upon the Rating Authority in districts other than Suva and Levuka powers for imposing and collecting rates ;
- And generally may make regulations concerning such other matters and things as may be necessary for the due administration of this Ordinance.
- Every such regulation shall fix the day on which it shall come into force—and when published in the *Royal Gazette* shall have the force of law—

Publication of regulations.

and shall as soon after being passed as practicable be laid before the Legislative Council and shall be subject to disallowance by the Queen.

#### REPORTS.

48. Every Board shall on or before the fifteenth day of January in each and every year subsequent to the year 1891 forward to the Colonial Secretary to be laid before the Governor in Council and published in the *Royal Gazette* a report of its proceedings during the preceding year together with an account of the income and expenditure of the Board audited as hereinbefore provided. Every such report may in addition contain such suggestions and information relating to the schools of the district as the Board shall deem desirable.

#### INSPECTION.

49. It shall be lawful for the Governor to appoint such persons as he may deem fit to be Inspectors of Schools. Such inspectors as aforesaid shall be paid such fee from the General Revenue of the Colony as the Governor with the approval of the Legislative Council may from time to time direct.

50. Every school shall at least once in every twelve months be inspected by an inspector who shall personally examine each child and shall furnish a detailed report to the Governor upon the following subjects that is to say:—

- (1) The attendance of the scholars;
- (2) Cleanliness of the school premises;
- (3) Discipline and management of the school;
- (4) Efficiency of the teachers;
- (5) Progress and proficiency of the scholars;

And any other matter concerning such school as he may deem necessary to report. Every report as aforesaid shall be published in the *Royal Gazette* and laid before the Legislative Council at its next meeting.

#### SCHOOL LANDS AND BUILDINGS.

51. No rates shall be levied on any land or buildings used for the purposes of schools anything contained in any Ordinance to the contrary notwithstanding.

#### LIMITATION OF ORDINANCE.

52. The provisions of this Ordinance with respect to—

- (1) Elections or nominations of members of the Board;
- (2) The raising of moneys for the purposes of the School Fund;
- (3) The power of the Rating Authority;
- (4) Compulsory attendance at school;

shall not apply to natives.

Passed in Council this second day of December in the year of our Lord one thousand eight hundred and ninety.

### SCHEDULES.

#### SCHEDULE A.

##### ORDINANCES REPEALED.

#### SCHEDULE B.

##### FORM OF PRECEPT.

#### SCHEDULE C.

Over 30 and up to 60 pupils £5 each per annum.  
Over 60 and up to 100 pupils £3 each per annum.  
And for every additional pupil £1 per annum.



APPENDIX B.

REGULATION UNDER PUBLIC EDUCATION ORDINANCE,  
1890.

(Fiji Royal Gazette, '891.)

*School Fees, etc.*

The Board may admit to the school any child above or below the ages of thirteen or six, respectively, but no Capitation Grant will be made in respect of any such child.

The parents or guardians of any such child shall pay such fees as the Board may from time to time determine. All such fees shall be collected by the Principal Teacher, and be by him paid to the Chairman of the Board, and be appropriated as the Board may determine.

This Regulation shall take effect from the first day of May, 1891.  
Passed in Executive Council, this twenty-third day of May, 1891.

APPENDIX C.

EDUCATION.

REGULATIONS UNDER "THE PUBLIC EDUCATION  
ORDINANCE, 1890."

*Legislative Council, Fiji, Council Paper No. 12, 1894.*

(With revisions made in 1895 and 1898).

In exercise and pursuance of the powers and authorities vested in the Governor in Council by "The Public Education Ordinance 1890," the following Regulations are hereby made, and shall come into force on the first day of January, 1894.

I. PAYMENTS TO BOARDS.

1. The Capitation Allowance for the maintenance of Schools shall be paid by the Receiver-General to the Boards monthly; and the rate of payment for any month shall be made according to the average daily attendance of scholars between the age of six and fourteen years certified to in the Board's summary statement of such attendance for the preceding month.

2. The certificate of the Chairman of the Board shall be sufficient authority to the Receiver-General for such monthly payments.

II. ATTENDANCE REGISTERS AND RETURNS.

1. The Principal Teacher of each school shall keep a register of attendance in a form which shall be approved by the Governor, and all the teachers in the school shall assist in making up weekly and monthly summaries of attendance.

2. The attendance of the scholars in each school shall be registered every morning and every afternoon, within ten minutes after the assembling of the school, by the senior teacher in every school-room or class-room calling aloud the names of the scholars on the register, and entering, under the proper date, against the name of each scholar, the symbol ✓ if the scholar be present when the roll is called, and a if the scholar be then absent. No blank may be left opposite the name of any scholar in the

attendance columns of the register after the roll has been called, the attendance of late-comers to be marked in red ink.

3. The attendance of a child at morning school shall be reckoned as one attendance, and the attendance of a child at afternoon school shall be reckoned as one attendance; and a school opened in the morning and open in the afternoon shall be deemed to be opened twice. The school shall be held to be open any morning or afternoon if ten children be present in time to have their attendance registered under the preceding Regulation. The average daily attendance for any period shall be ascertained by dividing the total number of attendances for the period by the number of half-days on which the school has been open during the period.

4. It shall be the duty of the Principal Teacher of every school to remove the name of any pupil from the school roll on the day on which such teacher first knows that such pupil has been definitely removed from the school; and if at the end of any quarter ending with the last day of each month the school roll contains the name of any pupil that has not been in attendance at some time or other during such month, the Principal Teacher shall then remove the name of such pupil from the roll.

5. The Principal Teacher of every school shall, as soon as possible after the end of each month, cause to be transmitted to the School Board of the district a return exhibiting in the form hereinafter prescribed the state of the school roll and of the attendance for such month.

6. [Forms of monthly return of attendance.]

### III. OPENING OF SCHOOL.

1. The school shall be open daily throughout the week from 9.30 a.m. until 12.30 p.m., and from 2 p.m. until 4 p.m., excepting on Saturday.

### IV. SCHOOL BUILDINGS.

1. It is the duty of the Board to make proper provision for the cleaning of the schoolroom and offices. The schoolroom and furniture should be swept and dusted daily, and washed as often as they are found to need washing: the windows also should be kept clean.

2. It is the duty of the Board to exercise a general supervision over the school-buildings and school-grounds; to do all in their power to protect the buildings and furniture from damage, and to cause any repairs to be made at the cost of the School Fund.

3. With regard to the use of the school-building for other than school purposes, it is suggested that Boards should not allow the school to be so used when there is another building in the district available; and that they should insist that no damage be done to the buildings, fittings, or furniture; that the schoolroom be left thoroughly clean, the furniture replaced, and the key returned in good time to the Principal Teacher.

### V. ABSENCES.

1. Head Teachers must not absent themselves from their duties on school days during school hours, except in case of illness, or with the consent of the Board previously obtained. Every unauthorised absence must be reported forthwith to the Board.

2. Assistant and Pupil Teachers must not absent themselves from their duties without leave except in case of illness, of which a written intimation should be sent to the Principal Teacher before the school opens. Every such absence must be reported forthwith by the Principal Teacher to the Board.

3. Leave of absence for a day or part of day, and, in case of illness or other sufficient cause, for any period, must be obtained from the Board.

4. All applications for leave must be made in writing, and must be delivered by the Principal Teacher, with his remarks thereon, to the Board.

5. In every case of absence, whether on leave or otherwise, the period and cause of such absence must be duly entered in the monthly salary certificate to be forwarded to the Board.

VI. HOLIDAYS.

1. School Holidays shall be as follows :—

Christmas—Four weeks.

Easter—A week.

Midwinter—Two weeks—1st to 14th of July.

Also the following single Holidays :—

Good Friday,

The Queen's Birthday, and

The Birthday of the Prince of Wales, and

Any other Public Holiday which the Board may think it desirable to observe.

The School Board may at its discretion alter the period and duration of the holidays, provided the total holidays in any one year be not less than six nor more than eight weeks.

VII. EXTRA SUBJECTS.\*

[1. Provision may be made in the time-table of the school for the teaching of any of the following extra subjects, viz. :—

Mathematics, Latin, Greek, French, German, other modern Languages, Book-keeping, Shorthand, Drawing, Mechanics, Chemistry

Physics—(a) Light and Heat—(b) Magnetism and Electricity

Botany, Geology, or Domestic Economy.

2. Lessons in any extra subjects taught must be given on not fewer than two days in every week.

The Board may, if it sees fit, charge any fee not exceeding a fee at the rate of sixpence per week for instruction in any extra subject.]

VIII. PUPIL-TEACHERS.

1. It shall be competent for School Boards, when necessary, to appoint Pupil-teachers to assist the Principal or other teachers of any school. Such Pupil-teachers must, before being appointed, be certified by an Inspector of Schools to have passed the Sixth Standard as prescribed by these Regulations, and must also be certified by a duly qualified medical practitioner to be of sound constitution and physically fit to undertake the work of teaching; and

2. The Pupil-teacher shall be not less than 14 years of age at the date of his or her engagement.

3. Any such person appointed to be a Pupil-teacher, shall enter into an agreement with the School Board to serve as a Pupil-teacher for a period of three years, or for such shorter period, as shall be certified by an Inspector of Schools to be adequate in view of the state of advancement of the Pupil-teacher's education at the date of his appointment.

4. The School Board shall pay to the Pupil-teacher salary at the rate of £30 per annum for the first year of engagement, to be increased by £10 per annum for each subsequent year.

5. The Board shall cause the Pupil-teacher, while the school is not being held, to receive without charge from a certificated teacher of the school in which the Pupil-teacher is engaged, special instruction, during at least five hours per week (except during school holidays), of which hours not more than two shall be part of the same day. Such special instruction, and any instruction given to the Pupil-teacher during school-hours shall be in the subjects in which the Pupil-teacher is to be examined by the Inspector as provided in Rule No. 6 hereof.

6. The qualifications that are required of Pupil-teachers at the close of each year of their engagement are as set forth in the schedule hereto. These qualifications will be tested by the Inspector of Schools at the annual examination of the school in which they are employed.

\* Revised Regulation, 1895. (Legislative Council, Fiji; Council Paper No. 6, 1895).

7. Until the establishment of a Training College and Practising School, Pupil-teachers who successfully pass before the Inspector of Schools the examination prescribed for the close of their term of engagement, may be employed as Assistant Teachers in schools; or, on the recommendation of the Inspector, may receive, under the hand of the Governor, a provisional certificate for immediate service in charge of small schools. They will also be forthwith eligible for examination for certificates.

#### IX.—EXAMINATION FOR CERTIFICATES AS TEACHERS.

1. Examinations for testing the educational acquirements of candidates for Certificates will be held at such time and place as may hereafter be appointed by notice published in the *Royal Gazette*.

2. A Syllabus of the subjects of examination may be had by candidates on application to the Colonial Secretary.

3. The examination for Certificates will be open to candidates who have either—

(a) Completed an engagement as Pupil-teacher satisfactorily, or

(b) Being upwards of 21 years of age have served as an Assistant for at least one year in schools under certificated teachers, and obtained a favourable report from an Inspector.

4. Candidates for certificates after successfully passing their examination must, as teachers, continuously engaged in the same schools, obtain two favourable reports from an Inspector, with an interval of one year between them, before the certificate will be issued.

#### X.—CERTIFICATES.

1. Certificates are of four classes. No certificate is originally issued above the Second Class. Certificates are open to revision within ten years from the date of issue, or of subsequent revision, on the reports of Inspectors of Schools in which the holder has been employed.

2. Certificates of the Second and Third Class may be raised to the First Class, and to the Second and First Class respectively by good service only.

3. Certificates of the Fourth Class do not entitle the holder to have charge of pupil-teachers, and can be raised only by examination.

#### XI.—MISCELLANEOUS.

1. Boards are requested to exert their influence in upholding the teacher's authority in the school, and to assist and protect the teacher in the discharge of his duties.

2. The course of instruction is regulated by the Ordinance.

3. Parents or guardians must not be allowed to interfere in these matters. If they have any complaint to make, they should make it, not to the teacher personally, nor in the school, nor in the presence of the pupils, but in writing to the Board, whose duty it will be to investigate the complaint. It is the duty of the Chairman of the Board to sign the monthly Salary Certificate and Returns, and also to countersign all requisitions for school furniture and appliances.

4. Boards are requested to render all possible assistance to the Governor in Council in obtaining accurate returns of attendance :—(1) By from time to time inspecting and revising the register of attendance, which is open to their inspection at the school; (2) By carefully examining the returns when presented by the Principal Teacher for signature and approval.

5. The Principal Teacher shall prepare a time-table to regulate the instruction given in the school. Such time-table shall be hung in a conspicuous position in the school, and shall be subject to the approval of the Inspector.

6. Teachers are required to examine the school-buildings and furniture daily, to ascertain whether they have received any damage, and to report immediately to the Board any repairs which may be necessary.

7. Teachers are not at liberty to part with the key of the school at any

time, or to give up possession except upon the written authority of the Board.

8. The Principal Teacher is responsible for the instruction and discipline in the school; and the Assistant and Pupil Teachers must obey his instructions.

9. The attendance of teachers must be registered daily by the Principal Teacher of each school.

10. Teachers must not engage in any other occupation if the Board is of opinion that it is likely to interfere with the due performance of their school duties.

11. Principal Teachers are required to devote five hours per week as provided by Section viii. (5) of these regulations for the instruction of the Pupil-teachers in the schools under their charge, and to report (either monthly or quarterly) on the attendance, diligence, and progress of each Pupil-teacher under instruction.

12. Teachers are expected to do all in their power to make their schools attractive to their pupils.

13. The Principal Teacher shall make arrangements for the proper supervision of the pupils during playtime and in the dinner-hour.

14. Corporal punishment should be inflicted sparingly, and, as a rule, by the Principal Teacher only.

15. Teachers must not interfere in any election of Members of the Board.

16. Teachers must immediately report to the Board any overcrowding in their school. An allowance of about 10 square feet of floor for each pupil is considered ample.

17. The Reports and Returns ordinarily required are as follows:—

Monthly Salary Certificate, to be forwarded by the Principal Teacher

within three days after the last school-day of each calendar month.

Monthly Reports, to be forwarded by the Principal Teacher within

three days after the last school-day of each calendar month,

setting forth particulars of the attendance and diligence of the

pupils.

\* [The Principal Teacher shall thoroughly examine all the classes in the school, keeping a copy of the questions given, and a record of the examination in detail, three times in each year, viz.:—In March, September and December.]

18. Every Principal Teacher when taking over charge of a school shall make and sign a complete inventory of the maps, furniture, and appliances, describing their condition, and the condition of the school-building. He shall also at the same time furnish a written report upon the state and requirements of the school; and such report shall be forwarded to the Board.

19. All reports and inventories should be written on foolscap, and on one side of the paper only.

20. No single letter should deal with more than one subject.

21. All correspondence from teachers relating to the school-buildings and grounds, or matters connected with the internal economy and management of the school, must be addressed to the Chairman of the School Board.

22. The Principal Teacher of every school shall keep a log-book or diary. He must make, at least once a week, therein an entry which will specify ordinary progress, visits of Members of the Board, and other facts concerning the school or its teachers which may require to be referred to at a future time, or may otherwise deserve to be recorded.

No reflections or opinions of a general character are to be entered therein.

This book is to be open for the inspection of the Inspector of Schools or Members of the Board on visiting the school, and for the reception of any observations they may have to make concerning their visit.

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\* Added to Section 17 in 1898. (Legislative Council, Fiji; Council Paper No. 23, 1898).

## QUALIFICATIONS AND CERTIFICATES OF PUPIL

	1. Reading and Repetition.	2. English Grammar and Composition.	3. Arithmetic and Mathe- matics.	
			Male Pupil- teachers.	Female Pupil- teachers.
End of 1st Year	To read with fluency, ease and expression; and to repeat 50 consecutive lines of poetry with just expression and knowledge of the meaning.	The noun, verb, and adjective, pronoun, adverb, and preposition, with their relations in a sentence; and to write from memory the substance of a passage of simple prose, read to them with ordinary quickness, or a short letter. <i>[In the following years, copy writing, one line of large hand and one of small hand will be required.]</i>	Practice and proportion (simple and compound), vulgar and decimal fractions, interest and percentages.	Practice and bills of parcels. Proportion (simple and compound).
End of 2nd Year	To read as above; and to repeat 100 lines of poetry.	Analysis of sentences. Recapitulation of the preceding exercises; the meaning in English of the Latin prepositions; and to write a letter, or to write from memory the substance of a longer passage than at the end of first year.	Euclid, Books I and II, Algebra to Simple Equations (inclusive).*	Vulgar fractions. Decimal fractions.
End of 3rd Year	To read as above; and to repeat 80 lines of prose. N.B.—The passages for repetition in prose and poetry must be of a secular character, and taken from some standard English writer, approved by the Inspector. The meaning and allusions if well known will atone for deficiency of memory.	Recapitulation of the preceding exercises; to know something of the sources and growth of the English language; and to write an original composition on some simple subject selected by the Inspector.	Euclid Book III, and Algebra to Quadratic Equations (inclusive).†	Interest, and recapitulation of the preceding rules.

Female pupil-teachers, before admission, must produce a certificate from the school; the annual examinations, must bring certified specimens of plain needlework to the inspector, receiving practical instruction in any other kind of domestic industry. The inspector, at upon the merit of the needlework.

N.B.—Pupil-teachers may be examined at the end of any year in subjects prescribed for the annual examinations, must bring certified specimens of plain needlework to the inspector, receiving practical instruction in any other kind of domestic industry. The inspector, at upon the merit of the needlework.

\* Addition, subtraction, multiplication, division, greatest common measure, least common multiple, with easy problems which lead to them.

† The same as for the previous year, and cube root, simultaneous equations of the first degree, with easy problems leading to them.

DULE.

TEACHERS DURING THEIR ENGAGEMENT.

4. Geography.	5. History.	6. Teaching.	7. Additional Subject.	8. Music. <i>Optional.</i>
<p>The Australian Colonies and Europe. [Maps to be drawn in this and the following years.]</p>	<p>History of England from Alfred the Great to the Norman Conquest.</p>	<p>To teach a class to the satisfaction of the Inspector.</p>	<p><i>Compulsory.</i> All male Pupil-teachers must choose one of the four languages specified below, and will be examined therein at the end of their 1st, 2nd and 3rd years, viz.: Latin, Greek, French, or German. Grammar to end of regular verbs, and 10 pages of a vocabulary. (1) Mechanics, (2) Chemistry, (3) Annual Physiology, (4) Acoustics, Light, and Heat, (5) Magnetism and Electricity, (6) Physiography, (7) Botany.</p>	<p>The natural scale and the intervals found in it. Shapes and relative values of notes and rests. Places of notes on the treble staff. Relation of treble staff to bass. Places of notes on both. Simple - com - mon, and simple-triple time.</p>
<p>The Colonies, Asia and Africa.</p>	<p>History of England from the Conquest to the Union.</p>	<p>The same, and to show increased skill in instruction and discipline.</p>	<p>Latin and Greek: Irregular verbs, and knowledge of easy reading-book. Translation of simple English sentences of three or four words. Modern languages: Grammar and translation into English of easy narrative sentences. Ten pages of a French or German conversation book.</p>	<p>Scales and intervals altered by sharps and flats. Compound times.</p>
<p>The Colonies, America and the Oceania.</p>	<p>British History from the Union to the present time.</p>	<p>To satisfy the Inspector of power to conduct a division of the school, or manage grouped classes in the class-room and specially to give a collective lesson.</p>	<p><i>Voluntary.</i> Latin: The Latin Grammar; Cæsar de Bello Gallico, Book I. Translation into Latin of somewhat longer sentences. Greek: The Greek Grammar; Xenophon's Anabasis, Book I. Translation into Greek of somewhat longer sentences. French or German: Grammar and knowledge of some easy French or German book. Translation of conversational sentences into French or German. Tolerable correctness of pronunciation.</p>	<p>The minor scale in its diatonic forms. The minor scale in its chromatic forms, and the chromatic intervals found in it.</p>

mistress and managers that they possess reasonable competency as sempstresses; and, at together with a statement from the schoolmistress specifying whether they have been the time of examination, or afterwards, will obtain the opinion of some competent person

preceding years in columns 2, 3, 4, 5, and 8, of this Schedule.

common multiple, fractions, square root, and simple equations of one unknown quantity,

degree of two unknown quantities and quadratic equations involving one unknown quantity,

## APPENDIX D.

## A REGULATION (OF THE NATIVE REGULATION BOARD) CONCERNING SCHOOLS.

No. 1, 1891.

1. Regulation 15 of 1877, is hereby repealed.
  2. Every child between six and fourteen years of age shall regularly attend school.
  3. The teachers of every school shall be paid in such way as may be ordered by the District Council. Chiefs of towns and magistrates shall uphold the schools and their teachers and shall see the children attend regularly.
  4. Children who wilfully absent themselves or who play truant shall be sent to school by the village constable, and may be whipped with "asa" by the teacher.
  5. If any such child is prevented without just cause from attending school on any day by its father or mother or other person, the constable shall report the matter to the chief of the village or town, who shall cause investigation to be made, and, if necessary, reprimand such person. Any person who has been reprimanded once may for a subsequent offence be brought before the District Court and fined one shilling or, in default, be imprisoned for three days with hard labour.
- Passed by the Native Regulation Board, the eighteenth day of September, 1891.
- Approved by the Legislative Council, this sixteenth day of November, 1891.

## APPENDIX E.

## AN ORDINANCE,

*(Enacted by the Governor of the Colony of Fiji, with the advice and consent of the Legislative Council thereof)*

## TO ESTABLISH INDUSTRIAL SCHOOLS FOR NATIVES,

No. XVIII, 1880.

- 30 October 1880.
- Preamble.** Whereas it is desirable to teach a certain selected number of native lads useful arts such as are not known or only practised in primitive modes amongst the native population in order to the greater diffusion of such arts among the Fijians.
- Be it therefore enacted by the Governor with the advice and consent of the Legislative Council as follows:—
- Governor may establish two Industrial Schools. Schools to be under supervision of Board.**
- I. It shall be lawful for the Governor to establish two Industrial Schools for natives in which native lads shall be taught useful trades and arts.
  - II. Such Schools shall be under the general supervision of the Native Regulation Board and the Commissioner for Native Affairs with two other members of the Board one European and one native shall make annual reports to the Governor upon the condition and efficiency of such schools.



These reports shall be laid before the Legislative Council and communicated to the Native Regulation Board and Bose-vaka-Turaga.

appointed for the purpose. Board to report annually.

III. The course of instruction and discipline the age of natives to be admitted the time at which and when their attendance shall cease and other matters of internal economy shall from time to time be established and regulated by the Native Regulation Board.

Duties of Native Regulation Board.

IV. The Governor shall appoint a Superintendent for each school and such assistant teachers as may be necessary competent to teach the arts which may by the Native Regulation Board be from time to time directed to be taught who shall receive such salary and allowances as the Governor with the advice and consent of the Legislative Council, may determine.

Superintendent to be appointed.

V. One such school shall be established within four months after the passing of this Ordinance on such site as the Governor may select or approve.

Governor to establish one school within four months.

VI. The other school authorised by this Ordinance shall be established before the close of the year 1882.

Another school to be established in year 1882.

VII. The cost of the establishment and maintenance of such schools shall be borne on the Estimates of the colony and annually voted by the Legislative Council upon a budget of estimated receipts and expenditure to be annually prepared by the Native Regulation Board in the month of September.

Cost of schools to be a charge on the estimates.

VIII. The Governor may acquire such sites as may be necessary for the said schools either by purchase or lease and the sums necessary for such purchase or lease shall be included in the budget of receipts and expenditure prepared by the Native Regulation Board.

Governor may acquire necessary sites.

IX. The houses and workshops shall be erected and provided by the native population of such districts or towns as may have been or shall be designated for the purpose by the Bose-vaka-Turaga.

Houses and workshops, how provided.

X. The lads to be sent to such schools shall be those who have already shown general quickness and aptitude and after they have been taught any mechanical art they may be required by the Bose-vaka-Turaga on such terms as may be agreed on to teach such art in their own locality.

Qualification required for admittance to Industrial Schools.

XI. The number of lads in each school shall not exceed one hundred and after the first season they shall be required to grow sufficient food for their own use and in whatever mechanical art they may be receiving instruction they shall be taught the arts of agriculture and horticulture to such extent as may be useful.

Number to be admitted.

XII. Those to be sent to the school first erected on Viti Levu shall be determined by the Governor. They shall be selected by the Vei Bose-vaka-Yasana of the provinces of Kadavu Rewa Tai Levu Ra Ba and Yasawa Nadroga Namosi Serua and Colo East and West.

Selection for first school, how determined.

XIII. Those to be sent to the school on Vanua Levu shall be selected by the Vei Bose-vaka-Yasana of the provinces of Lomai-Viti Lau Bua Cakadrove and Macuata in such proportions as the Governor may determine.

Selection for second school how determined.

XIV. Each lad sent to an Industrial School will be required to continue in attendance till he is discharged by the Superintendent or has reached the maximum age fixed by the Native Regulation Board or his attendance has been excused by such Board on cause shown.

Term of attendance.

XV. The Superintendent shall have the powers to enforce internal discipline which are by law recognised to be vested in Schoolmasters.

Powers of Superintendent.

XVI. Any lad absconding from School may be taken back by orders of the Superintendent by any European or native police officer without

Abconders, how dealt with.

warrant or may be returned to his school by order of a European or native Stipendiary Magistrate.

Passed in Council this seventh day of October in the year of our Lord one thousand eight hundred and eighty.

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APPENDIX F.

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A REGULATION (OF THE NATIVE REGULATION BOARD) FOR THE MANAGEMENT OF INDUSTRIAL SCHOOLS.

No. 5, 1880.

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1. No boy shall be admitted to school under the age of twelve, or above the age of sixteen, except by the Governor's express directions.

2. Every boy not dismissed or excused shall remain five years in the school.

3. Any youth after the expiration of such five years may, if he desires to remain for a longer period to perfect himself in any trade, be permitted to do so on the recommendation of the Superintendent and with the Governor's consent.

4. The Superintendent shall have local charge of the Institution.

5. The following subjects to be taught to all :—

- (1.) Reading.
- (2.) Writing.
- (3.) Arithmetic.
- (4.) English.
- (5.) Care and Management of Stock.
- (6.) Agriculture.
- (7.) Carpentering, including House-building and Sawyer work.

And the following Trades to such boys as may be appointed, or as may have a desire to learn them :—

- (8.) Blacksmiths' work.
- (9.) Boat-building.
- (10.) Sail-making.
- (11.) Rope-making.
- (12.) Salt-making.
- (13.) Soap-boiling.
- (14.) Brick-making.
- (15.) Printing.
- (16.) Road-making.

6. Every boy shall be provided with cotton clothing of uniform pattern, and with a cotton coverlet. Woollen clothes and coverlets only to be worn when ordered by the medical attendant.

Passed by the Native Regulation Board the fifteenth day of November, 1880.

Approved by the Legislative Council, the twenty-sixth day of February, 1881.

APPENDIX G.

A REGULATION (OF THE NATIVE REGULATION BOARD) CONCERNING YOUTHS WHO HAVE COMPLETED THEIR TERM OF INSTRUCTION AT THE GOVERNMENT TECHNICAL SCHOOL.

No. 10, 1890.

Whereas it is desirable that the training received by youths from the Government School, Yanawai, be of advantage to themselves and the districts to which they belong, and also that they should be encouraged to work at the trade they have learned, the following is enacted:—

1. The title of these youths who have served their term at school and returned to their provinces shall be "Matai Taukei."

2. Upon the return of the Matai Taukei to their homes they shall for a period not exceeding four years be under the control of the Roko of the province; and it shall be the duty of the Provincial Council in each province to determine, subject to the approval of the Governor, where they are to be located. Suitable dwelling-houses, and a Provincial Workshed shall also be provided by the province to which they belong.

3. All tools required on their return to their province shall be provided by their respective provinces, and the Matai Taukei shall be held responsible for them. On no account are they to be lent for private purposes.

4. All work performed by the Matai Taukei shall be paid for by the persons for whom the work is done. Remuneration for such work to be agreed upon by the parties concerned, subject to the approval of the Roko of the province when under £30.

5. In all contracts where the pecuniary consideration exceeds £30, the Roko shall report the same for the approval of the Governor before being carried into effect.

6. The money, when the necessary sanction has been obtained, shall then be collected and transmitted to the European Stipendiary Magistrate of the district, who shall cause it to be paid to the Matai Taukei.

7. From all contract moneys due to the Matai Taukei, a sum of one shilling in the pound shall be deducted by the European Stipendiary Magistrate of the district and placed to the credit of the funds of the province for the purpose of defraying the purchase of tools.

8. A return showing all work performed and remuneration received shall be regularly made out and read by the Provincial Scribe at the Provincial Council, after which it shall form part of the Minutes of the Provincial Report, and be transmitted to the Native Commissioner.

9. All Matai Taukei may commute their taxes in the same way as native ministers and masters of vessels.

10. The Governor may at any time permit any Matai Taukei to return to his own village and reside there permanently.

Passed by the Native Regulation Board, the fifth day of November, 1890.

Approved by the Legislative Council, this seventeenth day of November, 1890.

THE  
SYSTEM OF EDUCATION  
IN THE  
FALKLAND ISLANDS.

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APPENDIX :—

The School Attendance Ordinance, 1895.

## THE SYSTEM OF EDUCATION IN THE FALKLAND ISLANDS.

The Falkland Islands are situated in the South Atlantic, 300 miles east of the straits of Magellan. They were discovered by Davis in 1592, and visited by Hawkins two years later. Introduction.

In the year of the Treaty of Paris (1763) the islands were occupied by the French, and a small colony of Acadians was planted at Port Louis by Bougainville. The new settlement was bought out by the Spaniards, jealous of all interference in this part of the globe. In 1766 a small garrison had been left by Captain Byron on the Western Island. This force was promptly expelled by the Spaniards.

In 1832 the British Government took possession of these islands for the protection of the whale fishery, and they were administered by the Admiralty. In 1843 civil government was established, and the seat of government transferred to Stanley.

The circumstances of the Colony in regard to education are peculiar; one-half of the children live scattered over the islands, of which there are fifteen inhabited their parents being shepherds, navvies, managers and masters. With the exception of Stanley and Darwin, most families are separated from one another by one, two or three hours' ride.

In Stanley the Colonial Government have a Senior and Infant School, taught by a schoolmaster and schoolmistress trained in England, assisted by two young people, who have been trained locally by the aforesaid teachers, but they hold no certificates. Stanley.

A private school is carried on by the Roman Catholic priest, who receives a small grant from the Government towards it. Just now he is assisted by a teacher from Buenos Ayres.

In Darwin, the only other village in the islands, the Falkland Islands Company keep a small school taught by their store-keeper, who, however, is a trained schoolmaster from Scotland, and a Master of Arts from the Aberdeen University. School in Darwin.

In the "Camps," as the open country is called, there are four travelling schoolmasters. The Falkland Islands Company was the first to try this experiment, the Government following their lead a few years afterwards. The system carried out varies, but the principle is for the master to spend a certain time with each family; the period extends from a fortnight to six weeks; he then goes on to the next family, having left with the children so much to have ready for him the next time he returns to their house. Though a very primitive arrangement the children get on very well indeed; the master, while residing with the family, teaches new rules, etc., which the parents keep up while he is absent. In fact the advantage was so marked that the teachers Travelling Schoolmasters.

have gradually increased from one to four, and the Falkland Islands Company are speaking of appointing another teacher for the children in their camps.

The Central  
Administration  
of  
Education.

Being a Crown Colony there is no local authority. The Governor in Council administers the education.

Finance.

The total cost of education to the Government for the year 1901 was £635 14s. 5d. This does not include the cost incurred by the Falkland Islands Company.

In Stanley the children pay school fees: in the senior school, 6d. each per week; in the infant school, 3d. each per week. In the camps there are no fees, but the schoolmaster has his board and lodgings free while teaching.

Educational  
Statistics.

The total number of children under instruction during the year 1901 was 375; the total population of the Islands by the census of 1901 being 2,043; the total number of children between five and fifteen being 456. School attendance is compulsory between the ages of five and fifteen in Stanley, and is enforced by the police court. (For School Attendance Law see Appendix).

Syllabus of  
Instruction.

All schools are more or less under the same syllabus, which is founded on the Code in use in the primary schools in Great Britain; but there is one Roman Catholic school.

Inspection.

The Stanley schools are examined simultaneously by an Inspector appointed by the Governor in Council. The three Government travelling schoolmasters' scholars are examined twice a year by the Church clergy, as the latter itinerate from house to house.

Teachers.

The Secretary of State for the Colonies appoints the head teachers. The assistant teachers are appointed by the Governor in Council. The Falkland Islands Company appoint their own teachers. The Government schoolmaster in Stanley receives £170 per annum; school fees to the amount of about £35 and free residence. The schoolmistress receives £40 per annum and all school fees (about £30 a year). The travelling schoolmasters are paid £5 per month for the first year. The pay is increased by £5 per annum until it amounts to £80 per annum; they also receive a free passage out and home. The two assistant teachers are paid £42 and £36 per annum respectively. There are six men teachers and three women teachers. The pensions of the Government teachers are calculated at the usual rate for civil servants, viz., one-sixtieth of the annual income for every year's service.

Religious  
Instruction.  
Special  
Subjects.

There are no regulations for religious instruction.

In the Senior Government School in Stanley, the children are taught singing, drawing, and receive a little physical drill. No instruction is given in agriculture, cookery, domestic economy, or handicrafts or manual training, except that the girls are taught sewing.

There are no blind, deaf or dumb children; neither are there any needing special restraint in reformatory schools. No provision of any sort exists for defective children, of which there are only one or two.

*The System of Education in the Falkland Islands.* 201

There are no continuation schools of any sort in the Colony, <sup>Secondary</sup> Education. The Government schoolmaster opens in the winter a night school, which receives no aid from the Government. Those seeking secondary education are sent to England, the population being too small for the support of a secondary school.

The few children who have gone from the Government School in Stanley to England for secondary education have invariably more than held their own in the schools to which they have been sent.

LOWTHER E. BRANDON,  
Dean, Colonial Chaplain and  
Government School Inspector.

Stanley,  
July 1902.

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APPENDIX.

FALKLAND ISLANDS.

THE SCHOOL ATTENDANCE ORDINANCE, 1895.

AN ORDINANCE TO REGULATE THE ATTENDANCE OF CHILDREN AT SCHOOL.

No. 6 of 1895

- Preamble.** Whereas it is expedient to make provision for the regular attendance of children at school and for the remission of school fees in the case of children attending the Government Schools whose parents are unable from poverty to pay such fees.
- Enacting Clause.** Be it enacted by the Governor of the Falkland Islands and their Dependencies, with the advice and consent of the Legislative Council thereof, as follows :—
- Parents and Guardians to send Children to School.** 1. The parents or guardians of all children residing in Stanley of not less than five and not more than thirteen years of age are hereby required to cause such children to attend school unless there be some reasonable excuse as hereinafter-mentioned shewn to the satisfaction of the Police Magistrate. Provided always that nothing herein contained shall prevent the exemption of any child between ten and thirteen years of age from attending school totally or partially if the Police Magistrate is satisfied that such child is able to pass the Standard of Examination contained in Form A. in the Schedule to this Ordinance annexed.
- Excuse for not doing so.** Any of the following reasons shall be a reasonable excuse :  
(a) That the child is under efficient instruction in some other manner.  
(b) That the child has been prevented from attending school by illness or any other unavoidable cause.
- Penalty.** Any parent or guardian acting in contravention of this Section shall be liable to a penalty not exceeding five shillings: Provided always that a complaint for continued non-attendance shall not be repeated at any less interval than two weeks.
- Chief Constable to prosecute complaints.** 2. It shall be the duty of the Chief Constable to keep and from time to time revise, add to and correct, a list (in the form B in the Schedule to this Ordinance annexed) of all children between the ages of five and thirteen years residing in Stanley and it shall be the further duty of the said Chief Constable to lodge a complaint before the Police Magistrate against the parent or guardian of any of such children who shall fail and omit to send them daily to school.
- Teacher to furnish names of absentees to Chief Constable.** 3. It shall be the duty of the Head Teachers of the Government Schools and the Teachers of all Schools receiving grants from the Government in aid of their Schools in Stanley to furnish the Chief Constable once in every two weeks (Holy days excepted) with a list in the Form C in the Schedule to this Ordinance annexed of the children on the Register of such Schools who have without reasonable excuse failed to attend School on any day



during such period. The production of any such list shall be evidence before the Police Magistrate of the absence from school of the child or children named therein on the date or dates mentioned.

4. The Governor in Council may from time to time upon being satisfied of the establishment of a Public School in any other Town or District than Stanley make Bye-Laws for all or any of the following purposes:

(a) Requiring the parents in such Town or District of children of not less than five years nor more than thirteen years of age (as may be fixed by the Bye-Laws) to cause such children to attend school unless they are able to pass to the satisfaction of a Justice of the Peace the Standard of Examination contained in Form A in the Schedule or unless the child is under efficient instruction in some other manner or has been prevented from attending School by illness or any other unavoidable cause or resides a greater distance than two miles from a School.

(b) Imposing penalties not exceeding five shillings for breach of any Bye-Law.

Such Bye-Laws shall upon publication in the Government Gazette have the same effect as if inserted in this Ordinance.

5. All penalties under this Ordinance or under the Bye-Laws framed hereunder shall be recoverable in a summary manner in Stanley before the Police Magistrate on the complaint of the Chief Constable and in any other place than Stanley before a Justice of the Peace of the Colony on the prosecution of any person named or appointed by the Governor.

6. The Governor of the Colony is hereby empowered to sanction the remission of the whole or any part of the school fees of any child attending a Government School upon being satisfied that the parent or guardian of such child is unable because of indigent circumstances to pay the same.

7. In this Ordinance the following words shall have the meanings respectively assigned to them as under:

"Governor."—Shall include and mean the Officer Administering the Government.

"Guardian."—Shall include and mean the person with whom the child alleged to have been absent from school was at the time residing.

"Police Magistrate."—Shall include and mean the person discharging the duties of Police Magistrate in Stanley for the time being.

"Chief Constable."—Shall include and mean the person discharging the duties of that Office.

8. Ordinance No. 5 of 1889 is hereby repealed.

9. This Ordinance may be cited for all purposes as "The School Attendance Ordinance, 1895," and shall come into operation on the passing thereof.

Passed the Legislative Council this 5th day of April, in the year of Our Lord One thousand eight hundred and ninety-five.

SCHEDULE

(Form A.)

STANDARD OF EXAMINATION.

- Reading. To read a passage from a Standard English Author.  
 Writing. To write correctly twelve lines of prose or poetry from a Standard English author slowly read once and then dictated.  
 Copy Books (capitals and figures, large and small hand) to be shown and approved.  
 Arithmetic. Compound Rules (Money), Reduction of Common Weights and Measures, Practice, and single Rule of Three.

(Form B.)

Name of Child.	Date of Birth.	Name of Parent or Guardian.	With whom residing.

Chief Constable.

Day of 190

Form C.)

Name of Child.	Age.	Parent or Guardian.	Days when absent from School.	Explanation (if any) of absence or Remarks of Teacher.

Teacher of School.

Day of 190

## APPENDIX 1.

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### NOTE ON THE WORK OF THE INDUSTRIAL MISSIONS AID SOCIETY.

IN response to an inquiry addressed to him by the Board of Education, Mr. W. H. J. Hatch, Secretary of the Industrial Missions Aid Society, wrote on April 15th, 1902, as follows:—

“The aim of this Society is not so much to give the technical education necessary to enable the natives to become self-supporting and self-respecting citizens, but to encourage the missionaries so to educate them by establishing factories at which—when proficient—they may obtain employment, and also by finding a market for the produce of such factories.

Our experience, so far, has been confined to India, and in the industries we have established there—chiefly carpet making—we use the technical knowledge which is, so to speak, indigenous to the country.”

The following extracts are taken from a pamphlet issued by the Society:—

“There is a strong feeling in missionary circles in favour of a much greater development of the industrial element in missionary operations, and of associating commercial, manufacturing, agricultural, and other pursuits with the ordinary work of Foreign Missions, financially separate, but linked in close fellowship.

“Many advantages would be gained by such a combination of spiritual and industrial work, but the main objects the Industrial Missions Aid Society has in view are the following:—

#### 1ST.—TO INCREASE THE FUNDS AVAILABLE FOR MISSIONARY PURPOSES.

“It is beyond dispute that far more money is needed to carry on and extend the Lord's work among the heathen than is now available from direct gifts. A very large field exists for the employment of capital in the development of missionary enterprise on a self-supporting industrial basis.

“There is much capital in the hands of Christian people in England which might be devoted to this purpose, and it may reasonably be inferred that Christian people, having money to invest, will readily and gladly support industrial missionary work, provided they can be convinced that it may be wisely undertaken.

2ND.—TO FIND EMPLOYMENT FOR NATIVE CHRISTIANS.

"It is perhaps not generally known that the missionary has no more difficult problem to solve in connection with his work, especially in India, than what to do with his converts.

"In very many cases where Christianity is embraced by the heathen much persecution and suffering follow. A Hindoo peasant, for instance, if he is a caste man, loses his caste, which really means losing all, for he is shut out from his house, discarded by his family and friends, and even forbidden the privilege of drawing water from the village well or buying at the village shop. A native teacher, on accepting Christ, loses his pupils, a shopkeeper his customers; in fact, in many cases, a convert is practically excommunicated from the whole village, and cut off from obtaining a living. What is a missionary to do in such cases? If he has the means, which is not often the case, he may afford temporary relief, but in this there is the danger of pauperising the converts.

"Many missionaries have commenced industrial work in connection with their Missions, and have attempted to meet the difficulty by finding employment for the native convert. Generally speaking, however, such efforts have not been successful, partly because of their interference with the missionary's spiritual labours, and partly through the lack of financial assistance and commercial counsel and management. Money is needed to obtain land, put up buildings, provide tools, etc., and the missionary has none for the purpose. His Society is not often in a position to help him in this respect. Again, a missionary may see a good opening for a profitable industry, which would greatly assist in the spread of the Gospel, but it would not be advisable for him in his position to undertake it, even if he had the time and means.

3RD.—TO PROVIDE TECHNICAL EDUCATION FOR NATIVE YOUTHS.

"The vast majority of those among whom the missionary labours are of the lowest and most ignorant class, helpless and dependent upon the missionary. Any effort made to elevate these poor heathen by teaching them trades, or by giving them such technical education as will enable them to earn a living for themselves, and lift them out of their unhappy condition, must surely be a great power for good.

4TH.—TO ILLUSTRATE THE CLOSE CONNECTION BETWEEN THE CHRISTIAN LIFE AND HONEST LABOUR.

"It is Christianity which has sanctified labour. Among some of the heathen races manual labour is looked upon as degrading and an evil to be avoided. It is, therefore, important for converts to learn that honest labour is dignified and ennobling, and that God's will is that a Christian should engage in labour and work with his hands, if necessary, to earn a living.

"The success of the Basel German Mission, in combining industrial and missionary enterprise in India and elsewhere, has been remarkable. The effect has been excellent, and the work justified commercially and blessed spiritually. It employs many thousands of native Christians, as well as some heathen workers, in various industries, such as weaving, printing, engineering, tile making, carpentering, etc., and the influence of these industries for good in association with spiritual work, both on native Christian and heathen, has been incalculable.

"There are many such openings in connection with other missionary stations, and as similar industries can be established on an equally sound basis and on a suitable scale, there is no reason why the same measure of success should not be achieved both financially and spiritually.

"The Boards of the various Missionary Societies, while recognising the value of industrial work, are not usually in a position to help their missionaries in this respect.

"While many missionaries in the different societies are contemplating various industrial schemes to strengthen their work, they frequently feel the need, not only of financial assistance, but of commercial counsel as to the best things to grow or make, the disposal of their productions, the organisation and management of their effort, and in many other ways. It is sometimes as important to point out the uselessness of an impracticable scheme as to encourage a hopeful suggestion.

"The Industrial Missions Aid Society is established with a view of being helpful to all Missionary bodies, and, in some measure, meeting the needs above-mentioned.

"It will be a centre to which applications from the Mission field for assistance may be addressed. The work of the Society will be conducted on sound business principles, and each proposal or scheme, whether for initiating new industries or for helping those already in existence, will be most carefully considered on its merits.

"Where possible, the details furnished will be verified, and independent opinion obtained, regarding the utility of the proposal both from the missionary and business standpoint, and no scheme will be accepted which does not satisfy the Society on these points.

"Full particulars of approved schemes, stating rate of interest to be paid, etc., will be circulated, and investors invited to supply the necessary capital for the same. All the reports and information upon which the Society rely, in reference to the scheme, will be open to inspection, so that the investor may exercise his own judgment in the matter.

"Separate accounts will be kept of each scheme, and, for the present, the investors must look to the profits made in respect of the particular scheme in which they have invested or the proceeds of the realisation thereof, for their interest and return of principal. As soon as possible, however, it is proposed to create a reserve fund to meet any possible losses

but investors will not have any direct claim upon such reserve fund.

"All profit made by the Society, after payment of working expenses, interest upon capital, and any appropriation for the reserve fund, will be employed for the benefit of missionary enterprise, according to the discretion of the directors.

"Exceptional cases will probably come before the Society in the form of proposals for assistance offering but small security from the commercial point of view. In any such case, however, where the possibilities from the missionary standpoint appear valuable, the Society will shrink from the responsibility of declining to consider the proposal altogether, but will circulate full particulars of the scheme in the hope that some of God's people will be led to support it, either by their gifts, or by the acceptance of any risk that the investment of their capital may involve.

"While the promotion of the industrial side of missionary work is the special feature of the Society, the still greater importance of the spiritual work of Missions is fully recognised, and the greatest care will be taken to preserve the spiritual character of the work, and to prevent the secular element at any time assuming too great an importance.

"The Society also hope by means of industries at home to raise funds for missionary purposes.

"In order that the Industrial Missions Aid Society may be so far as possible self-supporting, all business transacted will, except where otherwise agreed, be subject to a moderate charge to cover working expenses, and provide means for further development."

## APPENDIX 2.

### ON THE EDUCATION OF NATIVE RACES (C.M.S.)

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## ON THE EDUCATION OF NATIVE RACES.

1. There is every reason to hope that the views of a Society having <sup>Introductory.</sup> the historic experience and continuity of the Church Missionary Society on such a subject as "The Education of Native Races" will, if fairly and temperately presented, receive due attention and respect; but to focus even the main points of such a presentation within the narrow limits of some twenty pages is a task of considerable difficulty. This, however, is what I have been asked to do, and though the Society cannot accept official responsibility for what is here written, yet as one who has for many years now studied its work, and is in entire sympathy with its objects, I trust that I shall not fall into any serious error either of fact or opinion in attempting to comply with the request. No statement will be made for which sufficient authority has not, as I believe, been found, although only a very partial view of such testimony can be exhibited in the lettered notes which are given below. In selecting this evidence from the abundant literature available for the purpose, my desire has been to give facts which are typical, rather than those which are abnormal, and it may safely be concluded in, I think, every case that the particular instance adduced could be illustrated by others, did time and space permit.

2. The action of the Society in having the present paper drawn up is, at least as regards outsiders, understood to be that of a witness <sup>The main object of this paper, testimony, not criticism.</sup> as distinguished from that of a judge. No criticism, therefore, will be offered (directly) on the work of educational agencies other than its own, and as far as possible statements of a controversial nature will be avoided. The considerations urged will be those suggested by the facts of a hundred years of Missionary experience, but in using those facts I shall endeavour to indicate fairly the lessons learned from them by the Society, acknowledging where necessary the corrective teaching of failure. On the other hand, I solicit a candid and constant remembrance of the constitution and object of the Church Missionary Society, which must naturally dominate its point of view, and give direction and definiteness to its treatment of the many problems involved.

3. It is necessary at starting to lay emphasis on the danger of losing <sup>Necessity of keeping principles to the front.</sup> sight of leading principles amid a mass of details; of "failing to see the forest for the trees!" It is no mere academic theory, but a living and intensely practical truth, full of consequences which ramify throughout the whole system of its teaching, that the Society in attempting to provide education, whether it be literary or industrial, for non-civilized races, or for those which, though non-Christian, have some civilization of their own, has always treated the matter, important as it is, as only part of a still larger, and still more important subject; that subject, being of course, the enfranchisement of each individual human life from evil of

every kind through the power of the Gospel of our Lord Jesus Christ. If there is any one lesson which more clearly than others stands out from the great mass of testimony which forms the experience of the Church Missionary Society it is this, that the only effectual lever which can be trusted to work at all times—the only regenerating power which can be brought to bear successfully with any continuance on the lives of savages, to redeem them from grossness and barbarity and superstition, is the body of practical truth summed up in Christian evangelical doctrine. Wherever this principle has been accepted and acted upon, there has been, we believe it can be proved abundantly, success. To those who accept this principle it must ever seem labour misdirected to try the task by any other means, considered as main and principal, though other means may be used indeed as subsidiary and subordinate. And wherever such other means may have from whatever cause been allowed to usurp the leading place in educational work, there success seems to have been lessened, if not entirely lost.

A great lesson learned by the Society in its early days.

4. It must be admitted that this truth, now long since adopted as the 'a, b, c,' of Missionary teaching, was learnt by the Society through bitter experience in its early days. When Samuel Marsden, the heroic advocate of Missions to the New Zealand Maoris, came to England in 1808, to plead for the people he loved so well, the Committee adopted some measures which indicate a want of clear perception of the correlative order and proportional importance of teaching religion and of teaching the "arts of civilization." Broadly speaking, there are two methods of procedure which are quite distinct, nay, under certain circumstances, they may become contradictory. "Civilize in order to Christianize" is one; "Christianize in order to civilize" is the other. The first method was attempted in New Zealand when Missionary work was begun there (Note A), and some traces of its influence are to be found in the early history of Sierra Leone (Note B), though they were quickly swept away by the spiritual enthusiasm of Johnson and Düring. Among the Maoris, the experiment was pursued for some years. Marsden had said "Nothing in my opinion can pave the way for the introduction of the Gospel but civilization, and that can only be accomplished among the heathen by the arts. . . . The arts and religion should go together. The attention of the heathen can be gained, and their vagrant habits corrected only by the arts." And for this end three mechanics were sent out under the name of "settlers," who should exhibit in their own lives the force and power of Christian principles, in the hope that the minds of the Maoris might from seeing them as neighbours be prepared for Christian teaching. The plan failed, partly, it is true, from the unworthiness of some of the "settlers," but partly also—and that in a decisive degree—from the mixture of aims embodied in the scheme. Fourteen years later, the Committee sent out Henry Williams, formerly an officer in the Navy, but now ordained as a

Missionary, and the instructions given him show a growing clearness as to the order and proportion of things. As Mr. Stock writes in his invaluable history\* (Note C.), "The Committee were now realising that if civilization preceded Christianity, it was very likely to prove an obstacle to Christianity, and that the Gospel did not need the 'arts of life' as its precursors, however useful they might be to win attention to the Divine Message."

5. The dominant pre-eminence of that Divine Message has ever since been unchallenged in the operations of the Church Missionary Society. The method of simple and direct evangelization—to be used in the earliest days of a Mission, and maintained through all subsequent developments of work—has since the lesson learnt in New Zealand, been deliberately and systematically pursued by the Society's agents, and whatever success has been obtained by them in civilizing and uplifting native races, whether in Sierra Leone among the degraded and cruelly-wronged slaves whom English generosity and justice tardily set free, or in New Zealand among the cannibal Maoris, or among the Red Indians in British North America or the illiterate heathen of Central Africa, or in the much more difficult task among the peoples of India, China, and Japan—among many peoples, and under greatly varying conditions—that success has been ever due to one mighty uplifting and cleansing power, the preaching and teaching of the Cross of Christ. Nothing less will do, and nothing more is needed. (Note D.)

6. This all-important position requires, I believe, no qualification, though it may well receive some explanation. It has been the fashion in some quarters from time to time in the Society's history to ignore the work-a-day side of evangelical religion, and to belittle its practical influence on the habits of daily life. But it may be reasonably contended that this is disingenuously unfair. The honest and whole-hearted acceptance of evangelical truth—and no Missionary of the Church Missionary Society, if he is loyal to his principles, can aim at anything less—will exert an intensely dynamic and salutary influence on every department of the whole nature of man—body, soul and spirit. Experience has shown that practical industry and manual labour, quickened intelligence, and it may almost be called the birth of a new æsthetic sense, have been developed under the religious education given by the Society as really and typically as the new birth of the Spirit and a new principle of ethical thought. To quote a once well-known instance,† "It is in our liberated African towns," says the *Sierra Leone Gazette* of 1834, "that the richest enjoyment awaits the

That lesson never forgotten since.

The full and practical meaning of the Message of the Cross of Christ.

\* "The History of the Church Missionary Society, its Environment, its Men and its Work;" by Eugene Stock, Editorial Secretary. 3 vols. London. 1899.

† There is this convenience in sometimes quoting the older illustrations of Missionary work that, (1) Newer facts of the same kind are apt to monopolise the memory, so that when recalled the earlier history comes to us with tonic freshness; (2) we are tempted to forget how much has been done before our time, and to judge of institutions only by their present work.

philanthropist. There he may contemplate with delight the happy fruits of that system, the primary feature of which is religious instruction, and with, and proceeding from, that instruction, the inculcation of moral and industrious habits. The superiority of the mountain roads, the cleanness and respectable appearance of the villages, the immense forests cleared away, and the soil covered with the various productions of the climate, fully attest the unremitting industry of these interesting people." Equally strong, or stronger, facts (Note E) might be adduced from the story of the Society's work in three continents, so that it is only fair to ask that they may be considered as representing typical consequences of the earnest application of its methods and principles.

Occasional failure to secure its full effect; reasons therefor.

7. The object of this essay, however, is not to glorify the Church Missionary Society, or to exaggerate in any degree the services rendered to humanity by its agents, and I have no hesitation in admitting that the desirable consequences described above have not always been produced. But shortcoming in practice must not be allowed to depreciate the ideal striven after. That surely in the eyes of every reasonable person is vindicated to the full, if after stating clearly the principles of action we are able to point to numerous instances where the working out of those principles, even under great difficulties, has produced the noblest and happiest results, and to show also generally that the realisation of the desired end is approached more and more nearly just in proportion as the application of the principles is earnest and faithful. Having thus made it clear, I trust, that the fundamental law of the Society's operations is unassailable, I proceed to indicate some points where weakness has been discovered in the course of its practical work, which now embraces the experience of a hundred years. And first, while we may confidently claim that the Missionaries of the Church Missionary Society, both ordained and lay, have as a body proved themselves remarkably efficient, instances have been known in some cases of men who, notwithstanding great care taken in their selection, have proved themselves unworthy of their high vocation. The number of these cases is comparatively small, but the unfriendly critics of Missions notice them more than they do the lives and work of the efficient majority of Missionary agents. In this connection it is interesting to note that many of the Society's best ordained Missionaries began work as lay schoolmasters, showing (if any proof be wanted) the naturally close connection between religion and education.

Under-manning of Missionary Institutions.

8. But though by far the greater proportion of the Society's agents have been faithful and capable men and women, their number, in view of the work to be done, has always been small, and perhaps in no department is this paucity of workers felt more keenly than in education. A gifted and enthusiastic teacher will build up a school or college by the force and attractiveness of his energy, his love for his pupils, and his consecration to the noble task of their

enlightenment ; for a series of years, it may be, the work prospers, and splendid examples of what Christian education, and Christian education alone, can produce are shown to the world, delighting all lovers of good. Then comes disease, or sudden death, and the unfinished task falls from the veteran and thoroughly efficient hand, and comes to another less experienced, and wanting—why should it not be confessed—the peculiar talent of his gifted predecessor. Or, as has actually happened more than once of late, no English successor at all may be immediately available, and there ensues a lamentable interregnum of makeshift and dislocated arrangements, which always means harm to work, and especially work of an educational kind. To say that such alterations and dislocations should not be allowed to occur is only to point to the weakness of the Society in having no available “reservoir of men” from which in an emergency it may freely and promptly draw. The contrast has often been drawn between this state of things and the ease with which the hardest, the highest, the most dangerous places of service are filled when the call comes from our country, or when the moving power is the desire of fame, or even the sordid longing for wealth. Nor does there seem any remedy until the great circle of school and college life in England, with its large reserve of educational force, comes more closely into touch with Missionary thought and enterprise. And how to bring this about is one of the problems engaging at present the thoughts of the Society’s Committee of Management. It is hard to believe that if the work of such men as, say, Elwin at Fourah Bay Colleges in Sierra Leone, or Tyndale Biscoe in his Kashmir School at Srinagar, were thoroughly known, practical sympathy would not be forthcoming in the way of volunteer assistants and successors. And the men named are only types of many others.

9. Another obstacle to success in Missionary work—especially, perhaps, in its educational department—must be mentioned, though only because reference to it is necessary to present something like a complete statement of the case. No one can wish to lay undue stress on such a point, least of all one who counts it one of the great blessings of his life to have worked in the noblest Civil Service in the world in India ; but it is a fact of great importance, which must never be minimised in public documents, that the unworthy and immoral acts and lives of Englishmen in heathen lands have proved in many instances serious obstacles in the path of the Missionary educator who approaches the natives with teaching drawn from England’s Christian Creed. I purposely abstain from collecting in the Notes given below evidence of particular instances of this, but it is not too much to say, generally, that cases of this kind have occurred in the past in almost every Mission pursued by the Society among the heathen from Sierra Leone and New Zealand onwards. We may indeed hope that matters are improving, but it cannot be said that the old stumbling-block has entirely disappeared. (Notes F.)

Instances of Educational Work. (a) In simpler cases; in non-civilized countries.

10. Other reflections on difficulties or shortcomings in Missionary educational work will suggest themselves when we consider the application of the principle stated in section 6 to some of the problems met with in the Society's experience. In doing so it will be well to take the simplest cases first. In some circumstances the education brought by the Missionary comes as a thing entirely new and strange to the people. They have had previously no civilisation at all, no books, not even a written language, and the mere elementary process of learning to read has a marvellous power in awakening mental life. But apart from religion such power has no ethical character, and it is a healthy coincidence that the first object of literary study in Missionary schools is the Bible, or a portion of it. The Catechumens, for instance, of Uganda (and the facts were much the same in the New Zealand early days) are often known under the general name of readers; when a man begins to learn to read it is because he desires to learn about Christ. And the intense eagerness of the student as affecting his will-power in study is interestingly shown by the fact that many Uganda Christians can read their books held, not merely upside down, but at any angle, this habit having been acquired when copies of the book were scarce and learners many. This, again, was the experience in New Zealand sixty years ago. Such a fact throws light indirectly on the relations between teacher and pupil, the easy maintenance of order and discipline in schools, and the actual method of teaching. As soon as a student gets to know one thing he is ready to act as an amateur monitor to assist others who are a step behind himself. The use of monitors is pretty general in Missionary schools; the system is not without its drawbacks, but it is only by the judicious employment of such agency that the perpetual difficulty of smallness of teaching staff can be minimised. (Note G.)

Such cases further considered.

11. Meanwhile the relation established between the Missionary and his pupils is one of intimacy. As the bearer of an evangel which is transforming their lives, he is treated with respect, and affection, and often reverence, and they are apt to order their acts and habits with continual reference to his teaching and example, sometimes in amusing imitation of his personal idiosyncrasies of character. In their newly-awakened aspirations of every kind they look to him as leader and guide; in difficulties he is their counsellor; in difference or dispute they recur to him as their trusted arbiter and judge. Living among them, and exemplifying in his own life the precepts that he daily impresses on their minds, he stirs them up, when through consciousness of failure from time to time they are discouraged, to continued and more vigorous pursuit of the ideal which they are taught in their reading-book to recognise as perfect and divine. In countries of soft climate where the bounty of "boon nature" makes subsistence simple and easy, the working out of Christian character in practical daily life may seem to us who are accustomed to the complex economic problems of European

civilization a comparatively easy and straightforward thing. But for the life born and brought up in savage heathenism there are difficulties in many matters which to us look like trifles. Nothing probably gives more trouble to the Missionary teacher than the experience often recurring of half-eradicated instincts, or nearly forgotten habits, which formerly dominated the heathen nature, and which seem almost to have a life of their own in struggling with the awakened conscience and half-liberated will of the pupil. In some countries, for instance, according to heathen ethics all manual labour should fall to the share of the woman. The male occupation is only that of war, and when peace, habitual and lasting, comes, he has really nothing to do. To such men the idea of a routine of daily labour in the field, or in the workshop, implies an enormous, not to say terrible, change. (Note H).

12. The difficulties encountered by the Missionary educationalist among uncivilized peoples are most serious in the early stages of his work. When there is no written language an extra burden comes on the teacher in that he has to construct his own vocabulary and grammar, and even the alphabet for his pupils, who then, with faculties strange to the task, have to learn the pronounced sound which is appropriated to each written letter. The toil accomplished in this way among savage tribes has been enormous, but the results are worth the trouble. The difference between a man who can read and one who cannot is great, but the difference between their children, if they follow the lead of their respective fathers, is greater still. And for the average man reading is the most important part of the literary education of the first generation. Subsequent developments may be pursued with conspicuous success as in Sierra Leone and New Zealand, in both of which countries native clergy have been so educated as to become efficient in their sacred calling. But before this stage is reached the question of technical and industrial training is sure to have arisen; indeed, in some places it has with advantage been taken in hand from the very beginning together with the simplest elements of book learning. I defer consideration, however, of this important branch of educational work until we have touched on the subject of literary education in more civilized countries. The principal scenes of the Society's work among savage peoples have been, in Africa, on the west side, Sierra Leone, Lagos, and Yoruba; Uganda in the middle; and Mombasa and Rabai on the east coast; in New Zealand; in British North America among the Red Indians in the various parts of Canadian territory, especially on the Pacific coast in British Columbia; and as will be seen below, in some parts of India. (Section 23.)

13. Great as are the obstacles and difficulties met with in countries of no civilization they are hardly as formidable as those which have to be faced in teaching peoples like those of Asia who, before the advent of Christian evangelists, have possessed a civilization, non-civilization.

Educational developments in such countries.

Education (b) in more complex cases; countries of non-civilization.

Christian, imperfect, and, in many ways, terribly undesirable, but still of long-standing and firmly organised. In the former case the teaching comes as it were into a vacuum; the faculty of learning may be at first feeble and unsympathetic through untrained rudeness of nature; but still, what is once taken in by the mind is firmly grasped, and produces strong effect. Where, however, a previous civilization possesses the mind, the process of education is different, and, on the whole, more difficult. There may be greater power of intellectual apprehension, but it is fettered by a critical faculty nourished on positive traditions and superstitions that have some show of civilized thought. The educator is fighting here not merely against ignorance pure and simple, but against ignorance sheltered and supported by a pretence, and often, indeed, a reality of learning. The intensely narrow positiveness of the Muhammadan creed renders it the most violent and formidable opponent of Christian education, but the pantheistic apathy of Hinduism linked as it is to practical life by the intensely conservative institution—no less social than religious—of caste is another foe hardly less difficult to conquer. Buddhism and Ancestral Worship in China and Japan have also to be reckoned with, and it is on these fields of combat, in the lands of the peoples claiming already to have received their own revelation from heaven that the great Armageddon of truth with error in the world's latest history will, as it seems to many of us, be finally fought. The triumphant practical power of Christian doctrine in raising the life of savages, however degraded, to a level impossible through any other teaching may be considered as finally assured and vindicated; but the effect of its message has still to be proved at large on the immense mass of human lives cradled in the fierce dogmatism of the Kurán, or the hoary creeds of Brahmanism and Buddha. Individual lives, it is true, have been redeemed to the richest ethical and Christian beauty; some of them, all unfamiliar to the world, are among the treasures of memory for Christian workers, but it must be confessed that after two, in some places three, generations of labour, only the fringe of the great non-Christian multitude has been reached, and the task of general enlightenment is stupendous, not merely from the point of numbers, but because each non-Christian has his mind imbued with dogmatic error which yet, for the most part, contains elements of truth.

Mission Edu-  
cation in  
India, China,  
Japan.

14. I proceed to deal (as briefly as possible) with the literary education given by the Society, and for the sake of simplicity shall confine my remarks mainly to India, which, however, of itself has enormous claims to consideration, its population of 294 millions being more than one-sixth of the whole human race. The Church Missionary Society, though its operations were primarily started in Africa, and India came within its sphere of action only under the general addition of "the East," has long since specialized so to speak in this great continental peninsula, and at present the most important part of its educational work is carried on there, at a cost of



some £20,000 yearly, more than half of what the Society spends on education in all its missions.

15. The list of educational establishments in India belonging to the Society is a long one,\* and the operations conducted are very various, ranging from the smallest and most primitive "hedge-row" school where maps and sums are worked out on the sandy soil† as a slate, to the high-class college where students are prepared for their final examination for degrees. Day schools, night schools, boarding houses, hostels, orphanages, girls' schools, normal schools and training institutions, technical and Divinity schools,—have been started in different parts of the country as the exigencies of the work seemed to require. The earliest schools begun in India by the Society (about 1817) had a non-Christian schoolmaster, but by 1822 the Report showed that the Gospels were being read in all the schools, and the present regulations of the Church Missionary Society require that religious instruction to be given in all its schools daily. (Note I.)

The same continued.

16. It does not fall within the scope of this paper to discuss the way in which Sir C. Wood's Educational Despatch of 1854 has been dealt with by the authorities in India. One great means of carrying out the educational policy then deliberately adopted by the British Government was to retire gradually from official direction of the higher education, which was to be encouraged and developed as far as possible by the system of grants-in-aid to independent unofficial schools, such as those of Christian Missions, or Hindu or Muhammadan private teachers. Substantial aid has no doubt been given to the Church Missionary Society in the execution of this plan, though its friends think that still greater liberality might be well and wisely shown. There seems good reason to hope that one of the results of the Indian Commission on Education now sitting under the vigorous supervision of Lord Curzon will be a decided move in this direction. It can be shown in addition to other advantages, which will be referred to further on (Sections 18, 23 and 38), that the cost to Government per pupil under this method is considerably less than the rate per head in the Government Schools.

Grants-in-Aid from Government.

17. Some of the Society's educational establishments are intended for non-Christians; others are only for Christians; while in a third kind both are received and taught together. The first kind is intended to be evangelistic, and it is claimed, I think with truth, that the best converts to Christianity have most of them been pupils in Mission Schools. The schools for Christians only are also required in some places; they fulfil among other purposes that of

Classes of Educational Institutions.

\* Comprising 21 High Schools and Colleges, 89 Anglo-Vernacular Schools, 1,137 Vernacular Schools, 9 Divinity Schools, 11 Normal and Training Institutions, 47 Orphanages and Boarding Schools. These are the latest available general figures, but the actual present number would be slightly larger.

† It was seeing this being done in an Indian School in Madras which suggested to Bell, then an Army Chaplain, his system of pupil teaching.

exciting and encouraging the idea of corporate religious life, which it is very important to develop among Indian Christians. At the same time it has been urged that if there is moral power in the lives of Christians those lives ought to be brought into habitual intercourse with non-Christians that their influence may be felt as an ethical and social power. This seems to have great force as regards adults whose characters are more formed, and it may be hoped stable, and who are settled in regular habits of daily life. For boys it seems wise in some cases to have schools where Christian influence is consolidated. The Committee allow both systems, being guided as to the necessities of the particular case by the opinion of its local representative authorities. It may be noted here that India has several local Committees, which relieve the Home Committee of a good many details in management, and the trend of opinion at head-quarters is to develop the policy of decentralisation so far, and as fast, as may be done with prudence. The principals of the various educational institutions have a great deal of power in arranging the details of their daily work.

Institutions  
calling for  
special notice:  
Orphanages.

18. Though detailed reference to the great variety of work being done is impossible, two or three kinds of educational institutions seem to call for notice, more especially in connection with their social aspect. The orphanages which, as will be seen further on (Section 35), have a very direct and urgent bearing on the question of industrial training are mainly filled by children picked up in famine times, supplemented by waifs and strays of whom there are always a considerable number gathered from the "submerged tenth" of the vast Indian population. It is a striking testimony to the value of the work being done in these Christian homes for the poor and desolate that here and there in imitation and competition the Hindu and Muhammadan revivalists have started institutions professing the same purpose. In more than one case to my personal knowledge the prospectus of the non-Christian institution alluded to those conducted by Missionaries as virtually challenging their efforts in benevolent rivalry. This is only one of the numerous instances in which the work of Missionaries has influenced the social life of non-Christians. (Note J.)

The Hostels.

19. The hostels are a comparatively modern institution, and may be described as lodging-houses for students attending college. Some are for Christians, some for non-Christians, the Hindus by themselves, the Muhammadans also separate, always under careful supervision. The rules of the institution provide for fees, messing, hours of residence, and general conduct, and are well calculated to promote regularity of habits, and outward morality. Their value as Missionary institutions must depend greatly on the personal character and influence of the supervising Missionary. Excellent work at Lahore is being done by Mr. Wigram's Hostel for Christians, including not merely Divinity students but some twenty-five other unmarried young men who are completing their studies in the Government University College. (Note K.) In Allahabad there is

a hostel for Hindu students, while in Calcutta, and perhaps elsewhere, there are a number of students' messes managed entirely by themselves, where the visits of Missionaries are received in a friendly way without, of course, any idea of authority or supervision. This kind of work joins hands with the efforts of the Y.M.C.A. to reach the English-speaking natives of India, and must, if persevered with and developed, be of enormous influence for the good of the country.

20. It is difficult to touch on this subject without spending too much time and space on it. Perhaps on no department of the work of Missions has the Society spent more time and trouble and noble lives than in the training of their native agents, whether as schoolmasters or for the Ministry. The details of educational method have been wisely varied according to local circumstances and special conditions, but everywhere, whether with Sargent at Palamcotta, French at Agra and Lahore, or J. C. Hoare at Ningpo in China, the ruling principle has ever been the same—the pouring out of a consecrated life rich with all its Christian saintliness and culture into the hearts of a chosen few, who should in their turn become the centres of vitalizing power to a wider circle. This has been the ideal; a nobler one it is difficult to conceive; and even the partial execution of it has done work which could be done in no other way. Such work is education of native races in its highest and most spiritual form. The Normal Schools for schoolmasters have each of them a school attached in which the Normal students practise the art of teaching by taking classes. This is, of course, the approved modern fashion.

Normal  
Schools and  
Training  
Institutions.

21. The subject of physical training and athletics must not be omitted in any view, however general, of education. In all the Society's Missions the training of the body has been well looked after, and certainly not least in India. Gymnastics and athletic sports, cricket and football, receive due notice in Missionary Schools and Reports, and as a personal witness of the pluck and endurance of Mission School boys on not a few fields (Note I) I can testify to the good effects and success of the training. The ethical character of cricket and football, sometimes obscured by the extravagances of devotees, is real and valuable, and worked as subordinate helps in a system of religious education these games have a function of their own which it is folly to ignore. They also bring the pupil and teacher together in a way which in India (owing to the identification of Englishmen, even though Missionaries, with the ruling power) is specially desirable. Here again it is the personal and close touch of mind with mind that constitutes the educational leverage.

Physical  
training and  
education.

22. It seems unfair to give only one paragraph to the enormously important matter of girls' education; but, of course, much that has already been said deals with this also. If there is efficiency anywhere in the work, it is here. It was the verdict of a competent observer who recently visited Indian Missions, that good as was the work of the male Missionaries, that of women was better. From the time of Miss Cooke, in 1822 (Note M), onwards there has been

Education  
of girls.

a noble succession of women workers in schools and among women generally, not only in India, but in every part of the Mission field, a list of names too long even to mention here. And the influence of women's work among women has had a great indirect influence in India, as well as in other places, on the work of men among men. One veteran Punjab Missionary attributes a great and visible improvement in intelligence and friendliness of the countryside to the gentle influence and teaching of women, and the same is the experience, I believe, of the Uganda Missionaries since the arrival of ladies in the field. And yet even the very excellence of the work in one way brings a danger which, having an important social aspect, must receive some notice. Education of woman raises her more quickly, perhaps, than it does man. She seems to take on the polish of refinement more easily than her brother or her husband, and there is danger lest this brings about disturbance in the economy of the family. Unless the spiritual graces of humility and self-sacrifice are firmly maintained in the first place, a woman when first she draws on the new pleasures of intellect and cultivation of the mind, even though it be only through the sense of power of being able to read, is apt to revolt from the menial offices of the household, and in a higher stage of education has been known to revolt from marriage itself, preferring to be like her own beloved "Miss Sahiba." But, as has been said once or twice, "our Christian villagers must have wives," and though it may well be the portion of woman in India, as it has been not seldom elsewhere, to elevate man, it must be by lowly self-sacrifice rather than by unsympathetic intellectuality. All who have the cause of Christianity in India at heart must long that this supreme grace may not be wanting to the Indian Christian sister and wife—she must "stoop to conquer."

Work in  
India among  
uncivilized  
tribes.

23. We are gradually working on now towards the social and economic part of the subject, which will include industrial training: but a few words must be given to the work in India among several uncivilized tribes, viz., the Santals, Gonds, Bhils, and Hill Arrians. All of these belong to the non-Aryan races of the country driven off by the Aryan conquerors into remote places in hilly districts. They are all backward in civilisation as compared with the Hindus of the Plains; they are inferior in social condition, and were (though this has been partly remedied) extremely shy of Europeans. The work among them has necessarily been of the pioneer type, arduous and trying for the Missionary, and of the simplest educational character, as the great majority of the people find the greatest difficulty in learning to read. The Bhil, for instance, is said to be so stupid that he can be taught nothing unless he is caught young. The Santals were very hard to get hold of at the beginning, but have made good progress since under the care of Missionaries sent specially to them. The Gonds, when Williamson began his work among them, had perhaps only one man of their tribe who could read at all. Yet here, too, patient labour working with the

Christian Evangel has seen its reward in instances of manifest change of heart and life. The story of Henry Baker the younger and his work among the Hill Arrians in the Ghauts of Travancore reads like a romance; but though it is, perhaps, more than ordinarily picturesque and striking in some of its incidents, all its best features may be paralleled in the case of less well-known work of other Missionaries. The main points important in this present reference are two: (1) That when benevolent laymen and officials sought for some agency which could permanently raise and improve these "social ineffectives," they turned to Missionaries. (2) That the Missionary agencies—and among them the Church Missionary Society—took up the task, which is being prosecuted with encouraging though still incomplete success. Such labour represents part of the debt which the Government of India owes to Missionaries, and which it has repeatedly acknowledged in terms equally honourable to itself and to them. This Missionary work seems in nature half-way between that spent on civilized peoples which we have been considering, as illustrated in India generally, and the evangelisation of savage heathen, which was the subject of the earlier part of this paper. Let us now turn to the question of industrial training and work in Missions—a subject large enough in itself to occupy all the space available, but which could not, as it seemed to me, be satisfactorily elucidated without some such remarks as have been offered above.

24. Many persons whose opinions are entitled to respect would probably consider that the application of evangelistic truth, coming for the first time to any people as God's message, would be most simple and, so to speak, natural, and least mixed up with unworthy influences (bringing in their train undesirable consequences), where its wave of new ethical life should sweep broadly over the land, vivifying each individual heart with higher principles of moral action, but leaving the outward sphere of such action in the things of daily life unaltered and in no degree disturbed. Such a hypothetical case, however, involves, I think, practical difficulties which would render impossible its realisation in fact, even were that realisation ideally good. Putting aside the question whether such religious movements in the mass can be safeguarded so as to be spiritually sound, reflection shows that it postulates at least three conditions, none of which really always exists: (1) That the occupation of every man who hears the Gospel is a lawful and desirable one. Where it is, no doubt it would be well, under ordinary circumstances, to carry out the Apostolic precept that every man should abide in the calling wherein he is called; but it is quite certain, to take an Apostolic instance of fact, that the first Ephesian silversmith who gave heed to St. Paul's doctrine would have to give up making images of Diana. And this is a case closely illustrated in India, where some converts, before hearing the truth, have been servants of heathen temples, living on fees earned in such service. (2) That there is no pressure of popula-

Evolution of  
the Industrial  
Question in  
Missionary  
Operations  
(a) Inevit-  
able.

tion on the soil for subsistence; that, in fact, subsistence is easy, and there is no difficulty for the weak and helpless (such as orphans) in making a livelihood. (3) That there is nothing in the social institutions of the people evangelised which would fetter or disturb the natural distribution of employments—e.g., that there is nothing like caste, or, speaking generally, no restriction on economic development arising from prevailing custom. Unlawful callings, poverty, social restrictions on industry, have, as a fact, been found, either one or more of them, in all countries where the Society has preached the Gospel, so that in some shape or other, at some stage of evangelistic operations, industrial work or teaching has, I believe, been found inevitable. It may have been small in extent or importance, but we are at present dealing with the need of it as a practical concomitant of Missions, and this seems undeniable.

Industrial  
Work (b)  
desirable.

25. But in order to be faithful to the whole truth we must (I am expressing only a personal opinion) go further. If we believe that the Gospel is meant to regenerate the whole life of man, if we read history so as to conclude that it has been the Cross of Christ which even in its imperfectly accepted genius and power has given Christendom its modern humanity of civilisation and its progressive pre-eminence in the world, stimulating the energy of believers in every department of the practical business of life, then surely we must be prepared to give industrial training wherever required for the livelihood or for the social improvement of our new fellow-Christians, not, indeed, as a necessary herald, but as a useful follower-up of the Divine Message. The adoption of this view does not mean unfaithfulness to the power of the simple Gospel, nor need it involve us in unwise and costly trade operations; it simply gives practical force to the fact that every good and perfect gift is from above, that it is good for each Christian life to be developed to the full in every faculty that God has given it, and that the real and living acceptance of Christian truth will certainly lift a man up to new aims and new desires—devill give him, in fact, a new mental horizon. To help forward this development, so far as it is consistent with the carrying on of part of civilisation, should, I think, be felt by every Missionary a real important duty. At the same time, and this last word is of great importance, self-reliance and independence of character should be fostered among all converts as a *sine qua non*, so that actual assistance should be given only where absolutely necessary, and any thing like a patriarchal benevolence religiously avoided. The maximum of educational development, with the minimum of subsidising help, is what will work best. (Note O.)

26. The official attitude of the Church Missionary Society in the as a towards the question of industrial education and employment the ex- of Mission work is not easy to define. Considering portance of the Society's operations, and the suggestive im- matter, as a whole, the experiments made from time to time, the as perhaps hardly received adequate treat-

The official  
attitude of  
the Society  
towards  
Industrial  
Work in the  
past.

ment. After the early experiment of sending "settlers" to New Zealand there was probably a reaction, and one may turn over the interesting pages of the reports, and also of the *C.M. Intelligencer* for a long time without coming on anything directly bearing on industrial enterprise. Speaking generally, I think it may be said whenever some earnest Missionary in the field made suggestions, or commenced work in a capable or practical manner, he received moderate and cautious encouragement (accompanied occasionally with prudent warnings against the dangers of industrial work); but as a rule the initiative was left to him. This plan seems timid, but prudent. If a Missionary takes to industrial operations, it generally means that he has the mechanical ability necessary to manage them; if he has not, the mistakes he makes will be entirely local and probably not of great importance. Whereas, undertakings started in several different places at once under orders from the Committee at home would almost certainly have to be conducted by some men at least who have no aptitude for such work, and then there must be failure, possibly on a large scale. Conscientiousness in employing the funds entrusted to them for evangelistic work has no doubt inspired the Committee with a wholesome jealousy lest the money intended for this purpose only should, under the plausible pretext of helping native Christians, be diverted to schemes which, though benevolent, might be, or become, commercial in their aims and methods. Yet once at least in the history of the Society the initiative was taken in England in an important case. The man who, perhaps more than any other individual throughout a hundred years, may be regarded as having represented the views of the Church Missionary Society in a large and statesmanlike manner, Henry Venn the elder, gave time and toil unstintingly to the inception and elaboration of a new trade industry in cotton, which was to benefit (among others) the native Christians of West Africa (Note P). But he insisted, and rightly, that for such a work funds must be provided apart from the ordinary contributions to the Society. The disastrous Niger Expedition of 1841, so benevolently conceived and undertaken in the hope of opening up Africa to Christian civilisation and trade, so fatal to the gallant lives given to it, might well be a lesson of the necessity for extreme caution in dealing with the unknown factors always present in such enterprises. But, undeterred by this, and divining with sagacity the safe lines and limits of the action to be taken by the Society, he laboured on for several years, using often the scanty leisure available from his heavy work as Secretary, till he saw started and in full swing the industrial work in Lagos and Abeokuta, which ripened into a substantial and independent trade.\*

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\* The Church Missionary Society, though jealously careful of spending Missionary money only on Missionary work, has from time to time through the collective agency of its members and friends, acting in their individual capacity, done yeoman work for the Empire's interests. A striking

Recent  
history of  
the matter.

27. On July 25th, 1890, a letter was addressed to the Committee by some friends who were then attending the Keswick Convention on the enlarged prospects of Missions and the means of coping with the increasing work. Among the suggestions made it was proposed to use lay workers more than hitherto, that some of them should be mechanics and working men, and that steps should be taken for providing industrial training, "which is now largely recognised as an important factor in educational work," especially in Africa. Such new classes of workers should be specially trained. A sub-committee appointed to consider these proposals reported against any attempt to carry on "a trading or industrial Mission" in any part of the Mission field, "by the side of, and in close connection with, the Society's regular missionary operations." They thought it desirable that Missionaries assigned to Africa, or to uncivilised places, should have some industrial training; they recommended that industrial training should form a part of the regular teaching in certain places in Mission schools, that simple industrial training should be given in all schools in West Africa, and that Frere Town, in East Africa, should have an industrial training establishment maintained in full efficiency; but that for no other part of that Mission field did there seem need of industrial training.

The same  
continued.

28. This Report, which was approved by the General Committee of the Society, virtually goes against industrial work and training in India, where, however, as will be noted presently, small detached operations have been undertaken in various parts from time to time. But in the general review of Mission work and methods which was undertaken in connection with the Society's Centenary, the question of Industrial Missions received attention again, and the report of the Centenary Committee, approving the report of a special sub-committee appointed for the purpose, may be taken as the last official pronouncement on the subject. It is too long to quote, but I give a summary in Note Q given below, and merely record here that the Society has become more friendly in its attitude to the idea of industrial work, and wishes it to be kept more to the front. This is, indeed, only a wise recognition that material conditions are changing in many places in the Mission field, requiring suitable adjustments of missionary method without giving up one whit of missionary principle. The desirability also is recognised of having an "Industrial Missions Auxiliary," on the same lines as the "Medical Missions Auxiliary," but for this "we must wait till a suitable man is given us."

Brief Review  
of Industrial  
Work in the  
past.

29. Reference has been made in section 26 above to work initiated by Missionaries in the field, and though it is impossible to give anything like a full account of this, some remarks may be made in a few instances showing the aims, and limits, and results of what

instance of this was their action in Central Africa in the autumn of 1891, when the British East-Africa Company had resolved to withdraw from Uganda on account of excessive expenditure. The story is graphically told in Stock's History, Vol. III. pp. 439-440.



has been hitherto attempted. The work of Johnson (and, indeed, most of the early workers) in Sierra Leone included industrial labour initiated by him as a means not only of education and training, but to render the actual livelihood of his freed slaves possible. The Government gave help, but it was conditional on active efforts to be made by the men themselves, and the results were simply wonderful. It may be doubted whether anywhere in Mission history a greater and more blessed change has been wrought than that effected by the labours of Johnson at Regent's Town in some three or four years after his arrival in 1816. (Note R.) In New Zealand also much of the early work was industrial. One of the first men sent out was a joiner, and another a shoemaker, and they received some additional special training in ship-building, and in spinning respectively, before they left England. Their efforts with the natives, however, in this direction were specially directed toward agriculture, and though, as we have seen, the spiritual part of the work did not at first get its proper place, the "arts of life" did make considerable progress between 1814 and 1820. (Note S.) And fifteen years later, when the higher side had long since become prominent, we have the unimpeachable testimony of Darwin as to the industrial success of the Mission. (Note T.) Previous training, no doubt, helped the workers by giving them in their mechanical faculty a foundation whereon to build, but it is a noticeable feature, not merely in this but in other Missionary spheres of successful industrial operations, that much has always had to be learnt by the Missionary in the field. In many instances he learns, and applies his learning, as he goes on. Given the man, his consecration and the enthusiastic energy which so easily flows from it, great practical ability often seems to have been developed from what were originally very moderate endowments in this respect.

30. In the Missionary work among the Red Indians in various parts of Canada, it has always been one of the objects aimed at to induce the natives to take to agriculture wherever that is possible, and the partial success obtained has helped to stay the decrease of population among these decadent people. The work on the Pacific Coast at Metlakahla, Kinoolith, Aiyansh, Hazelton, and Kitkatla has all of it proceeded on the idea that with the birth or regeneration of the spiritual life there must naturally come the rise and development of the physical and social life of the convert. And this means industrial work and training. Duncan, whose subsequent errors must never be allowed to deprive him of credit due for what was sound and good in his remarkable work at Metlakahla between the years 1857-82 was, though a schoolmaster by education, a great organiser and director of industries among the Indians of his station, and the results, though marred by his unhappy maiming (as we, at least, must consider it to be) of Scriptural truth, were far superior to anything that could be produced by merely secular teaching, however useful. Metlakahla was for years the most

Industrial  
Work in  
Canada.

conspicuous instance of the Reformed Indian village (it was really formed, so to speak, out of nothing by Duncan) on the Pacific Coast. Other places have since shared in its success without its misfortune, but in all of them, industrial work, encouraged by the missionary, and accepted as a necessary part of the whole duty of man by the convert, has been as conspicuous as it is a wholesome feature.

Later  
Industrial  
Work in  
West Africa.

31. The story of the development of the Sierra Leone Church cannot even be touched on here. Its ecclesiastical independence has had, of course, its influence on the industrial work (which, indeed, has never been in official connection with the Society). This is now worthily represented in a Technical School founded by Bishop Ingham in 1895, and supported by Diocesan Funds, together with a grant from Government. Some facts about Sierra Leone and the other African Mission stations may here be noted together. So far as the Society is concerned, industrial work in Africa is carried on at present only at:

1. Sierra Leone, as above stated supported by Diocesan Funds, not directly C.M.S.
2. Onitsha, under Bishop Tugwell's Diocesan Fund Committee.
3. Mengo, Uganda, under C.M.S.
4. Frere Town, East Africa, under C.M.S.

Arrangements are in contemplation for the starting of some industrial work in the Yoruba country.

The same  
continued;  
kinds of  
Work done at  
present;  
Sierra Leone,  
Onitsha,  
Mengo.

32. At Sierra Leone the practical instruction is principally in carpentry and house-building, but the technical training which has been carried on with great success by Mr. W. F. Lucia (till recently invalidated home) is very complete. The school building, a fine specimen of construction, is itself the result of work in the school; and the wood-work of the interior is said to be the best of its kind yet produced on the West Coast. At Onitsha carpentry and brickmaking have been done and house-building has been undertaken. The addition of blacksmithing, printing and agriculture is in contemplation. At Mengo the training consists of printing, carpentry, house-building and ropemaking. The manager here is Mr. K. Borup, a lay worker from Canada (but a Dane by birth). The work is young, but promises well. Three boys who had had only a little more than one year's training set up the whole of the type and printed off the August (1901) number of Mengo Notes (four large 8vo pages in small type) while their Superintendent was away on a holiday trip to Usambiro. Not one of the boys knows more than a few words of English! Mr. Borup has now in hand the building of the new Mengo Cathedral, which is to be of brick. What an advance on the days of Mackay! (Note U.)

The Work at  
Frere Town.

33. The work at Frere Town is important enough to have separate notice. In 1875 a freed-slave settlement was formed at Mombasa and named after Sir Bartle Frere, and slaves rescued from traders

were brought here just as to Sierra Leone long before on the West Coast. Mr. W. Salter Price, a Missionary who had gained valuable experience at Nasik, in India (see section 36 below), was put in charge, and when he went home, the Rev. I. A. Lamb, from West Africa, worked here for a short time, and then the Rev. H. K. Binns for twenty-two years. Through much tribulation, in spite of envy and ill-will of Muhammadan neighbours, and the deeply-resented grievance of runaway slaves getting harbourage, amid vicissitudes of many kinds, the industrial settlement has been preserved and developed. "The freed-slaves of 1885 were received, cared for, fed, clothed, taught by the freed-slaves of 1875." The principal industries at present taught are cocoa-nut fibre work and (for girls) laundry work.

34. The point, I trust, has already been made sufficiently clear and emphatic that the first and great aim of the Society is to move the heart with the Gospel of our Lord Jesus Christ. When that is accomplished, there follows the confident expectation that the whole life will show increase of moral force and physical energy. As a subsidiary agent industrial work has a valuable usefulness in the present as in the past history of the Church Missionary Society. Among other instances of this, it may be noted that at Sierra Leone a marked difference has been observed in the style of house erected of late by well-to-do natives, and this is attributed to the influence of the Industrial Mission there. Bishop Ingham has strongly insisted on the benefits of industrial work in West Africa, both on the characters of those engaged in it, and on the economic conditions of the people living near where it is carried on. In Uganda the Katikiro (Prime Minister) contributes largely to the maintenance of the industrial apprentices, thus showing his appreciation of the importance of industrial training to the welfare of the country.

It may be taken, I think, as a rule, without exception, that industrial work in the C.M.S. Missions is always combined with something of general education. As a sample of the way in which this is arranged, the time table in use in the Industrial School at Mengo is printed in Note V. given below.

35. A decisive distinction is drawn by some as to allowing industrial work in Africa and Canada, while they discourage the idea altogether in India. I am inclined to think this opinion somewhat behind the times. It is quite true that there are reasons which should make us more unwilling perhaps as a general thing to undertake Industrial Schools in India than in Africa, but it is not difficult on the other hand to bring forward special considerations in favour of prudent and well-considered action in this direction in India. Two facts are patent—one is the difficulty of finding employment for inmates of our Orphanages when they grow up, and the other is the hardship and often poverty entailed on men of caste when they become Christians. It is, I believe, a growing feeling with Missionaries in the field that something must be

Effects of  
Industrial  
Work.

Industrial  
Work in  
India.

done or initiated by the Society to cope with such cases which will, as Mission work extends, become not fewer but more numerous. No doubt when mass movements toward Christianity set in (as probably will happen before very long), matters will for the most part adjust themselves. Meanwhile there is trouble.

The fact that the immense majority (over 90 per cent.) of the Indian population are agriculturists points to the land as the means of giving our men employment, so that it seems natural to find that there have been agricultural settlements of Christians at various times, and in widely different places. It is impossible to do more here than to refer to them very briefly, but the history of any one, if studied carefully, will show the extreme difficulty and at the same time the encouragements attending this branch of the work.

Christian  
Village  
Settlements  
in India.

36. The oldest agricultural settlement by the Church Missionary Society in India was Mengnanapuram, in Madras. Rhenius, among other useful things that he did, had initiated a philanthropic society (Dharma Sangam) for the assistance of poor native Christians by their well-to-do brethren. The fact is important as showing that one of the most important principles of the subject, asserted strongly by one of our most thoughtful modern Missionaries (Note W.) was clearly grasped long ago in those early days. John Thomas took up the idea, and his energy under God's blessing developed the small Christian settlement into the great village of Mengnanapuram with its fine church and its great congregation of working-class Christians, the centre of evangelistic work in a populous district. Other Christian villages, all more or less agricultural, though in some manufacturing industries have been attempted from time to time, are Sagra, near Benares, started by Leupolt; Basharatpur, near Gorakhpur, where some waste land was granted by Lord William Bentinck; Muirabad, just outside Allahabad; Sharanpur, near Nasik, the most decidedly manufacturing settlement of all, and in some ways the most interesting (Note X.); and last, but not least, Clarkabad in the Punjab. The attractiveness of the idea of a Christian village, its manifest dangers and drawbacks, the local as well as general difficulties of working out the plan, the vicissitudes of history of management, the absolute necessity of successfully solving the problem of assisting poor Christians without demoralising them, these are the salient facts which press on the mind when the question is considered. There is probably no more important subject than this affecting the economic position and social development of the Christian community in India at present and in the near future. The wisest policy here would seem (I am expressing only a personal opinion) to be a prudent boldness, or to use an Oriental metaphor, "out of the nettle danger, to pluck the flower success."

Supply of  
Agents for  
Industrial  
Work.

37. One important point remains for notice—the supply of agents for industrial work. It is obvious that for some considerable time to come the supervision of such work must be kept in the hands

of European agents, who should, in the opinion of the Society, be laymen. In Sierra Leone, native subordinate agents have been used in some cases with success, and the same in India. But at present control and initiative will be wisely kept by the "foreigner," if only because he has a prestige which the native has not. The question then arises, what supply has the Society of qualified technical and industrial teachers and managers? And the answer must be that of such men qualified in the full sense of the term the supply is scanty indeed. The Society's Training Institution for men at Islington has done noble work during its seventy odd years of existence; every student is required to take up industrial training in one or other of the following: carpentry, blacksmithing, tinsmithing, cobbling, printing, or gardening, and the work done is real. Some of the Islington *alumni* have shown themselves "handy men" to a degree in the field, but the full technical training necessary for an industrial teacher is impossible at the College, and when such agents are being prepared it will be found necessary to send them for a time to special institutions. This, however, can be properly discussed when the Industrial Missions Auxiliary recently approved shall have been started, a move, we may hope, not long to be delayed. For the present, no doubt, special arrangements will be made to meet any special case.

38. The limits of the allotted space have been reached, but I should like in conclusion to sum up briefly the main points which seem indicated as necessary to a sound opinion on the Education of Native Races, and as representing, though only approximately and unofficially, the position of the Church Missionary Society on the subject:

Summary  
and Conclu-  
sion.

(1) The Scriptural presentation of the Gospel of the Lord Jesus Christ must vivify and energize all efforts to instruct and elevate native races.

(2) This evangel is no mere theoretic announcement of transcendental truth, but an active living power, transforming the life, moral and physical, as well as informing the heart. Anything short of this is short of the aim and hope of the Church Missionary Society in sending out Missionaries. Shortcomings from whatever cause, whether from mistakes in its own policy, unworthiness in its own agents or fellow-religionists, or any other fact which prevents the teaching of the Gospel from having its full and proper effect are not defended, but deplored, and the Society ever strives and prays for wisdom to avoid them and to remedy them when discovered. But nothing of this kind can shake its unalterable confidence in the unique power of the message to deliver which is its privilege and the sole cause of its existence.

(3) Education penetrated with the spirit of Christian truth is one of the most powerful agencies in the elevation of native races, and the Society has from its earliest days recognised and acted on this. Besides the conversion of great numbers of heathen in its

evangelistic schools, the influence exerted on those pupils (and even on their parents and friends) who yet do not become outwardly confessing Christians is immense, particularly in India. (Note Y.)

(4) It has been found advisable in many educational institutions, certainly in all orphanages, and similar schools connected with the Society's Missions, to combine general education with some kind of industrial work. The change of employment proves most beneficial.

(5) Beyond this lies the larger question of giving industrial education to native Christians to enable them to get their livelihood. On this point all are agreed that interference, except where absolutely necessary, is to be deprecated, and where reasonable facilities exist for earning a subsistence nothing should be done by any agent of the Society. In some cases, *e.g.*, where orphans grow up and leave orphanages, or where converts, through adoption of Christianity, lose their employment permanently, the question of industrial work comes up with an urgency not to be denied. The opinion of some of the most experienced and capable of Missionaries would go somewhat beyond this, and welcome a prudently-matured scheme of industrial work as a legitimate appendix to a Mission to teach converts not dependence but independence of action. But apart from this, the opinion of workers in the field (which naturally in the long run influences the Committee at home) seems to be that in the exceptional cases referred to above, industrial missions in some shape are necessary, whether under direct management of the Society's agents or not. The last pronouncement of the Home Committee is in favour of an Industrial Missions Auxiliary to deal with the subject separately, using only special contributions given expressly for the purpose of industrial work.

(6) The question of Industrial Missions, it may be added, is nowhere at present throughout the Society's Missions complicated with that of competition with white labour, nor is there any early prospect of its being so.

R. MACONACHIE.

C.M.S. House, Salisbury Square, London, E.C.,  
July 28th, 1902.

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## NOTES.

*Note A., Section 4.—Civilization preceding Christianity.*

Mr. Stock [Vol. I., p. 205] writes somewhat strongly on the point. He says:—

"Marsden did not even suggest a 'Mission' in our sense of the word. He only asked for three mechanics. His theory was the theory of many now who know nothing of the history of Missions. There is no excuse for them now."

My own study of the Reports and Instructions of the time leads me to dwell rather on the want of clearness of view then adopted. I think the Committee were rather halting between two methods. I append some extracts which seem to show this:—

1. "Were it practicable, and should the circumstances of the country be found favourable to the plan, we are decidedly of the opinion that a Missionary Settlement, after the manner of the United Brethren, consisting of several Christians of both sexes, living as a small Christian community in one of the principal towns of the Seisoo, and exhibiting to the surrounding natives the practical influence of Christianity in regulating the tempers and the life, and in thus increasing domestic felicity, would promise more permanent and extensive success than any other scheme." [Address to the first Missionaries of the Society, read by the Secretary at an open Committee, January 31st, 1804.]

2. "We do earnestly and affectionately enjoin it upon you . . . to consider how much of your success among the natives, may under God, depend upon your conduct and spirit among one another." [*Ibid.*]

3. "The first object of such a settlement would be to contribute to the civilization of the natives. . . . Though the New Zealanders appear to be men of naturally acute and superior minds, yet they have not acquired those habits of regularity and industry, and that enlargement of mind, which accompany civilization. The Committee are, moreover, well satisfied that little opening can be made for the Gospel among heathens unless their esteem and good will be first conciliated. And whoever confers favour upon them, the value of which they are fully able to appreciate, will be most likely to conciliate that good will. He therefore who shows them that he is their superior in the arts which they feel to be most useful and important in life, and who employs his superior skill for their benefit, may expect a friendly attention to his wise and gradual instruction on subjects of infinitely higher moment; while without a previous conciliation of their regard, he might labour long and in vain to fix any idea of religion in their vagrant minds." [Report, 1808.]

4. "The Settlers now sought for would be sent to prepare the way and to lay the foundation. They would therefore be expected to form a small Christian Society, living together in habits of industry, piety and love. Whatever time could be gained from the manual labour necessary for the support of the Settlement, and the instruction of the natives in the arts practised by the Settlers must be conscientiously devoted, as schoolmasters and catechists, to the religious care of the youth, and through them to the enlightening and instruction of the natives themselves." [*Ibid.*]

5. "Of the many attempts which have been made by benevolent individuals and associations for the instruction and civilization of savages in various parts of the world a very few only have succeeded; but by an attentive comparison of the methods which have proved successful, and of those which have failed, we shall arrive at principles on which we may act with confidence in future undertakings. One very common cause of failure has been the attempt to inculcate religious and moral instruction

without a sufficient basis of the habits of civilization. . . . In those cases where attention has been paid to introduce the improvements of civilized life as well as the light of religion, many failures have arisen from an attempt to do too much at once—to convert a set of complete savages immediately into a civilized society. . . . It appears that no effectual progress can take place in the civilization of the Indians unless it be made by a whole tribe together, or at least by such a number as may form a society among themselves, and by the effect of mutual example, preserve the improvements which they have acquired. . . . The course of instruction must be very different from that of an ordinary school, and should approach more to the system of a School of Industry in which agriculture and the mechanic arts must be among the principal objects."<sup>11</sup> [Appendix to Report, 1820.]

This is almost the last time we hear the mixed note. The remark about the industrial nature of the school is very interesting, and shows how long the idea has been entertained [without, I fear it must be added, fully working it out].

*Note B., Section 4.—Mixed views.*

There was a touch of humanitarianism in the Sierra Leone policy at first. This is not so strange seeing that the earliest beginning of Missions to the negro was dictated by pity for his physically forlorn condition as much as by distinct evangelical principle. The first extract given below deals with Africa, the second seems more general, the last, it will be noted, deals with work in India.

1. "The change is remarkable in them after they have been awhile with us; and in some measure it may be said that they are reformed and like new creatures; and certainly, we may even say, we have saved some from an untimely death by their falling into our hands, and being led to virtue and morality, and impressed with the fear of God. Whatever may become of these children hereafter only God knows; but this much we believe, that lasting impressions will be made in their hearts of what they learn, and see, and hear. Nor let the hope die that we shall be the means of saving some of them." [Report of Missionaries in Annual Report, 1812.]

2. "Whatever plan offers the best means of religious and general education to Mohammedan and heathen youth is a plan of the highest promise with a view to the conversion of the world. The knowledge of history and geography, of natural history and philosophy, of medicine and commerce will introduce them as into a new world; and will give a degree of comprehension and firmness to their minds for want of which even Christianity, though truly received, is seen and acts in them under great disadvantage." [Report 1816. The year in which Johnson went out.]

3. "A Hindoo College has been founded, projected, superintended, and supported by the natives themselves, and designed for the tuition of their own sons in the English and Indian languages, and in the literature and sciences of Europe and Asia. Christians behold in such institutions the certain means of advancing truth and charity upon the earth, but they feel that this very diffusion of knowledge increases the obligation of diffusing Christian principles without which the natives will be rendered thereby but the more expert in evil." [Report, 1818.]

*Note C., Section 4.—Clearer views.*

The unsatisfactory work in Sierra Leone had called for special enquiry. Mr. Edward Bickersteth was sent out as the representative of the Committee and his visit proved of the greatest use—a distinct advance is marked from that time, which was nearly also the date of Johnson's arrival. The gist of his report is given in brief in these two lines:—

1. "We should greatly increase our exertions on a somewhat different plan, and especially by the preaching of the Gospel." [Special Report on the Sierra Leone Mission.]



And he repeats it more at length.

2. "To remedy these evils it appears to be of the first importance, without delay, to communicate that religious instruction which when truly received will effectually arrest the progress of evil, and furnish a stimulus amply adequate to excite these poor fellow-creatures to industry, and become the seed of every mental and moral improvement." [*Ibid.*, Aug. 26th, 1816.]

3. The following "Instructions" show how the religious principle is coming more directly to the front:—

"Do not mistake civilization for conversion. Do not imagine when heathens are raised in intellect, in the knowledge of the arts, in dress and outward decency above their fellow countrymen, that therefore they are Christians; and so rest content as if your proper work were accomplished. Our great aim is far higher, it is to make them children of God and heirs of His glory. . . . While you rejoice in communicating every other good, think little or nothing done till you see those who are dead in trespasses and sins quickened together with Christ." [Instructions to Missionaries, November 9th, 1818.]

4. "Conviction is gaining strength among the labourers [in New Zealand] that a direct and unwearied communication of the Gospel to the natives must henceforth, more than it has yet done, accompany and promote the efforts for their civilization." [Report, 1824.]

*Note D., Section 5.—Christianity alone efficient and sufficient.*

1. The Governor of Sierra Leone, on a visit to Gloucester, a settlement in that colony, soon after his return from England in company of a naval officer, bore an honourable testimony to the powerful operation of religion on the people. The officer was so forcibly struck with their state, that having seen much of negroes who had enjoyed less advantages, he could scarcely be brought to credit the declaration that these had been under instruction only since the end of 1816. Inquiring what method had been pursued to bring them from the deplorable condition in which they were received to such a state in so short a time. "No other," said his Excellency, "than teaching them the truths of Christianity, which these gentlemen were sent to propagate by the Church Missionary Society; by this alone they have ruled them, and raised them to a common level with other civilized nations." [Report, 1824.]

2. "Cannibalism is still practised in the neighbourhood; yet Brass is a place which has been visited by English traders for many years, a striking instance of the powerlessness of commerce without the Gospel to raise a nation from barbarism." [Report 1870.]

3. "The *Standard* of October 16th, 1872, reported Lord Dufferin testifying in another part of the globe to the enormous improvement in all social and material advantages by Christian teaching where civilization had not yet intervened, in the Church Mission at Metlakahla and the Methodist Mission of Fort Simpson." [*C. M. Intelligencer*, 1891, p. 563. G. Ennor.]

4. *An Educated Hindu gives testimony.*

"You have taught our children science and philosophy, you have unrolled before their eyes the ample page of history, rich with the spoils of time, not only such as are recorded in the annals of mankind, but such as are written within in letters of flame above and in the strata of the earth beneath; you call this civilization, and are proud of having communicated its import to India. But are you aware what mischief you are unwittingly doing us? Your scientific education has made our children irreligious, atheistic, agnostic. They are beginning to look upon religion as what one of your clever writers called it the other day, "a dream of hysterical women and half-starved men." They no longer believe in the divine source of virtue, but think that it is a proper balancing of profit

\*Sir Charles MacCarthy.

and loss. They have become irreverent, disobedient, disloyal. They have lost all fixity of character. You say that you have given us light, but your light is worse than darkness. We do not thank you for it. Better far that our children should remain ignorant of your sciences, but retain the simple faith of their ancestors, than that they should know all the 'ologies of the day, but turn their back upon religion and morality as mere rage and remnants of a superstitious age." [Utterance of an educated Hindu at Calcutta, quoted Report, 1898.]

*Note E, Section 6.—The Moral, Physical and Industrial changes wrought by Christianity.*

The testimony as to the efficiency of Missionary Teaching is copious and varied. I select some new, some old.

1. *Red River, Canada.*

"When approaching the Indian Settlement, I was highly gratified to see the neat Indian Church with its white spire overtopping the trees by which it is environed, the Indian cottages surrounded by cultivated fields, and the banks of the river covered with cattle belonging to the infant community, the members of which have been converted from barbarism and heathenism to Christianity during the last ten years." On arrival of Mr. Roberts at the Red River, Sept. 28th, 1841. [Report, 1842.]

2. *New Zealand.*

"Not merely have the New Zealanders become converts to Christianity, but instead of being occupied as formerly, in a state of constant and destructive warfare, they are now for the most part a peaceable and industrious people, occupied in various departments of productive industry, acquiring property to a considerable amount, and the principal producers of the broadstuffs grown within the Colony, and large and increasing consumers of British manufactures. Large numbers of their children are now receiving religious instruction, industrial training, and instruction in English, and are boarded, lodged, and clothed in schools. . . . There was an odd fancy in the country that the natives had no ear for music, but this is quite disproved by facts. The girls are taught by figures instead of notes, which are drawn on a large blackboard. They read quite easily even difficult music, such as Mendelssohn choruses, Gregorian chants, and some of our old intricate catches and glees. . . . The produce brought by them, in one year, in canoes alone, to one single settlement, amounted in value to upwards of £10,000. Such is now the condition of a people whose very name twenty years ago was a bye-word throughout the civilized world." [Report of H.M.'s Attorney-General for New Zealand and Speaker of Legislative Assembly. Quoted in Report, 1856.]

3. *Travancore, India.*

"Your labours have been increasing, year after year, the number of a loyal, law-abiding and civilized population—the very foundation of good government." [Maharaja of Travancore. Quoted Report, 1881.]

4. *Lac Seul, Canada.*

"The scene was most pleasing. Christianity had brought with it its civilizing results. There are still heathen in the tribe, but the Christians so exceed them in number and influence that they have given up their heathen practices. When Bishop Anderson passed Lac Seul (in 1852) he wrote, 'There is, I fear, little at present to encourage hope of the Indians at Lac Seul. How different from all at Moose and Albany.' Yet the Gospel has now (1886) won the same triumph at Lac Seul." [Bishop of Rupert's Land. Quoted in Report, 1886.]

5. *Kitkatla, British Columbia.*

The Rev. R. W. Gurd writes :—"The whole village (Kitkatla) looks quite different. All the old roads, with their dirt and uncomfortable narrowness, all the old dwellings, associated as they were with active heathenism, have been exchanged for wide, spacious roads and comfortable homesteads,

It is a pleasing sight to witness these Indians working gratuitously and willingly, day after day, in improving their village and homes and building their church. Christianity is a social power among them. Our new church is now complete, and very comfortable it looks, the reredos, pulpit, communion rail, reading desk, lectern and font all made by the natives. Captain Walbran, of the Government s.s. *Quadra*, who has been cruising round these parts lately, wrote to the public press in terms of warm approval of the work of Christian teachers on this coast."

"Mr. Charles Todd, the Government agent for this district, a man of considerable intelligence, when visiting us last winter, stated that he 'knew of no village which had made such rapid and manifest improvement as Kitkatla.'"

And Bishop Ridley wrote at the beginning of 1896 :—"Last month I spent some days among the Kitkatlas, going by the steamer that was bound there, for a wonder, and returning by a hired sailing boat. On board the steamer I met an accomplished man on his way to Victoria, and greatly appreciated his society. He was a professor travelling for the furtherance of science. Before we arrived at Kitkatla he told me he had visited all the Presbyterian Missions in Alaska and the Missions of the Methodists and of the Church along the coast in this diocese. After very careful inspection he came to the conclusion that our system is the best for the natives, as it elevated them all round besides taking special pains in education. I was not aware he was a Methodist at the time, and value his testimony the more highly because unlikely to lean in our favour."

"Great was his surprise as we first saw the Kitkatla village. Only about half of it could be seen from the ship's deck, and yet there before his sight stood twenty-four new houses being built, and on a spur in a fine situation stood the frame of a substantial church roofed in, and men busy working at it. I grant I was highly pleased, but my companion was profuse in his admiration. 'Such a sight I never saw,' said he, 'that is astonishing!'" [Report 1897.]

#### 6. *India.*

"The Government of India cannot but acknowledge the great obligation under which it is laid by the benevolent exertions made by 600 missionaries whose blameless example and self-denying labours are infusing new vigour into the stereotyped life of the great population placed under British rule, and are preparing them to be in every way better men and better citizens of the great Empire in which they dwell." [Report of Government of India to British Parliament, 1892. Quoted Report, 1897.]

#### 7. *Sir Charles Elliot.*

"The Government of India, as you know, is unable to proselytize; it is bound to look evenly on all religions, and show special favour to none, and yet it admits its liability to inculcate a high morality and spread the cause of education, and many of its members are inclined to believe that the inculcation of such high morality separate from the Christian religion is impossible. How then can the problem of religious education in India be solved? We have had here a problem closely akin to it at our own doors, and the Government has recently introduced a Bill—the Education Bill—for the purpose, which is now undergoing a great deal of keen criticism. But in India the Missionary Societies have solved the problem for us, and it is to them and to their schools there that we owe the fact that hundreds of thousands of Indian boys and girls are having Christian education imparted to them." [Sir Charles Elliot, Anniversary, 1896. Quoted Report, 1897.]

#### 8. *Frere Town, East Africa.*

"I do not hesitate to say that, so far as my knowledge of boys has reached, the Frere Town boys compare favourably both in respect to general good conduct and attainment with the same number of boys having the same privileges either in the homeland or Australia." [Annual Letter, Mr. G. Burns (of New South Wales) in Frere Town.]

9. *Arya Patrika—Indian Newspaper.*

"Christianity can do a great deal more. It raises, in the first place, the social status of the lower-class converts, and secondly, improves their mental tone. These men will, when converted to Christianity, find fault with your *dharma*\* the very *dharma* that you looked up to with respect and honour but a few years before. You may now despise a Jhinwar or a Mazhabi Sikh, call him names, and what not, but when he comes to you as a Christian gentleman you dare not utter a word in his derogation." [*Arya Patrika* (Indian journal bitterly opposed to Christianity). Quoted in Report, 1899.]

10. *Aiyansh, British Columbia.*

"One man, a doctor, whom I had asked to accompany me to visit a sick person, took me into his confidence on the way. 'I don't mind telling you now,' said he, 'that I came here very much prejudiced against missionary work.' 'Indeed, and are you still so minded, having seen now something of the work?' I enquired. 'No, sir,' he said, 'I'm converted right down to the bottom.' And another said on arriving, 'You must find the time hang heavily on your hands here, having so little to do!' On leaving, the same gentleman exclaimed, 'How on earth you are able to do all that is done here, with the Indians taking up so much of your time, is a mystery to us.' Another type of man, in his inimitable style, remarked to a comrade on the trail after leaving our Mission, 'Ef I hadn't seen it meself, and that there preacher down Aiyansh 'ad a told it back east, I'd a sed he wuz lyin' straight.' A civil engineer, staying with us for a few days, took a great interest in looking into everything—village, church, schools, printing offices, translations, etc.—with very inquisitive eyes. One evening he turned round abruptly from examining some manuscript pages, and exclaimed, 'Well, I thought any kind of fellow could be a missionary, but it seems he must be all there.'" [Rev. J. B. McCullagh, Aiyansh, B.C. Quoted Report, 1897.]

11. *Lagos.*

"The cry on all hands just now is, 'open up the country, extend, develop,' but men are so eager and impetuous in responding to this cry that they fail to notice the work of those who are really doing this work. You are the instruments who are effecting these results; you are those who really open up and develop a country . . . you inculcate the spirit of loyalty . . . you assist the Government; you assist the magistrates; you assist the policeman." [Sir W. Macgregor, to Christian teachers at Lagos. Quoted Report, 1900.]

12. *Educated Hindu.*

"I have given the subject of social reform my very best thought and attention these twelve years. My conviction is that the liberal education of women, and the consequent happiness of the home, is possible only in the Christian community. It is Christianity that permits the postponement of the marriage of girls. It is Christianity that allows widows to remarry. It is Christianity that allows fallen women a chance of reclaiming themselves from evil ways. It is Christianity that allows you foreign travel. It is Christianity that teaches the dignity of labour. . . . If ever the Hindus are to rise in the scale of nations, it must be by Christianity, and Christianity only. Some of my Hindu brethren may say that agnosticism and atheism may produce these results; but I do not believe in that. Man cannot do without religion. Christianity is the most simple and convenient of all religions. Blessed shall be the day when all caste Hindus of enlightenment throw up Hinduism and embrace Christianity." [Letter of educated Hindu to the *Madras Mail*. Quoted Report, 1901.]

13. *Breaking down of Caste.*

"Twenty years ago I well remember the undisguised contempt with which the proud Brahmans looked down on the Christian students, leaving a separate bench in class for them to sit on. But all that is now wonder-

\* A vaguely used word, meaning sometimes "virtue," sometimes "religious system,"—here probably the writer means "religious merit."

fully changed, and I was greatly gratified the other day at seeing a Pariah Christian student (a first-class Matriculate, by the way) walking down the chief Brahman street of the town, with a Brahman student on each side, one with his arm locked in the Christian's, the other holding an umbrella over the party, both the Brahmans deeply intent on a note book the Christian held in his hands, containing notes on an important lesson that had been given that day. Contempt has given way to sincere regard, and in some cases real affection." [Rev. H. J. Schaffter, Tinnevely College. Quoted Report, 1901.]

*Note F., Section 9.—"By the things ye may not do."*

"In preference to collecting instances, alas too numerous, of facts of un-Christian behaviour of 'Christians'—those examples in the worst sense of 'man's inhumanity to man,' let me cite a case on the other side showing how much good may be done when Englishmen who are 'Empire-building' act up to the privileges of their national birthright.

"A wonderful transformation has been effected since I was there in December last. Some sixty English officers and non-commissioned officers are stationed there, Colonel Wilcox being in command. Men of culture, ability, and sterling courage—their discomforts have been many and great indeed, they have been called upon to endure unnecessary suffering, but 'as good soldiers' they make light of these things, and unsparingly devote themselves to the discharge of their duties. The more I see of the British officer the more I admire him. People at home little realise what the building up of the British Empire involves on the part of those who come out to promote and establish its interests. On Sunday there were forty or fifty English officers and non-commissioned officers present at a service held at 5 p.m., eight remaining afterwards for the Holy Communion." [Bishop Tugwell at Jebba. Quoted Report, 1899.]

*Note G., Section 10.—"Monitorial System to supply deficient number in teaching staff."*

"Since the last examination, circumstances have rendered it advisable to adopt the monitorial system. The advantages derived from it exceed what was expected." [Harris School, Madras. Report, 1862.]

"We have made each child who could read responsible for teaching another who could not, as we found we had not time to do it ourselves. The teachers went at their work with such vigour that refractory pupils who could not be made to read in the day time were obliged to go through their alphabets at night, and we have had ourselves to get up after going to bed to stop reading lessons in the kitchen." [Miss Furley, Uganda. Quoted Report, 1897.]

"When I visited the Institution the members of the senior class were engaged in giving lessons to different classes. One could not help being struck with the quiet, self-possessed way in which they catechised, and used the black-board, and the clearness with which they brought out the main points of the lessons. The subjects were Scripture, arithmetic, dictation, an object lesson on a leaf, and map drawing to scale. All taught well, but I was particularly interested in the teacher of the last-named lesson, a very small fair girl, the daughter of a late native pastor, aged only thirteen years, who in spite of her age and size, gave her lesson in a way that better have done credit to a grown up teacher." [The Rev. A. F. Fyfe (sixty).] porting on Sarah Tucker Institution, Tinnevely, South India. remarks Report, 1894.]

It is easy, of course, to blame the Society for putting its huge exertion too many things at once, but it is very difficult to rein in <sup>the non-</sup> (Is this one

"Each 'professor' delivers about five lectures a <sup>pride in their flag</sup> more, taking his pupils over time; he has thus left for preparation, and to some extent this r number of failures. It is becoming necessary

their staff or limit their subjects, and as the former means a serious outlay in expenditure, they are forced to do the latter, and this is being done in many colleges." [The Rev. J. M. Challis, St. John's College, Agra. Quoted Report, 1899.]

"Certainly when I left home I did not at all expect to have to fulfil the duties of dairymaid, carpenter, gardener, cook, breadmaker, and schoolmistress to the wildest set of mixed scholars that I ever met. We have pupils ranging from one to forty years old: men, women, girls, boys, children, and babies." [Miss Allen, Uganda. Report, 1901.]

*Note H., Section 11.—Difficulty of routine habits to uncivilized minds.*

This is not easy to make clear to Englishmen trained at home; sometimes little things represent it more forcibly, as below:—

"That boys should be willing to work about 8½ hours a day would not be remarkable at home, but considering that the ideal occupation of a boy out here is to walk about visiting his friends, then the constancy of these boys is remarkable. . . ." [Mr. K. E. Borup, Uganda. Annual Letters, 1900.]

*Note I., Section 15.—Daily Religious Instruction.*

"The question has been sometimes raised whether, with a view to softening prejudices against Mission Schools, and attracting to them a larger number of non-Christian scholars, it might not be advisable to make attendance at the daily religious instruction optional on the part of such non-Christian scholars. And it has been said that where the attendance is not compulsory, the great majority, if not all, of the non-Christian pupils will still probably attend the religious instruction, and be likely to give it all the more careful and respectful attention. To give up, however, making attendance on the daily religious instruction compulsory on the part of all the scholars would be to surrender a most important principle. The Society professes to offer to all the scholars attending its schools a complete education of its kind; and the education of which religious instruction forms no part, cannot be regarded as otherwise than altogether incomplete. To make attendance at the daily religious instruction optional would thus be to convey to the scholars a false view of what true education is, and, it might be added also, a false view of what the great object of missionaries is. Such attendance must, therefore, be compulsory on the part of all the scholars." [C.M.S. Regulations on Education, page 5.]

*Note J., Section 18.—Orphanages.*

The right way, it appears to me, to look at orphanages is to consider them an unfortunate necessity in our work, which may, however, be turned to glorious gain.

1. "Mr. Droese looks on orphanages as by no means necessary, nay not even desirable appendages to Mission establishments, a view in which the Committee fully concur." [Report, 1870.]

But as they come upon us, I venture to think sometimes without any exercise of will on the part of the Missionary, it seems only wise to make the best of them, and this is, it may be said, generally done.

2. "The funds required for their support, the buildings for their accommodation, the anxiety of caring for their bodies in sickness and in health, that ultimate problem becoming sphinx-like every year more clamant, to be done with them as they grow up? These and such-like Hindus of anxiety are inseparable from orphanages, and make one wish [Letter of ed. separable from Missions. Doubtless here, as elsewhere,

13. *Breaking* a native church had thus been formed, but it is a poor "Twenty years very origin. I do not find that any sustained effort which the proud bring up the boys to industrial pursuits, though various a separate bench in class. The difficulty of proceeding in such places where a separate bench in class. I be decisive against maintaining any but large

\* A vaguely used word, mea. system,"—here probably the writer

central orphanages, were it not that the children are brought to us in such a weak state that they could not be sent to a distance; and again that local support is more readily drawn out in behalf of a local charity than it would be for a distant institution." [Rev. E. Stuart on Bhagalpur. Quoted Report, 1863.]

3. "The Orphan Asylum (Mauritius) has prospered in all its branches of instruction, a number of youths being now ready to leave as apprentices, and satisfactory reports having been received of those who were sent out in the same manner a year ago. A few also qualified as teachers are ready for employment in the Schools Department. The Asylum contains at present 245 children. The girls are all trained in useful needlework, and the boys divided into seven classes, each pursuing a different trade, that of stone-cutting and masonry having been recently added to the rest." [Report, 1864, on Mauritius.]

4. *Secundra, India.*

"As the children grow up there is difficulty in supplying them with industrial employment. The most hopeful are sent to training institutions at Benares, and eleven have already been sent. There is a printing press established in the village by the native Christians themselves, which provides employment for many. A bookbinder has been engaged, and measures are in progress for introducing carpentry." [Report, 1865.]

5. *Secundra.*

"The mere existence of an Institution like this is a glorious witness of the purity of Christ's religion against the immorality and degradation of the females, especially of heathen and Mussalmans. To natives of this country, an Institution where girls grow to womanhood undefiled is a moral impossibility. Had these orphans not been taken in by the Missionaries, the girls without exception would have wandered over the country as so many prostitutes and slaves; the boys, thieves, slaves, sunuchs, etc." [Rev. C. E. Daeuble. Quoted in Report, 1868.]

*Notes K, Section 19.—Young Men in Hostels.*

This is only a modern mode of doing old work, but it seems to have special promise of getting hold of young men:—

"Besides the Divinity students we have some twenty-five unmarried young Christians, living in the new buildings, while for the most part they complete their preparation in Lahore for the B.A., the M.B., or the Teachers' Certificate Examination. The value laid on this Christian Community life by the young men themselves was remarkably evinced on the single occasion when I was obliged to enforce severe discipline by 'rusticating' one of their number for a season. The rest evidently felt that to be obliged to go and take ordinary lodgings amid the temptations of the bazaar would be an ordeal which they would intensely shrink from facing. With that single exception happiness and a high tone prevailed." [Annual Letters, 1896. Rev. E. F. E. Wigram, Lahore.]

*Notes L., Section 21.—Mission School Boys.*

It was my fortunate experience while Deputy Commissioner of the Gurdaspur District, Punjab, to see a good deal of the working of the Christian Boarding School called the Baring High School at Batala. The enthusiasm and pluck of the lads were admirable. At the athletic sports contests with the non-Christian boys of the district they did far better than would be expected considering their size and number (under sixty). On one occasion particularly I remember hearing the smothered remarks of surprise mixed with something not quite pleasure, among the non-Christian spectators, as one young hero after another with huge exertion and pluck succeeded in landing first, "Yih bhi Isai hai?" (Is this one also a Christian?) Much of this enthusiasm was due to pride in their flag—the flag of the Cross.

*Note M., Section 22.—Start of Girls' Education in Calcutta.*

The way in which girls' education was started in Calcutta (Stook, Vol. I., p. 190) is too good not to be briefly told. On January 25th, 1822, Miss Cooke, "an European female," as the Report quaintly styles her, visited one of the boys' schools to observe the pronunciation of the language. Such a novelty drew a crowd round the school door, and in the crowd was a little girl, whom the native teacher drove away, telling Miss Cooke she had been disturbing them for three months by wanting to be taught with the boys. Miss Cooke took her as her first pupil—thus beginning a work which at the present stage has developed Christian lady graduates. Mrs. Marsham, in the Baptist Mission at Serampore just before this, was the actual beginner, I believe, of girls' schools in India.

*Note N., Section 24.—Unlawful occupation of converts previous to conversion.*

The case I have in mind at present, though there have been others, is that of Aurungabad, where some of our converts have been servants of idols, and as a fact that has been their only means of livelihood. What is to be done about such men? As Mr. Whiteside, the local Missionary who is making an earnest attempt to deal practically with the matter, writes in a recent letter: "These people cannot give up their one means of livelihood unless another in some sort is provided, and there is no royal way to do this save by what are called commercial ways." A case like this, and there are others, though perhaps not so forceful, makes one long for a benevolent Carnegie who would not shrink from helping Missions.

*Note O., Section 25.—Industrial work desirable.*

I said in Section 25 above that I am expressing only a personal opinion in saying that industrial work is not only necessary in some cases but in some others desirable. But as a fact could Missionary opinion be polled man by man I believe it would be found not merely that many agree with this, but have actually given proof of it by starting industrial work themselves. It may be work in a small and humble way, but it has been undertaken in the feeling that it provides often the only honest method of dealing with converts. It is not everyone that, though he may be an honest believer, is fitted to be an evangelist or spiritual teacher, and it is not always possible for the new Christian to find work in his old haunts. Some employment is absolutely necessary, and not seldom, I do not say always, it becomes the duty of the Missionary to try and provide it. The matter is one of increasing urgency. It is of no use to utter conservative platitudes, we must, if only as a matter of sympathy with our workers in the field, face the problem and work it out.

I add a few opinions of Missionaries in the field which favour industrial work in one shape or other:—

1. "This Industrial School, we expect, will go far to solve that most puzzling problem what to do with boys of seventeen or eighteen to whom we cannot give Mission employment. Such have sometimes complained that the head knowledge we have imparted to them could not enable them to earn their living, and knowing nothing else, not even how to dig, and being too old to learn, they had lost rather than gained by joining us." [Rev. R. W. Stewart, Fuh Chow. Quoted Report, 1884.]

2. "An industrial school has been established for rough textile manufactures, in which there are at present twenty boys happily learning village industries. The produce of the school is already saleable, and there is a prospect of selling at once and on the spot all we can produce." [Annual Letter, 1900. Rev. W. C. Whiteside, Aurungabad, Deccan.]

3. "Another year's experience has only confirmed all the more my strong feeling that our Christian boarding school is one of the most efficient ways of raising the children of our village Christians, and if we have such



a school we must also have an outlet for it in the way of industrial training ; for, even in the case of boys of good character, all are not suited to take up the work of readers or even school teachers." [Annual Letters, 1900. Rev. C. M. Gough, Narowal, Punjab.]

4. "The other day our Bishop repeatedly affirmed that education (of course Christian) was the key of the position as regards Mission work in India. This is so beyond question if the Christian community is to develop and become self-supporting. If we train up and direct our Christian boys into useful and profitable fields of labour, setting ourselves to meet the demand of the day, which is for a workman intelligent and skilled, we shall be benefiting the country at large, and doing all we can to build up a self-supporting church, therefore, on the lowest grounds as regards Christians, it is the key of the position." [Annual Letter, 1900. Rev. C. H. Bradburn, Chupra, Bengal.]

The last extract is written by a missionary who has started a most interesting and promising experiment (indirectly industrial) at Chupra, in Bengal. Mr. Bradburn, who possesses marked ability and grip in dealing with boys, does not supervise their labour himself, but places them as apprentices with railway officials, merely looking after them in their lodgings, etc. His work is described in the *C. M. Intelligencer* for November, 1901.

*Note P., Section 26.—The Cotton Trade on the West Coast of Africa.*

I condense a brief account of this undertaking from Mr. Stock's History, Vol. II. pp. 109, 110. Venn's fertile and vigorous mind was running on the possibilities of superseding the slave trade by legitimate commerce, as a more permanently effective plan than merely suppressing it by force. "You must show the native chiefs," he used to say, "that it is more profitable to use their men for cultivating the ground than to sell them as slaves." The failure of the Niger Expedition had put an end for the time to the plans for planting "the Gospel and the plough" in the hinterland of the Slave Coast ; but Venn's indomitable spirit refused to be baffled. He went to work, however, in a quieter way. He determined to find out for himself what were the natural products of the country ; he got the missionaries to send him samples of dyes, cottons, ginger, arrowroot, pepper, coffee, palm-oil, ivory, ebony, etc. He submitted these samples to produce-brokers and other experts. He himself invested as an experiment in 400 lb. of arrowroot and 300 lb. of ginger, and it was due to him that the former article from the West Coast, became a staple of commerce. But his most remarkable effort in this direction was in the promotion of a trade in cotton. He managed to interest a cotton merchant, Mr. Thomas Clegg, and the good Quaker, Mr. Samuel Gurney, who gave him £300 towards sending out cotton gins and other machinery. In 1859 Venn was able to write : "There are now 200 or 300 gins at work at Abeokuta, and five or six presses, chiefly in the hands of natives. Cotton is flowing to England in a stream widening every day, and Abeokuta is rising rapidly in every branch of commerce."

*Note Q., Section 28.—Summary of Report of last Committee on Industrial Missions.*

Many missionaries say they have no experience of Industrial Missions, and a few do not desire to see them carried on in their districts. On the other hand, some of our oldest and most experienced missionaries in Africa, India, and China, speak in the very strongest terms of the desirability, importance, and even imperative necessity for the C.M.S. to take up this question. It is clear that there has been a growth of favourable opinion on this subject since the Report of 1890. Two classes of Industrial Missions must be clearly distinguished.

1. Large agricultural or manufacturing establishments, to provide sustenance for poor native Christians.

2. Schools of technical education, to carry on the work of the elementary schools so as to train native Christians in handicrafts that they may obtain an honourable livelihood.

The first is beyond the present scope of C.M.S. work; the second might be furthered by (a) giving small scholarships to deserving and promising youths, and (b) giving grants-in-aid for technical schools.

The objects sought are:—

- (1) To avoid the apprenticing of Christian boys to heathen masters.
  - (2) To give a means of livelihood to those of our orphans who are not fitted for directly spiritual or educational work, and to keep in touch with old mission schoolboys.
  - (3) To elevate converts from backward races so as to make them independent manly Christians.
  - (4) To give employment, where absolutely necessary, to converts who have lost their means of livelihood by becoming Christians. Competent men must be in charge of all industrial work—not ordained missionaries.
- In India and China native labour instructors may be largely employed, but in Africa and North-West America godly laymen should be sent out, competent as teachers in Industrial Missions. In East and West Africa, East and West Africans, respectively, might be used as instructors under a European.

The urgency for industrial work should be recognised, and the whole subject should be kept more to the front.

The best solution of the problem of Industrial Missions lies in the formation of an "Industrial Missions Auxiliary" on the same lines as the Medical Missions Auxiliary. For this we must wait till God gives us a man specially fitted who shall create an interest in Industrial Missions by making known the need for them.

*Note E., Section 29.—The change wrought by Johnson at Regent's Town (formerly Hogbrook).*

This is the Report after two years:—

"The town itself is laid out with regularity; nineteen streets are formed, and are made plain and level, with good roads round the town; a large stone church rises in the midst of the habitations, a Government house, a parsonage house, a hospital, school-houses, store-houses, a bridge of several arches, some native dwellings, and other buildings all of stone, are either finished or on the point of being so. But the state of cultivation further manifests the industry of the people. All are farmers; gardens, fenced in, are attached to every dwelling; all the land in the immediate neighbourhood is under cultivation, and pieces of land even to the distance of three miles. There are many rice fields, and among other vegetables raised for food are cassavas, plantains, coco, yams, coffee, and Indian corn; of fruits they have bananas, oranges, limes, pineapples, ground-nuts, guavas, and papaws; of animals there are horses, cows, bullocks, sheep, goats, pigs, ducks and fowls; a daily market is held for the sale of articles, and on Saturdays this market is large and general. It has been already said that all are farmers; but many of them, beside the cultivation of the ground, have learned and exercise various trades; fifty of them are masons and bricklayers, forty carpenters, thirty sawyers, thirty shingle makers, twenty tailors, four blacksmiths, and two butchers. In these various ways upwards of six hundred of the negroes maintain themselves, and have been enabled in this short space of time, by the fruits of their own productive industry, to relieve from all expense, on their personal account, that Government to which they pay the most grateful allegiance."

And the Official Report on Roads and Public Buildings, issued in 1819 thus concludes its remarks on Regent, as Regent's Town had come to be called:—

"Let it be considered that not more than three or four years have passed since the greater part of Mr. Johnson's population were taken out of

the holds of slave ships, and who can compare their present condition with that from which they were rescued without seeing manifest cause to exclaim, 'The hand of heaven is in this!' Who can contrast the simple and sincere Christian worship which precedes and follows their daily labours, with the grovelling and malignant superstition of their original state, their groe-groes, their red water, their witchcraft, and their devils' houses, without feeling and acknowledging a miracle of good, which the immediate interposition of the Almighty could alone have wrought.' [Quoted in Stock's History, Vol. I., p. 166].

*Note S., Section 29.—Early progress in New Zealand.*

"When Marsden paid his first visit in 1820," Mr. Stock writes, Vol. I., p. 210, "things looked brighter in several ways. The 'arts of life' really seemed to be progressing. There were fields of wheat, there were horses and cattle; fruit trees sent from Sydney were flourishing; blacksmiths' shops, sawpits, ropewalks were at work; and a boarding school was successful in taming and teaching even the wild and volatile Maori children."

*Note T., Section 29.—Darwin's recorded opinion of Mission work.*

"In 1835 H.M.S. Beagle, then on its famous scientific voyage round the world, appeared off the coast, and Charles Darwin, then a young naturalist, visited the Mission Station at Waimate, where William Williams, Davis, and Clarke were at work. Viewing with admiration the external scene presented, the gardens, farmyard, cornfield, etc., he wrote, 'Native workmanship, taught by the missionaries, has effected the change. The lesson of the missionary is the enchanter's wand. I thought the whole scene admirable: . . . And to think that this was in the centre of cannibalism, murder, and all atrocious crimes. I took leave of the missionaries with thankfulness for their kind welcome, and with feelings of high respect for their gentlemanlike, useful, and upright characters. It would be difficult to find a body of men better adapted for the high office which they fulfil.' [Journal of Researches into the Natural History and Geology of the Countries visited during the Voyage of H.M.S. Beagle round the World by Charles Darwin. Quoted Stock, Vol. I., p. 358.]

*Note U., Section 32.—Mackay of Uganda.*

It would be almost ridiculous to write anything about industrial mission work without some reference, at least, to Mackay, who in some ways was the prince of industrial missionaries. The teaching of printing is one of the many things he started in Uganda, and how he would rejoice in Mr. Borup's pupils! There is hardly a finer instance to be found in history of the true industrial missionary than Alexander Mackay, who could not help trying to teach everything he knew, and yet felt, as he himself writes, there is nothing else so well worth living for as to teach the glorious Gospel to the people that have so long been in darkness.

*Note V., Section 34.—Combination of Industrial with General Education.*

Time table of work—Mengo Industrial School:—

6 a.m. The big drum beats and all hands must turn out of bed, cook their breakfast—and eat it.

7.30 a.m. They assemble in the class-rooms and have a writing lesson till 8.15 a.m.

8.15 a.m. till 12. Manual work in the workshops.

12 noon to 1.15. Interval.

1.15 p.m. Arithmetic classes.

2 to 5 p.m. (Except on Saturdays, which is a half-holiday.) Work in the shops.

5 to 7.45 p.m. Interval for cooking and eating the evening meal, &c.

7.45 to 9 p.m. Bible class.

[Letter from the Rev. Martin J. Hall, Uganda, *C.M. Intelligencer*, 1901.]

Some other testimony is appended showing how very commonly it has been the practice to combine industrial with general education.

1. School for Indians of British Guiana.

"Their progress is encouraging, and soon they will have outstripped the usual range of a common school. Among the most interesting things in which they are instructed is Psalmody, and often is my heart cheered when I hear them singing so sweetly. Their ear is musical, and their voice capable of improvement. The impression made upon others by their singing is truly striking. The remaining hours are for manual labour, such as cleaning, weeding, planting, or carpentering; and though patience is often put to the test, their behaviour on the whole is satisfactory. In ability in learning they far surpass the coloured children, and, in many cases, even the Negro children. [Report, 1838.]

2. "Upwards of twenty Christian carpenters and stonemasons from Allepie now reside at Cochin, whither they have been induced to go in consequence of the great demand for labour, owing to the rapid increase of trade. . . . Among the converts in this mission are a master sawyer, a master carpenter, and a foreman mason. Such independent members of the mission, where the conduct is consistent, are of great value in an infant church. All the artisans maintain themselves respectably; most of them have married from the girls' school. . . . It is difficult to over-rate the importance of such a body of independent Protestant converts, if properly tended, for the dissemination and establishment of the truth in India. The attempt to train up artisans was begun about twelve years ago, and at the time met with very great opposition from the relatives and friends of the boys. It is regarded with far different feelings now, and may be carried out to almost any extent in Allepie but not in any other of our missions in Travancore." [Rev. J. Hawksworth, reporting on Allepie, quoted Report, 1856.]

3. "Four years ago there was no Christian school at Thakerpuker, the teachers of the heathen school there were of the most ordinary class, *i.e.*, knowing nothing whatever of the business of teaching further than merely driving by rote and the cane the contents of certain commonplace lesson books into the memories of some thirty or forty boys. Now we find this same school for heathen boys much enlarged and improved, with mostly the same teachers, brightened up, lively, intelligent, and to all appearance really interested in their work, teaching a much enlarged course of lessons with considerable vigour and energy. We find, too, that since then two boarding schools have been formed for Christian boys and Christian girls, containing together about seventy cleanly, well ordered, and highly intelligent looking children—from about seven to thirteen years of age. The upper classes, both boys and girls, can read and write their own language well; and they have acquired a very satisfactory knowledge, for their time of life, *etc.*, of arithmetic, geography, history of their own country, Church history, and natural history; they can draw maps, reducing the scale from a very large to a small one, some of them very well indeed, so that some of their maps are sold; they are trained in industrial employments also, gardening, rope-making, boat rowing—as their district is half water; and the girls, in addition, needlework and housework, two or three at a time taking turns to cook for themselves and the boys; above all, their Scriptural instruction is by no means neglected; they can answer as well, as least in most parts of the Bible, as the pupils of many schools where scarcely anything else is taught. [Rev. G. Cuthbert's account of Mr. J. Long's work at Thakerpuker, near Calcutta. Report, 1855.]

4. "A farm is attached to the school in which cassava, cotton plants, coffee trees, arrowroot, *etc.*, are cultivated to a considerable extent. A carpenter and a tailor are attached to the school, who give instruction to the boys. The whole school are employed in industrial employments from 6.30 to 8.30 in the morning, and again from 3 to 5 in the evening. Their indoor studies occupy them from 10 to 3."

Model and Training School, Kiskey, West Africa. Government pays for liberated slaves; Colony-born boys pay 2d. a week, day scholars. [Report, 1855.]

5. "The boys are now divided into four classes, of which every fourth day one class has to perform manual labour while the other three classes are at school. Their manual labour consists at present chiefly in brickmaking." [Kiskey. Report, 1861.]

6. "They rise with the dawn of day, when most of the boys are told off to work in the garden, others in the dormitories and cleaning the compound; while the girls do the same with their dormitories, and clean the schoolroom. At 7.30 the bell again calls them together, and there is a rush to the river, close by, and then swimming, plunging, splashing, and shouting, making old men wish they were boys again. After this come buckets of steaming hot tea, and rolls of bread. From 9 to 10 we have prayers and religious instruction; but before this some thirty or forty day boys arrive from the neighbouring camp, each with his little tin can containing rice and curry for his morning meal. At 10 o'clock the roll is called, and school begins. Nothing is now heard but English, while a little before there was nothing but Creole, and in the afternoon it will be all Hindi and Tamil. At stated times the girls do all the sewing and washing for the establishment, and take their turn helping in the kitchen." [Mr. Honias, The Plaisance Orphanage, Mauritius; quoted Report, 1890.]

7. "In the schoolroom the keenest efforts of the children through these last months of the year are directed towards the preparation of articles of plain sewing and fancy work, drawing and kindergarten painting, to be shown at the competitive exhibition of school work held in the Colony every year in December. Last year we showed, for the first time, landscape and other shaded drawings and maps of the Sierra Leone Protectorate, in addition to needlework, bread and cakes." [Annual letter, 1900, Miss Pidsley, Annie Walsh Institution, Sierra Leone.]

*Note W., Section 36.—Desirableness of getting well-to-do Native Christians to help their poorer brethren.*

"On the temporal side of missionary work our converts come under the laws of political economy. As Christians they will, and must, in some ways contract new wants which will bring about a more expensive scale of living than that of their heathen neighbours. But, if so, it is absolutely necessary that, man for man, the Christian should be able to produce by his labour a higher value than the non-Christian; otherwise he will infallibly fall behind in the great social race. This can be brought about only by industrial training. But the staple industry of India, which absorbs at least nine-tenths of its labour, is agriculture. To solve the industrial problem, the Christian community must be attached to the soil, or, rather, must attach the soil to itself. How is this to be done? I confess to the feeling of standing before a blank wall. Our missionary experiments in the way of Christian settlements have not yet been successful. They lack economical independence, and therewith stability and the power of self-propagation. The only helpful method that I see is to enlist the help and sympathy of our higher class Christians." [Decennial Conference, Bombay, 1892-93. Rev. Dr. Weitbrecht, Batala, Punjab.]

*Note X., Section 36.—Sharanpur (Nasik).*

The following interesting remarks given by an experienced native Indian Missionary will tell something of Sharanpur (Nasik), and also notes a useful opinion on industrial work:—

"We have gathered a large proportion of our native Christians from among the depressed classes in India, and we wish to elevate them and build them up into respectable communities, in order that ere long they may be able to support their own churches and pastors, and even to send missionaries to their brethren who have not had the opportunity of hearing the blessed Gospel. Now how can they do all this unless we make them

capable, and put them in the way of becoming independent? In my opinion no plan is better suited to carry out our purpose than that of training those at least of the rising generation to some sort of industrial work. . . . The idea was first worked out by the Rev. W. S. Price . . . in 1851 I had the good fortune to be associated with him as his fellow labourer for some years. A plan for establishing a Christian village near Nasik with an orphanage for boys and girls, and an industrial institution for training not only orphan boys, but the sons of native Christians, was begun with due thought and prayer, and soon carried into effect by the indefatigable energy and business-like ability of Mr. Price. By the beginning of 1855 we were in regular working order. We began with carpentry, and as the need arose we found the necessity of adding blacksmithing, painting, and weaving. But before we put a boy to any mechanical work, we taught him to read, write, and cipher in our primary school. As soon as the boys finished their school course we drafted them one by one into the industrial school, with the exception of a few who had superior abilities, and were trained for evangelistic work. Our institution was subsequently increased by the transfer to our mission by the Government of a number of African youths rescued from slavery; and to their honour, be it said, that a considerable number of them afterwards returned to their own country as qualified tradesmen, and lived honourable Christian lives there. Six of these youths formed the gallant band that accompanied Dr. Livingstone on his last expedition. . . . As soon as a boy was apprenticed to a trade half a rupee a month was saved for him the first year, a rupee a month for the second year, two rupees for the third, and so on till he completed his apprenticeship, when he was paid full wages. . . . If properly managed, an industrial school need not become a burden to a mission. . . . The Sharanpur Institution at Nasik supported itself in a few years. . . . We charged the exact cost for work done in our institution, plus 20 per cent. for our direction and supervision, and people gladly sent their work to us, as they found we did it better and cheaper than they could get it in the Bazaar." [Decennial Conference, Bombay, 1892-3. Rev. Sorabji Khasredji, Poona.]

*Note Y., Section 38.—The indirect influence of Missions.*

This is immense, as said in the text, and can hardly be exaggerated in the case of India. Take one great fact, that no one dare stand up at the present day pretending to be an educated religious teacher who does not preach strenuously the unity of God. Idolatry is relegated to the illiterate and thoughtless mass of the community. Specific testimony is quoted below:—

1. "Christian truth is made the basis of all that is taught, and Christian morals the basis of the discipline. . . . The endeavour is to convey Scriptural teaching, not by statements made in the outset which shall violently shock their prejudices, and which are in danger of awakening ridicule or disgust, but by a course of instruction which shall be uniformly solemn in tone, and adapted as far as possible to the state of mind and power of comprehension of the pupils. The result hoped for is from the bringing to bear upon the minds of a sustained and steady influence, and seizing every opportunity afforded by enquiries elicited from the boys themselves and simple explanations of the passage in hand, rather than running violently counter to their feelings, and treating them with contempt." [Rev. T. V. French, Agra. Report, 1852.]

2. "I believe that no great number of the native children ultimately become Christians, but we have strong testimony in favour of the improved moral habits which have followed from their attendance at the Mission schools, and from the education they receive there." [Sir C. Wood's speech, June 3rd, 1853. C.M.S. Intelligencer, Vol. 5, p. 507.]

3. "There is a very great demand among the mercantile gentlemen lately settled in Cochin for writers, domestic servants, and workmen in general

who know more or less English. The young men educated in our Mission have a high character for honesty and strict integrity, and, in consequence, are much sought after." [Rev. H. Baker, Travancore. Quoted Report, 1856.]

4. "A rich Hindu landlord in the city (Amritsar) confessed that he would rather have Christian tenants than any other, because they paid better, were more cleanly in their habits, and took more care of his property." [Mr. Wade, quoted C.M. Intelligencer, 1886.]

5. "Found a religious department of education. The customs of our country are degenerating fast, because we have no religious teachers. Thus it is that the depraved religions of foreign barbarians spring up and deceive our people. Every province is full of Chapels (*sic*), while we have only one temple in each county for our sage Confucius." [Memorial of Chinese students to their Government. Quoted Report, 1896.]

6. "To estimate our work by the number of converts that we make would be a poor estimate indeed. To one who has worked like myself in this school the good hand of our God is plainly seen in the change that comes over the character of most of our boys. The ardent desire for search after religious truth, the deep reverence for holy things, the longing after purity and spotlessness awakened in the school, is in many cases carried into the life of action. But not one of our former students has yet stood out to witness for the Master in the face of persecution. He who knoweth the secret of all hearts knows best how many secret disciples there are who, out of fear of persecution, dare not proclaim the truth they inwardly rejoice in. Outward circumstances lead us to cherish this hope. The marvellous way they cling to a school proscribed by their orthodox teachers, and the respect and veneration they pay to those connected with it, are very hopeful signs. The most respected European in this city, and in this Presidency among Mohammedans, is the Rev. E. Sell, who was once the head of this Institution. The Rev. Malcolm Goldsmith, who was the Principal of this School, is honoured as a saint by Mohammedans in this city (Madras)." [Rev. J. S. Peter, Native Headmaster of Harris School, Madras. Quoted Report, 1897.]

7. "These children have extraordinary memories, and can learn any number of texts, hymns, etc., by heart with the greatest ease. The education given is, of course, not limited to purely religious subjects. It is, on the contrary, the excellence of the general education which the scholars receive that induces the parents in many cases to send their children to us, and for its sake, in some instances, to tolerate the large amount of religious teaching. [Rev. D. M. Wilson, Salt and Kerak. Quoted Report, 1898.]

8. "I do not hesitate to declare that there is a far higher tone in Noble College, Masulipatam, than there was in the school where I spent my youth." [Annual Letter, 1899. Rev. E. G. Roberts.]

9. "I was much struck in looking over the B.A. essays on the subject, 'We boast that we are better than our fathers,' to notice how their thoughts are evidently being leavened by Christian teaching and civilization. One and all condemned child marriage; many pronounced emphatically against idol worship; and some declared their belief that one of the signs of advance in the present day was that men now believe in one God who is a Spirit." [Rev. G. B. Durrant, Agra. Quoted Report, 1899.]

10. "There is, I think, an increasing confidence in Christianity—husbands believe in it for their wives! One came for a talk the other day to ask about his wife. He felt the one thing for her was to become a Christian, but if there seemed no likelihood of that he felt he must send her away! Another wants his wife to become a Christian because he thinks it would take the conceit out of her. She is a very clever little lady, and inclined to look down upon others, so is not popular." [Miss Tapson, Hakodate, Japan. Quoted Report, 1901.]

## APPENDIX 3.

### INDUSTRIAL EDUCATION IN CATHOLIC MISSIONS.

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- \* St. Albert, N.W.T. : Bishop Legal ; and Extract.
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\* Reports, etc., received. † Extracts from Newspapers, etc.



## INDUSTRIAL EDUCATION IN CATHOLIC MISSIONS.

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### INTRODUCTION.

It is a fact that has been recognised by numerous writers, and especially by travellers in Africa and the East, that Catholic Missionaries among the native races have uniformly followed the old Benedictine motto "*ora et labora*," and combined industrial training of some sort with doctrinal teaching and moral instruction. Indeed, the general experience of our Missionaries has been that without some preliminary training in habits of work and industry, which are at least the rudiments of civilisation, religious or moral teaching has very little, if any, effect.

The industrial teaching of the Society of Algerian Missionaries, known as "The White Fathers" of Cardinal Lavigerie, in various parts of Equatorial Africa; the extensive industrial establishments for the Zulu Kaffirs, directed by the Trappists in Natal; the remarkable creation of "New Nursia" by the Benedictines for the Australian natives in West Australia, are the best known instances of this industrial Missionary training and have often been described.

I have endeavoured to obtain reliable and up-to-date information regarding such industrial education in our Catholic Missions in various parts of the British Empire, limiting my inquiry to those which are evangelizing the "native" races, almost exclusively non-Christian, of the different countries. For this purpose I forwarded a request for such information, together with a printed list of questions upon specific points about which information was desired, to the heads of a selected number of these Missions. I have received a large number of replies, varying much in style and amount of information conveyed, though I have to regret that from several I have up to date not received answers.

In a few cases I have been able to supply some information by quoting from the pages of *Illustrated Catholic Missions*, of which I am the editor.

It will be useful here to append a general list of the chief Catholic Missions to native races in the British Empire, indicating (1) the official name of each Mission (whether archdiocese, diocese, vicariate, prefecture, etc.); (2) the Missionary Society in whose charge it is; (3) the headquarters of the Mission, (4) remarks indicating the country or population evangelized by it. To most of these I have applied for returns; those marked with an

asterisk (\*) have replied to my application; those marked with a dagger (†) are illustrated from other sources; of the remainder I have no details, which I extremely regret.

I do not think I need comment at any length on the various replies which follow, and which speak for themselves. Although it will be seen that they by no means cover the whole Missionary field, as they represent not quite a third of all the Missions enumerated in the general table, yet they may be taken as fairly representative of native Missions in Africa, Asia, and parts of America.

In nearly all cases it appears that some kind of industrial and agricultural training enters, in many cases largely, into the ordinary work of the Mission. Generally speaking—especially in Africa—this is carried on less in the form of schools than in that of actual Mission work, in building churches and residences, cultivating foodstuffs, and similar labours, in which the younger natives are trained to assist the Europeans and learn to work under their direction. Uganda offers a striking illustration of this method. It will be noted that some Missionary orders, notably the White Fathers and the Trappists, have the great advantage of the co-operation of lay-brothers, in some cases specially trained for the work. In many Missions this kind of work is done for girls and children by religious sisters, sometimes (as in India) natives themselves. There is indication of the growing tendency to train and employ native teachers, though in parts of India it will be observed that certain objections are raised to them.

The general verdict on industrial and agricultural education for natives is most favourable. In some cases it is judged, as I think rightly, of more importance than a purely literary education. I call attention to the striking and emphatic expression of opinion on this head from the Zambesi Mission of the Jesuits in Rhodesia (11A). That there are dangers connected with it, unless properly directed and safeguarded, is clearly indicated both in Africa and India. But with such safeguards it seems destined to do the greatest good to the native populations.

In nearly all cases it will be found that industrial and literary education go *pari passu*, and the combination is considered advantageous. More advanced liberal education for specially talented pupils is the rule, and some of the natives are trained for the Missionary life, or at least for being catechists or teachers.

The difficulties encountered are varied and numerous, but the chief of all appears to be lack of pecuniary means. Government grants seem to be urgently needed in the more promising Missionary fields, such as Uganda. There is little doubt that such money would be well spent. Caste prejudice is an extra difficulty met with in the Indian Missions.

With the exception of parts of South Africa, and perhaps to some limited extent in India, there is little evidence of opposition or jealousy on the part of the white population; but perhaps my returns do not cover a sufficiently wide area to speak with great certainty on this point.

In conclusion, I beg to tender my best thanks to their Graces the Archbishops of Agra and Colombo, to their Lordships Bishops Hanlon and Streicher (Uganda), Pelckmans (Lahore), Cardot (Burma), Dontenville (British Columbia), and Hopkins (British Honduras), and to the Rev. Fathers Mayr (Natal), Bartholomew (Allahabad), Reveley (N. Punjab), Bertram (Rajputana), Caussanel (Trichinopoly), Kleinschneider (Madras), Dunn (N. Borneo), and to Brother Nivard (Natal), for the information they have kindly compiled and forwarded at my request.

L. C. CASARTELLI.

*Illustrated Catholic Missions,*  
St. Bede's College,  
Manchester.  
1st April, 1903.

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TABLE OF CATHOLIC MISSIONS IN THE BRITISH EMPIRE.

A F R I C A.

WEST AFRICA.

Vicariate or Prefecture.	Missionary Society.	Head-quarters.	Remarks.
1. †Sierra Leone	Cong. H. Ghost	Freetown	—
2. † Gold Coast	Lyons Seminary.	Elmina	—
3. † Benin	" "	Lagos	Contains Lagos, Yoruba, etc.
4. Lower Niger	Cong. H. Ghost	Onitsha	—
5. Upper Niger	Lyons Seminary.	Lokoja	Includes Gando, Sokoto, Haussas, etc.

CENTRAL AFRICA.

6. *Upper Nile	Mill Hill Society.	Mengo	} Uganda Protectorate.
7. *North Victoria Nyanza	White Fathers	Rubaga	
8. Nyasa	" "	Kaiambi	} Comprises Zanzibar and opposite Coast and Hinterland.
9. North Zanzibar	Cong. H. Ghost	Zanzibar	

SOUTH AFRICA.

10. Basutoland	Oblates of Mary	—	} Contains the great Trappist industrial settlement of Mariannhill; also Dominicanesses at Oakford.
11. *† Natal	" "	Pietermaritzburg	
11. A *† Zambesi [Rhodesia].	Jesuits	Bulawayo	—

AFRICAN ISLANDS.

12. Mauritius	—	Port Louis	—
13. Seychelles	Capuchins	Port Victoria (Mahé).	—

INDIA.

Diocese or Vicariate.	Missionary Society.	Head-quarters.	Remarks
14. Calcutta (archdiocese) - -	S. J. - -	Calcutta - -	Five divisions of Bengal.
15. Krishnagar - -	Milan Society -	Krishnagar - -	West Bengal.
16. Dacca - -	Society of Holy Cross.	Dacca - -	East Bengal.
17. Assam - -	Salvatorian Society.	Shillong - -	Assam and Manipore.
18. *Agra (archdiocese)	Capuchins -	Agra - -	Part of N.W. Provinces.
19. *Allahabad -	"	Allahabad -	Part of N.W. Provinces.
20. *Lahore - -	"	Lahore - -	Panjab.
21. *Kashmir - -	Mill Hill Society.	Rawal Pindi -	N. Panjab and Kashmir.
22. *Rajputana -	Capuchins -	Ajmere - -	—
23. Bettiah - -	"	Bettiah - -	Districts of Bengal adjoining Nepal.
24. Bombay (archdiocese).	Jesuits - -	Bombay - -	Bombay Island, Broach, Baroda, Sind, Cutch, etc., Guzerat.
25. *Trichinopoly -	"	Trichinopoly -	Madura, S. India.
26. Poona - -	"	Poona - -	S.W. Coast.
27. Mangalore -	"	Mangalore -	Part of Malabar and all S. Canara.
28. *Madras (archdiocese).	Secular and Mill Hill Society.	Madras - -	S.E. Coast and interior.
29. Vizagapatam -	Cong. of St. Francis of Sales.	Vizagapatam -	Along Bay of Bengal.
30. Hyderabad -	Milan Seminary.	Hyderabad -	Nizam's Territory and adjoining British territory.
31. Nagpur - -	Cong. of St. Francis of Sales.	Nagpur - -	Most of Central Provinces, the Berars, part of Nizam's Territory
32. Verapoly (archdiocese).	Carmelites	Verapoly - -	Travancore.
33. Quilon - -	"	Quilon - -	In Travancore.
34. Trichur - -	} Syrian clergy under Syrian bishops.	—	} For the Syro-Malabar Christians of S. India.
35. Knakulam - -		—	
36. †Changanacherry		—	
37. [Pondicherry (archdiocese).]	Paris Society -	Pondicherry -	[French Territory:] Arrot, Salem, Chingleput.
38. Kumbakonam -	" "	Kumbakonam -	—
39. Mysore - -	" "	Bangalore - -	Mysore, Coorg.

BURMA.

Diocese or Vicariate.	Missionary Society.	Head-quarters.	Remarks.
40. *Southern - -	Paris Society -	Rangoon - -	—
41. *Northern - -	" "	Mandalay - -	—
42. Eastern - -	Milan Seminary	Tungoo - -	—

## CEYLON.

43. *Colombo (archdiocese) -	Oblates of Mary	Colombo - -	West Province. N.W. Province. N. Province. N. Central Province. Central Province. Uva Province. S. Province. Sabaragamuwa. E. Province.
44. Jaffna - -	" "	Jaffna - -	
45. Kandy - -	Benedictines -	Kandy - -	
46. Galle - -	Jesuits - -	Galle - -	
47. Trincomalee -	"	Trincomalee -	

## STRAITS.

48. Malacca - -	Paris Society -	Singapore - -	Straits Settlement
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## OTHER ASIATIC POSSESSIONS.

49. Hong Kong -	Milan Seminary	Hong Kong -	—
50. Aden and Arabia	Capuchins -	Steamer Point -	—
51. *N. Borneo and Labuan	Mill Hill Society	Kuching - -	—

## AMERICA.

52. † St. Boniface (archdiocese) -	Oblates of Mary	St. Boniface -	Indians and Hal breeds of Can dian North-We and British C lumbia. Trinidad, etc. Dominica. Negroes. Caribe. Negroes.
53. Athabaska-Mackenzie	"	L. Athabaska -	
54. *New Westminster	"	N. Westminster -	
55. *St. Albert - -	"	St. Albert - -	
56. Saskatchewan -	} Secular and Dominicans	—	
57. Port of Spain (archdiocese)		Port of Spain -	
58. Roseau - -	Jesuits - -	Roseau - -	
59. British Guiana -	"	Georgetown -	
60. *British Honduras	"	Belize - -	
61. Jamaica - -	"	Kingston - -	

## AUSTRALASIA.

62. New Nurnia (abbacy)	} Benedictines -	—	Australian natives
63. Queensland (vicariate)		—	
64. Fiji - -		Marists - -	
65. British New Guinea		Isoudun Society	
66. Gilbert Islands -		" "	
67. Solomon Islands		Marists - -	

QUESTIONARY SENT TO MISSIONS.

The following is a copy of the questionary sent out with my letter applying for information :—

INDUSTRIAL EDUCATION IN CATHOLIC MISSIONS.

QUESTIONS TO BE ANSWERED TOGETHER WITH REPORT ALREADY ASKED FOR.

1. What steps have been taken to provide industrial or agricultural education for natives? What are the details of the course of study provided? Have the teachers been specially trained for this work? If so, how and where? Are they Europeans? Have native teachers been tried in these subjects? If so, have they succeeded?

2. Does it appear that such industrial or agricultural education is having good effects (i) on the character of the natives receiving it, (ii.) on their economic efficiency?

3. Can such industrial and agricultural education be successfully combined with instruction of a more literary and general character? If so, to what degree does such a combination seem to you desirable in the case of ordinary native pupils? Do you make separate provision for more advanced literary education for specially talented pupils?

4. In the earlier stages of education, *i.e.*, before technical education proper can begin, does the education provided for young children include much manual training? If so, are you satisfied with the results? Would you kindly state the ordinary curriculum for young children?

5. Have any special difficulties, economic or educational, been experienced in the provision of manual, industrial or agricultural education? If so, would you kindly indicate what seems to you the best means of overcoming these difficulties?

6. Has there been any opposition on the part of any section of the white population to the provision for natives of a kind of education which might enable the latter to compete effectively with skilled white labour in various industrial occupations?

REPORTS RECEIVED FROM HEADS OF VARIOUS MISSIONS, AND ANSWERS TO ABOVE QUESTIONARY.

[1.]\* SIERRA LEONE.

Contains three work-schools for boys and girls.

[2.] GOLD COAST.

Contains three work-schools for girls.

\*The numbers in square brackets correspond to those in the general list of missions above.

## [3.] BENIN.

Contains six work schools, with 285 girl pupils; also an agricultural school, or farm, with 82 boys and 35 girls as pupils.

(Above statistics from *Missiones Catholicae descriptae*, Anno 1901, published by Propaganda, Romæ, ex. Typ. polyglotta S. C. de Prop. Fid., 1901.)

## [6.] UPPER NILE.

## REPORT ON THE WORK OF NATIVE EDUCATION IN THE VICARIATE APOSTOLIC OF THE UPPER NILE, UGANDA, EAST EQUATORIAL AFRICA.

Elementary education and industrial training may be said to be still in their infancy in the Uganda Protectorate. This is due to several disadvantages that are now fast disappearing. The Missionaries have laboured in Uganda for twenty-five years. During the first twenty years frequent, almost continuous, efforts were made to educate the people and divert their energies from domestic strife and inter-tribal wars to purposes for their own improvement and the development of their country. But little came of these well-meant efforts, and all those years were spent in trying to modify the old semi-barbarous exercise of supreme authority exercised by the pagan kings and chiefs. The fickleness of these men, who wielded the supreme power and controlled all the influences in the countries where the Missionaries laboured, gave little promise of stability to the work of education during a long course of years. Much, however, was done in a fitful way until the Missionaries finally gained a permanent influence over many of the important chiefs and their people. From 1878 to 1884 nearly all efforts were spent in gaining a footing in the country. From 1884 to 1890 the French Catholic Mission and the English Protestant Mission gained many adherents and considerable influence in Uganda. The king and chiefs helped this influence on one side or the other or made a determined stand against it by turns. In consequence there was not much accomplished—the energies of the people were so often diverted—swayed now in favour of and now in opposition to the Missionary influence. The king lost and regained his throne three times. Each time he was overthrown, another king reigned in his stead and initiated a pagan, Mohammedan, or Christian policy, each to be modified or end with his death or flight. In 1892 the followers of the respective Missionaries fought out their own quarrel and concluded by a settlement which gave satisfaction to none, and laid the foundation for a further and more serious rupture. But this was averted. The peace following this settlement would have been short-lived but for the near prospect of a Protectorate for these countries. In 1894 the Vicariate of the Upper Nile was created, and we left England for Uganda early in May, 1895. A little later the same month, the British Protectorate was declared and the first Commissioner entered the country with ourselves in September, 1895. This strengthened the Missionaries, who now continued with more hope of stability the work of education. But the dissipating struggles which had so



long rent the country of Uganda were not yet over. In 1897-8 the pagan king with thousands of followers revolted against his chiefs and all European influence. This was followed by a mutiny of the Soudanese soldiers—who were the only troops in the Protectorate. It was only at the conclusion of these terrible times of armed strife that education—elementary and industrial—could be taken up in earnest, and they have been carried on uninterruptedly so far. To the above disadvantages must be added the great difficulty of transport. All appliances and implements had to be carried in 65-pound loads by porters through a difficult and almost foodless country—from Mombasa to Uganda—800 miles. The cost of procuring these necessaries was practically prohibitive. This difficulty has to a great extent been removed by the opening of the Uganda Railway. To the hindrances arising from the seriously unsettled, sometimes perilous, state of the country, and constant risk and costliness of transport, must be added the unwillingness of the natives to pay for an education and the entire absence of any assistance from the Government.

But the primary duty of the Missionaries being to teach Christianity, the education given by them to the native races in the Kingdom of Uganda has been devoted chiefly to the great work of Christianising the people. It is one of the few countries where in modern times the acceptance of Christianity has preceded the introduction of the schools, the literature, the arts, the handicrafts and the commodities of European civilisation. Elementary education and industrial training have not, however, been neglected; much has been done, as already indicated, under circumstances of much difficulty.

1. As to elementary instruction, in each Mission Station a day school has been opened and conducted in the simplest way, as soon as natives were attracted to the Mission. In these schools reading, writing, and arithmetic are taught. As the people had no schools of their own, such as we find in the missions of Asia, and had not even a written language, a commencement had to be made from the simplest beginnings. The Missionaries introduced the letters of the Roman alphabet; the language was reduced to a grammatical form; simple school books and religious books were published in Europe, and for several years distributed among the people at great expense to the Missions. At present the natives are willing to purchase these books. In each Catholic school in the Vicariate of the Upper Nile there is an average attendance of 150 pupils: of these more than half are adults. Reading and writing are taught during three hours each day—1½ hour during the morning, and 1½ hour during the afternoon. All acquire a good facility in reading, but writing is an acquisition confined to the younger pupils; the adults seldom persevere in the classes long enough to write well. Geography is taught to the more intelligent and promising youths; there is also in each Station a separate class attended by a few young men, who are taught English. In the Vicariate of the Upper Nile there are ten Mission Stations—six in the Kingdom of Uganda, and four in the

country of Usoga. There are thirty European Missionaries. These Europeans conduct the above classes as part of the ordinary routine work of their respective Stations. Already it is possible to employ some of the more advanced pupils as teachers in the elementary subjects.

2. The teaching of useful trades to the natives has been carried on chiefly by the Missionaries in the building up of their Stations. In 1895 we found that nearly all the buildings of officials and Missions, except the French, were erected by Swahilis, or on the Swahili system; that is to say, the walls were made of the interlaced branches of trees and these filled in with mud. The roof was thatched. These were known as wattle-and-daub houses. A few houses were erected of palm-tree posts, and reed and grass walls. These the Baganda could build. The French Mission had commenced buildings of sun-dried bricks. This has been adopted by the native chiefs, and also by Europeans who have improved the style each year. It is in the erection of these buildings in the Mission Stations that we have been able to teach the natives. Among these Baganda there are now many who, taught in our Missions, are fair carpenters and builders. Not that they are yet capable of planning the structure they build, or of designing the doors and window-frames they make; but they work well under European supervision, and this in trades of which they had little or no conception a few years since.

As buildings, either the initial structures or on such improved methods as the means available in the country permit, are constantly in course of erection at the Mission Stations, there are always from a dozen to twenty youths employed, who are thus being trained in the most practical way. They are ever encouraged to attempt unaided pieces of the better class of work, if they show any aptitude. Many of the chiefs, and even some of the peasants, are adopting the style of buildings they have seen and assisted in erecting at the Missions.

Improvements in road-making and tree-planting are also much encouraged by the Missions, and in some cases already taken up by the natives. We provide the more industrious from time to time with European vegetable seeds, which they plant and cultivate and sell to the Europeans in the district. Rice and wheat planting is also encouraged. Lately special efforts have been made by our Missions to induce the natives to plant and cultivate better the excellent coffee of the country, and also the cotton plant.

In the schools, especially among the young men, games have been introduced—football, rounders, short-race, high jump, and, in one station, tennis, are enjoyed.

The tailoring trade has been introduced by the Arabs and Swahilis from the East Coast. The Missions have fostered this, and many of our youths are learning tailoring.

We have spent on an average £100 a year introducing implements and tools of various kinds into the country, and these are put into the hands of the natives who come to work at our Stations.

So far our Missions have had no assistance from the State in any of these undertakings for the benefit of the country and the improvement of the natives. The Missions are mainly, almost exclusively, supported by the means contributed by the faithful in Europe for the evangelisation of these natives: Much more could certainly be done if the Missions were assisted by the Government in these special departments of work for the natives. Then the Missions might induce artisans to go out to Uganda and other countries of the Protectorate for the special purpose of directing the natives in these trades and industries. But to be practical, the conditions of such grants should be sufficiently elastic to enable all the Stations to benefit by the grant in however small a proportion, as they would be able to fulfil the conditions of such a grant.

The railway is now completed to the Lake Victoria, and steamers are plying on the lake; the people are intelligent, and hundreds are already most willing to learn trades and handicrafts; they are a strong, vigorous race, there is no opposition to their training and development on the part of Europeans; so that the prospects are good for the future of the country if only the opportunities to hand can at once be made use of. The influence of the Missions is very considerable in the country, and, speaking for my own Missionaries, I can assure the Department of their ready co-operation with the Government in any measures that are for the benefit of these races and the development of these countries.

(Signed). + HENRY HANLON,  
Bishop of Teos, and  
Vicar Apostolic of the Upper Nile, Uganda.

August, 1902.

St. Joseph's College, Mill Hill, London, N.W.

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[ANSWERS TO QUESTIONS.]

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EDUCATION OF NATIVES.

VICARIATE APOSTOLIC OF THE UPPER NILE, UGANDA.

1. In these Missions the establishment and building up of Christian centres on unoccupied, often isolated, tracts of land, adjoining villages of natives living in the simplicity of very primitive surroundings, has been the chief step taken and the means of providing a practical industrial and agricultural education for the natives of the neighbourhood. A settlement by Europeans in such localities involves the reduction of waste and wild tracts of land to cultivation as time goes on. The simple style of the initial buildings, erected with native materials found in the locality, is at once a great improvement on what the natives have hitherto known, and not too intricate for their comprehension, and even their imitation. The same is true of the second series of buildings,

which a few years later are erected in sun-dried bricks, on regular plans, and with proper doors and windows. Building and carpentering tools, and simple farming and gardening implements, are in each case introduced from England, and the natives taught to make use of them. Clearing, tree-felling, road-making, and tree-planting, and the preparation of vegetable gardens have each to be done in such a settlement. For all these works the youth of the surrounding villages are employed. The directing and superintendence of these works, and thus the teaching of these natives, are undertaken by the European Missionaries, who, if they have not in early life or during their college course in England mastered the principles of these works, have to do so on the Mission, and they are provided with the most recent technical handbooks on the subjects. These books, however, are much too elaborate for such simple beginnings, and suppose the ready supply of prepared materials and skilled labour unprocurable in Uganda. As soon as a young man shows an intelligent interest and aptitude at any of these employments, he is appointed to direct the work, and told to seek the assistance of the European Missionary when required. In road-making, building, and carpentry work, in tailoring, and in gardening some have succeeded admirably.

2. Where the education is gradual and the development quiet and natural, the effect on the character of the native is good. We have some young men who have continued to do well and have raised themselves socially without detriment to their moral character, which has rather gained strength. Others, who soon become fairly proficient, and whose services are demanded in one place after another, lose their balance and show in a marked manner some of the most objectionable characteristics of men too quickly placed above their level.

3. The combination of manual education and literary instruction, where possible, is good in its effects on these natives in most cases. Commonly the work must go on uninterruptedly when the weather permits. When boys or youths first come to us to work at these labours or to learn their letters, it is best to keep them at one or the other pretty constantly until their interest is well awakened. Then both can be undertaken alternately each day with advantage. There are special classes in each Mission for the more intelligent and advanced youths, who are taught English in these separate classes.

4. It is best to keep young children at school and play—they are in our Stations constantly seeing the works going on to completion in one department or other, are interested onlookers, but take part only in a more or less playful way.

5. The chief difficulties met with in carrying on these educational works were: the complete ignorance of the people, who had little or no notion of the works we commenced; the unreliability of the natives; their unwillingness to continue regularly at any labour—they might work for a few days, and then disappear

for a week or a month; the costliness and difficulties and risks of transport for procuring the necessary tools and implements from Europe. The ignorance must still be met in the new districts, but has been partly overcome in the older settlements of our Mission. The same is true of the irregular habits of natives, who are quite unaccustomed to definitely fixed hours of labour. In the Stations it has been overcome in part by the intense interest taken in the employments by some natives, and in part by making a contract with them for a specified work. Much patience, however, is required with those who enter into contracts. They find various and pressing reasons for requiring payment before the work is finished, and sometimes refuse to continue unless paid in advance. Such men will leave their unfinished work, and what would have been due to them for that accomplished had they continued or finished the contract. Months after they will return, when the work is perhaps finished by others, and demand payment for the work they did. They are but grown-up children, and still require to be treated with every consideration, or discouragement would turn them away from facing the difficulties and trouble of a continued education or from undertaking labours that would make them more proficient. They have few wants, and these are plentifully supplied by the abundant fruitfulness of their country and occasional work to meet extra expense or taxation. Others will work out their contract, and having procured fine clothes, go off visiting their relatives and friends in different provinces, and idle away their time for months. We believe their education in all these matters should be gentle and gradual; that they should be encouraged by every consideration and induced by some promise of reward; that emulation should be stimulated. If their education is hurried, and the development of their country rushed, which is partly the case already, State force will come in, discontentment will prevail, the natives will resent the strain, and give serious trouble to the authorities. This has been the case in West Africa, and in parts of Rhodesia; though there is this important difference in Uganda, that Christianity has introduced a more healthy and manly obedience to authority and accustomed the natives to the ways of Europeans whose influence on the country has been for the people's good, and this the chiefs at least well understand. The railway will considerably reduce the costliness of transport for supplies and necessaries. The Missions have so far been required to pay the same import duties on their books and implements used in this educating of the people, as ordinary traders are required to pay. This is felt to be unfair to the Missions, so much so that the Special Commissioner, Sir H. H. Johnston, asked the Foreign Secretary to remit these duties in the case of the Missions. We have not heard of a favourable answer. We believe that assistance given to the Missions for this department of their work by the Protectorate Authorities would be money well spent. If sufficient, it would enable these centres—the Mission Stations—to send out from time to time some skilled artisans who could

devote themselves more exclusively than the Missionaries can do to these industrial and agricultural undertakings in which the natives are educated.

6. As there is no white population in the Vicariate apart from Missionaries and officials—civil and military—and as all these are only too anxious to see the natives better educated and rendered more skilful and useful to their country, no opposition of a serious kind has been experienced.

(Signed) + HENRY HANLON,  
Bishop of Teos, and

Vicar Apostolic of the Upper Nile, Uganda.

St. Joseph's College, Mill Hill, London, N.W.

August, 1902.

[7.] NORTH VICTORIA NYANZA.

[Translation.]

SOCIETY OF AFRICAN MISSIONARIES: WHITE FATHERS. VICARIATE OF N. NYANZA.

I. (a) *Industrial Education.*—I cannot give a more accurate, and therefore more satisfactory, answer to your first question, "industrial education for natives," than by submitting a rapid sketch of the works of which the Baganda had not even an idea before our arrival in their country, and which they have succeeded in accomplishing owing to the education they have received from us.

We have sixteen Mission Stations throughout the Protectorate of Uganda. Dwelling-houses, churches, schools, offices, are all built in stone or brick; the frameworks of the roof are in European style; the doors of wood, either simple planks or panelled; the furniture in worked wood. Among our churches three are remarkable for their size (72 metres long by 24 wide), for the boldness of their structure, and their lofty columns, supporting a massive roof 10 metres above the ground. Now all this masonry, carpentry, and woodwork is the workmanship of natives educated by the White Fathers. The Missionaries have only to supervise the construction.

A certain number of the great chiefs of Uganda, Toro, and Unyoro, have spacious and comfortable brick houses, some in storeys. Of all these buildings one only (that of the Katikiro) has been built by blacks from Zanzibar. All the rest had as architect and chief mason a native Catholic trained by the White Fathers.

Excepting a few isolated houses of little importance, erected now and again by Government officers, the Catholic Missionaries were for twenty years the only Europeans to build entire stations in brick. Only for the last three or four years has the Government

of the Protectorate given a great and successful impetus to this kind of solid and comfortable buildings, and for the last two years the Church Missionary Society has resolved to follow our example.

You desire information about the character and competence of the European teachers. The Society of White Fathers, of which one section is evangelising Uganda, is so organised that the members who are priests entrust material labours to the lay-brothers who are associated with them. Fathers and brothers form one and the same society, towards which they undertake the same obligations. The lay-brothers, before entering the society, have all had a trade; several have been master-workers, although holding no certificate. After entering the society they have completed their training in the Arts and Trades School, so flourishing and justly renowned, founded by the White Fathers at Thibar, in Tunis.

We have no professional school, properly so-called, in Uganda. But, as every lay-brother in the post assigned to him becomes the instructor of the youths who desire to learn in his school, we have as many schools as we have lay-brothers—that is to say, eight. The apprentice comes of his own free will, he is bound to no engagement; he receives no other salary than food and clothes; whenever he likes he may leave and set up on his own account.

(b.) *Agricultural Education*—The Baganda have very much taste for adventure and travelling, but very little for quiet country life; whilst they have great aptitude for commerce and industry, they have little for agriculture. Up to now, the culture of the earth in Uganda has been exclusively women's work; the men will never overcome the repugnance they have for manual labour until the products of their soil find an easy and lucrative market. For a people, accustomed from time immemorial to ask from a fertile soil only its daily bread, the first lesson in agriculture, the most eloquent and the most persuasive, had to be that of *example*. The example of assiduous and methodically continuous work—such has been hitherto the agricultural education given to the natives by us. Each Mission Station has its kitchen garden, orchard, wheat and rice plantations, etc. Vegetables and fruit, varying according to the season, are never wanting on the Missionaries' table, and very advantageously take the place of European preserved vegetables, which we never use. Orchards, gardens, and various plantations are maintained by these natives, whom we have trained to understand the times for sowing, for gathering the crops, and the precautions necessary to secure the success of the latter.

It was from Zanzibar and Algiers that we imported, sixteen years ago, the first mango trees, papaws, orange trees, lemon trees, etc., and the White Fathers were the first to have crops of these fruits in Uganda. Since Sir Harry Johnston gave us title-deeds to our property, we have done all we could to put these lands in profitable cultivation. During the past six months, i.e., from January 1st up to the present day, 5,000 coffee shrubs have been planted in our Missions on the Sese Islands and in Buddu; the teachers have received orders to plant cotton plants on the Mission

lands which they occupy; that is to say, at least 60,000 cotton plants, whose produce is destined to furnish our teachers with the yearly hut tax of Rs. 3. Not to speak of the fruit trees and ornamental plants left to the private initiative of the head of each Mission Station; there have just been planted, by command of the Superior of the Mission, 5,000 trees (eucalyptus and *naambya*) which within four years ought to supply excellent timber for building.

These works of clearing and planting, executed during a space of six months, with the exclusive co-operation of natives, will show what the Government of the Protectorate has to expect from us for the colonisation of this country, and you will be glad to see in these first attempts a pledge of the zeal which we shall continue to display in inspiring the Baganda with the taste for agriculture.

II. This industrial and agricultural education, consisting in teaching the Baganda the art of making use of their hands and utilising the natural goods given them by Providence, has undoubtedly, when employed with certain precautions, serious advantages both for individuals and families, and for social order in Uganda. For labour ennobles man by elevating him in his own eyes and in the eyes of his countrymen; and as idleness engenders misery and vice, and ruins a country, so persevering labour produces well-being and contentment in families, and re-peoples a country whose population, like that of Uganda, is diminishing.

I say "with certain precautions," for when the Baganda have been initiated in a trade, if the European or Indian masters in whose service they are engaged take no interest in their moral life, or even if they do not positively encourage the accomplishment of their religious duties, it will happen, as is too often the case, that these blacks, not yet familiarised with civilisation, dazzled by what they see, will let themselves be debauched by their fellow-workmen, consisting mostly of Mohammedanised Wa-Swahili from the coast. It will happen that they will spend all the fruits of their labours in buying useless toys, or, worse still, in debauchery, whilst they might have and should have employed their monthly wage in improving their condition, in making their families comfortable, in acquiring a small herd of cattle or a flock of goats, etc. Thus what ought to be for them a source of respectability and well-being, if their morals be not safeguarded, may become an occasion of degradation.

III. The Baganda are considered as the most intelligent of the black races of Africa. This reputation seems to me well deserved, and I do not hesitate to believe that the Baganda are capable of receiving an advanced literary education. What makes me believe this are the results obtained in our special school at Kisubi, where 100 young natives, initiated into the Ruganda grammar, reason very successfully the grammatical difficulties of their own lan



guage and grasp the metaphysical proofs of a theological argument, even of an advanced kind. To what degree of education they may probably attain, I could not say; but it seems to me that if the education of children is begun young enough, and if a judicious choice be made among the more intelligent children, they may be rendered capable of entering any career open to those who have completed a course of primary education.

You ask if we make "separate provision for more advanced literary education for specially talented pupils" (q. 3). Yes. For the last six years we have had at Kisubi, near Entebbe, a junior seminary, from which have come, not indeed priests, but at least ten excellent catechists who are now placed at the head of the most important catechumenates of the vicariate. At present forty-six candidates are being educated in this special school, taught by three missionary priests, and following the course of: Grammar of their native language, Kiswahili, Latin, and English, arithmetic, geography, history, music.

In order to relieve the Missionaries, who are overburdened by the work of the ministry, and also encouraged by Mr. Jackson, H.B.M. Commissioner, who gave me hopes of assistance from Government, I had resolved to appeal to the generosity of a teaching congregation, English by origin and not connected with the Society of White Fathers to which I belong. The advances made to this Society had already been received with readiness, but owing to a declaration recently made to me by the new Commissioner, Lieut.-Colonel Sadler, that I must not expect any pecuniary aid from Government, I now hesitate to invite these auxiliaries into Uganda. The installation and support of those new teachers would necessitate expenditure out of proportion to our slender resources. Our thirty-seven schools established in the Protectorate are entirely private and completely at the cost of the Mission, not one receiving the least help from the public funds. The maintenance and working of our schools cost our Mission at present a sum of £1,600 per annum.

IV. About three years ago the C.M.S. founded at Namirembe, the residence of Bishop Tucker, a trade-school, containing workshops for printing, binding, and wood work. This school is directed by two European workmen, members, or at least employees, of the C.M.S. Assistance at prayers and at the sermon, whenever one of the Missionaries preaches, is as obligatory as the work itself. This school having hitherto been conducted as a means of religious propaganda, with the aid of official influence, I felt bound, when requested by Mr. Tomkins, H.B.M. Sub-Commissioner at Kampala, to urge our youths of sixteen to spend a year's apprenticeship in this school, to reply to him as follows:—

As soon as the Government of the Protectorate opens a school managed by European or Indian artificers, who are paid by it and are free from all religious propaganda, our young Catholics will esteem themselves happy to be admitted to it, and will be assiduous scholars. But as long as there is in Uganda only a school in the

style of the one founded at Namirembe by the C.M.S., and under the immediate and exclusive control of the Protestant Mission, I shall continue to do my duty as a Catholic bishop in forbidding my Christians to be instructed therein.

(Signed) + HENRY STREICHER,  
Vicar Apostolic.

[11] NATAL, SOUTH AFRICA.

A. REPORT OF REV. FATHER MAYR, O.M.I.

I. On Mission lands natives are helped by advice and material help to improve their primitive ways of cultivation. Different trades are taught more or less in all native schools, particularly those conducted by the Trappists, as they have qualified tradesmen amongst their brothers. But gardening and sewing are done in all schools. Cleanliness in dress and person, as well as in their houses, is demanded from the natives, and they are encouraged to improve their habitations in regard to building material and furniture. Native teachers have been employed, but only few persevere, the most of them are drawn away again by the desire of obtaining more money in towns or mines than the Missionary can afford to give.

II. Certainly, in every respect.

III. Ordinary native pupils should be able to write and read their own language, and have a knowledge of the simple rules of arithmetic. Besides this, they should know one trade, and be trained as faithful servants or industrious farmers where they can have land to cultivate. Separate provision for advanced education is made for those who intend to become assistant teachers in schools.

IV. Occupations suitable for young children are made familiar to them from the beginning of their schooling; the ordinary curriculum consists in learning the letters, reading and writing, also figures, object-lessons combined with elementary religious instruction, and the principles of manual work, particularly sewing for girls.

V. Various difficulties in or near towns, and others in the country far away from towns. In the first case, the high price of land to cultivate, the difficulty of having boarding schools on account of the high price of the necessaries of life, and the limited time in day schools where only one hour can be given to manual work. In country places the difficulty of procuring trained teachers of trades, and the little need there is of different trades on Mission Stations, although much more can be done and is done regarding manual and industrial work in the country than in towns.

Means of overcoming the difficulties:—Special grants for industrial schools; to open the market for good sale of

work; grant of land (few acres of land per family), with the possibility of obtaining more land when the first has been properly cultivated. On Mission reserves, old and future ones, close inspection of the progress of improvements in natives, and the forming of villages where the natives would require all the different trades themselves, and so exchange the work of their hands, and thus work independently of the white population, under the control of Government, with the Missionary working hand in hand for the welfare of the people.

VI. General aversion to the education of natives by the white population, who would often wish to consider the native as a beast of burden. Association of white artisans not to receive any natives into their shops; preventing the industrial school by law from selling their work to the public. Different standard of wages: white persons receiving 15 shillings a day, and natives, for the same kind and amount of work, 5 shillings a day.

#### B. THE TRAPPISTS.

As above remarked, probably the largest and most successful attempt at the industrial education of native races is the great settlement of the Trappists at Mariannhill, Natal. The following published extract will serve to illustrate briefly this remarkable undertaking:—

##### A GOD-SEND TO SOUTH AFRICA.

Such is the description of the Trappists at Mariannhill by a writer who gives in *The Natal Mercury* his impression of a visit to the famous monastery which is situate about fifteen miles from Durban. An estate of twelve thousand acres was bought there by the Trappists eighteen years ago. The place was then practically a wilderness. The monks set to making bricks and quarrying stone for buildings—erecting a monastery, boarding schools for their Kafir boys, workshops, stores, schoolrooms, offices, kitchens, mills, telegraph and telephone offices, hospital and consulting rooms, bath-rooms, museum, art and science rooms for chemistry, hydraulics, and astronomy, besides a college, class-room, and library for their subjects—probationists of the Order; also houses for all sorts of machinery and farming implements, stables and byres for cattle, and barns, piggeries, fowl-houses, and poultry-yards. The estate is now a smiling garden, with large congregations of educated and useful members of society. Some thousands of young men and women (Kaffirs) have been taught trades, housed, fed, and clothed—for which the monks or nuns have never received one penny from the Government, and little or nothing from the white population of Natal. The Trappists have spent about £2,500,000 in property, buildings, and land. Besides this, about £17,000 a year is spent in Durban for stores, clothing, food, and other requisites of the Mission. Many of the blacks at Mariannhill speak German, English, and Zulu Kaffir, and books are printed in these languages at the printing-shops for their use. Three newspapers—one in English, one in German, and one in Zulu Kaffir—are brought out at the monastery. These papers are turned out by Kaffirs, type-setting and all, under the direction of the monks. The work at Mariannhill is a perfect wonder, and is undoubtedly a blessing to South Africa.

(*Illustrated Catholic Missions*, October, 1901.)

C. REPORT BY BROTHER NIVARD, O.S.B.

INDUSTRIAL EDUCATION OF NATIVES AT THE MARIANNHILL MISSION, NATAL,  
AND AT ITS DEPENDENT STATIONS IN CAPE COLONY.

In making a report on the above subject I can hardly do better than first quote from the report of the "Natal Land Commission," which was recently appointed to report on the use made of Crown lands and lands known as "Mission Reserves," granted some forty years ago to the various missionary bodies.

The Commissioners express themselves thus:—

"One of the strongest means for the uplifting of the native is placing within his reach education in industrial training. The so-called 'industrial training' at present undertaken is a farce.

"One in connection with active educational mission work well summed it up in these words:—

"I can speak for the whole Colony, I think, in stating that the present system of industrial training, as far as mission station schools are concerned, is very unsatisfactory. It depends very largely on the teacher in the school whether it is not worse than useless. It is a question whether it is not injurious in so far as it teaches the boys to play at labour, instead of actually working. On that point there is nothing definitely laid down by the Government. The teacher is really left to do just what he pleases; to clean up round the school, for instance, and call it industrial training. No system of industrial work is provided and no instructions are given as to what is to be done."

So far the Land Commissioners, amongst whom was the superintendent of a most influential missionary society.

The Commission also examined a number of natives, and this is what one of them had to say:—

"What troubles us is the laziness of the natives. We want them to have a more useful education in industrial work. What makes me cry in my heart is to see my fellow natives lazy. If they were taught to work, I think, it would awake them from their present stupor. I believe the instruction in industrial training will wake them up and not mere book-learning. I can make no other suggestion than that the natives should be taught to work. I see the coolie and his industry. I see that it is because the coolie has been taught to work in times past."

It is certainly highly satisfactory that the natives themselves see and feel the need of industrial training. That there is an immense field for missionary enterprise is evident from what the Commissioners had to say. The statement about the present industrial training in this Colony is quite correct as far as the great majority of mission stations are concerned, but the Commissioners cannot have seen Mariannhill and its missions, with the various industrial establishments, otherwise they would have noticed the silver lining on this rather dark cloud of native education.

Anyhow, the "Natal Directory" of 1903, in its notes on native education, says:—

"Native education cannot, however, be said to have been a success. Up to recently any attempt in this direction was confined to missionary stations, and with every respect to those concerned in this work, it must be admitted that the so-called "Christian Kafir" is a failure. A Government industrial school met with no success, and the only real work done has been by the Trappists."

This is what the general public thinks and knows about native education in this Colony. I shall have something to say on this point in answering the last of the questions put; the foregoing quotations will do as a preliminary.

Before going on to describe the work we do here on this Continent, it might be of advantage to the reader of this report to be acquainted, at least to some extent, with the story of our institution.

About twenty-three years ago, at the request of the late Bishop Richards, of Port Elizabeth, the Chapter of the Order of the Trappists, then sitting in Paris, decided to make an experiment and send a number of its members out of the four walls of the cloister and engage them in native mission work in South Africa. It is not for me here to say whether the experiment has been a success or otherwise. I am only going to show what has been done.

The first of the Trappists came in 1880 to Dunbrody, near Port Elizabeth, where they found on the edge of the dry Karoo a not over congenial field for their labours, and in the early days of 1883 they settled down in Natal, hospitably received by the bishop of the district, the Right Rev. Charles Jolivet. A start was made with about three dozen fathers and brothers, none of whom knew either English or Zulu. Practical mission work was begun in 1885, and the first of our stations, "Reichenau," 120 miles distant from here, at the foot of the Drakensberg, was founded in November, 1886. Since then the three dozen fathers and brothers have increased to thirty dozen, namely, eighty-six choir-fathers—amongst them we number forty-six priests—and 237 lay brothers. The founder and first Abbot of Mariannahill, Father Franz Pfannel, very soon found out that dealing with the male part of the native population was only half the work he sought to accomplish, and very soon he got a number of devoted women together and founded what are to-day known as the Mariannahill Mission Sisters. This congregation numbers to-day 330 members. For the last ten years they pass their noviciate in Holland, and by the end of June this year the sisters and novices there will have the pleasure of taking possession of a completely new convent now in course of construction, with a beautiful chapel and all the required buildings to accommodate 150 sisters. This work was one of the main objects of the Abbot's last visit to Europe. Our sisters are at present engaged in native mission work on all our stations in the Vicariate of Natal. Before the end of this year they will be labouring in Rhodesia, Mashonaland. For the last six years they have been working in German East Africa, in connection with our missions there, and in connection with those missions of the Fathers of the Holy Ghost. Eight of them are working together with the Trappists of the Belgian province in the native mission on the Congo, West Africa. Thirty-six sisters are engaged as teachers in native schools and eight sisters are at present preparing for examination. Besides the immense amount of needlework done at Mariannahill, about

four or five sisters devote themselves all the year round to the making of church vestments; a good deal of outside work is taken on, and really beautifully designed vestments embroidered in gold, silver, and silk are turned out by this department. Such is the *personnel* of our institution, and I might now give some indication of our mission lands, our real field of labour.

To give a solid foundation to our mission work, we think it necessary to have large tracts of land of our own, in order to settle especially the young Christian couples coming forth from our schools thereon, and retain the needful influence over them for as long a period as possible.

Hundreds of Christian homes are set up in this way. Mariannahill alone has to-day 109 Christian families. Of the 600 heathen we found twenty years ago only ten are on the place, and those are mostly old people whose children and grandchildren, perhaps, have long ago embraced the faith of Jesus Christ. Most of them desire to die as Christians, but as long as they live they say they will not change their custom; but, nevertheless, the missionary hopes and wishes that the change may take place before the hour of death. Our land is partly freehold and partly Crown land, bought on the twenty years' payment system. In Natal we own about 43,000 acres; in East Griqualand, Cape Colony, about 56,000 acres; and in Rhodesia, 25,000 acres; one block of 20,000 acres being a grant by the late Mr. Cecil Rhodes. On this block, known as "Trias Hill," mission work was started in 1896, but the mission, which was hardly begun, was destroyed, and everything lost, during the native rebellion. The brothers, including the writer, were just able to save their lives by getting into laager at Umtali in time. On the other piece of land, known as "Monte Cassino," operations were begun last year.

Twenty-six stations are now dependent on Mariannahill, sixteen in Natal Colony, six in East Griqualand, one in Mashonaland, three in German East Africa.

After describing our staff and the field of operations, I will now say something about our schools and industrial establishments, where the natives receive their education. I think it will be sufficient if I give a short description of our principal stations and the work carried on there.

Our schools are mostly boarding schools, and only on those out-stations where such schools are impracticable are day schools erected in charge of sisters. At present about 2,000 children attend at our different schools, 350 as day scholars, the rest, over 1,600, receive not only their education but also board and lodging and their clothes free. The only compensation is the labour of the children and a Government grant of £700 per annum from Natal and £120 from the Cape Government. Provision is made in our schools for all ages; practically we receive the native from the time he is born until he marries and sets up a home of his own. In connection with every boarding school there is a crèche in charge of

sisters, where little orphans or half orphans are taken in and cared for till they become ripe for the Elementary School, at the age of six or seven. Here at Mariannahill the sisters have at present thirty-seven of those little darkies under their care, and a very lively lot they are indeed. Up to the age of about three years boys and girls are taken in at the sisters' nursery without distinction of sex, but after that age boys are handed over to the brothers in charge of the boys' school. Every possible allowance is made for those little ones in the matter of food, sleep, and play, but all those who can do a little work are engaged for an hour or two per day, either picking peas and beans, straw plating, or light housework. When they then enter the Elementary School their time is occupied according to the following regulation :—

- 4.30 Rising, dressing, morning prayers.
- 5.0 Children's mass.
- 5.30 Catechism, Elementary School.
- 7.30 Breakfast.
- 8.0 Continuation of Elementary School.
- 9.0 Manual work in shops, garden, field, etc.
- 11.30 till 1.30. Dinner, play.
- 1.30 till 4. Manual work as above.
- 4.30 till 6.30. Elementary School.
- 6.30 Supper, evening prayers.
- 8.0 Bed-time.

This time-table, with slight variations according to local circumstances, holds good for the schools at the stations as well as for Mariannahill Day Schools; however, at the out-stations, where elementary instruction only is given, and where children have sometimes to walk a couple of miles, school is kept as a rule from 10 to 3, with an hour for lunch between.

The school curriculum is in accordance with the Government regulations for native schools. The natives receive at our schools a good grounding in their own language, but the examinations by the Inspector are conducted in English, and it is really the proficiency in English which is judged in these examinations.

After having been at school for the maximum period of six years, those boys working at a trade, and who wish to become more efficient in it, can enter another institution connected with our establishment, namely, the "Josephshaus." They live together there under the supervision of one of the fathers with the assistance of a brother. Those boys work the usual hours with the brothers, receive board and lodging and payment according to their ability. They must find their own clothing. A parallel institution is run on the same lines for girls by the sisters, and is called "Marienhaus." Girls, as a rule, remain at the Marienhaus till they marry, and good conduct assures them a handsome dowry in the shape of linen and household articles, etc., etc., from the sisters. At present, forty-five girls and thirty boys are availing themselves of this

opportunity. Similar institutions are all run at our larger stations in connection with the Boarding Schools.

Perhaps this Report would be incomplete if I should not mention a somewhat peculiar institution connected with most of our mission stations, namely, the "Weibertrost" (Women's consolation). If a native polygamist with two or three wives becomes a Christian, he can only keep one wife, and the surplus\* are taken in and cared for in the above institution. Mothers take their children with them, and they are placed either in the nursery or school, as the case may be. Those women wear a certain uniform, and help the sisters in house, garden, and field work, and make themselves extremely useful, especially in cooking and preparing food for the children. In the matter of food, we keep all our children as near as possible to the diet they are used to in their own homes. We do not keep them strictly vegetarians, but they get meat on holy days and on special occasions. All the principal food stuffs for all our children are grown on our own land, and, as a rule, planted, cultivated, and prepared by the children themselves. On many stations, notably at Mariannahill, so-called "school lands" are set apart for that purpose, and to get the children interested in cultivation small plots of land are given to individuals, and also to groups of children, and it is really a pleasure to see what interest they take in their own "lands."

The kind reader who has patiently followed me through monastery, convent, and school is now asked to accompany me through the workshops, and see what chances we give the native to acquire industrial training. This is the special field of labour for the lay brothers of the order, and the unique staff of 237 workers in that field, with the great number of skilled artisans amongst them, is what gives the character, the industrial stamp, to our missions. Without it, the achievement could scarcely come above what is vulgarly called "book-learning." I will now first enumerate the brothers engaged in the different trades, and then describe our work at Mariannahill, and at some of the principal out-stations. In this I feel my ground more surely than on what I had to say or write before.

Taking the wood-workers, the most numerous class of artisans we have twenty-four brothers engaged as carpenters, joiners, wagon-builders, and coopers; two wood-turners; sixteen brothers as blacksmiths, farriers, locksmiths, engineers, and fitters; four tin-smiths and coppersmiths; two watchmakers; thirteen brick-layers and masons; five stone-cutters; two painters; nine tanners, saddlers, and shoemakers; five millers; three bakers; seven compositors and printers; three bookbinders; five skilled gardeners and nurserymen; two photographers; four tailors; making a total of 106. Besides these, a good number are well versed in all that pertains to agriculture, and are otherwise engaged in brickmaking,

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\* Thirteen at present at Mariannahill.



stone-quarrying, road-making, and so on. At Mariannahill we have also what is called the "Technical Bureau," over which the present writer presides, and where all the plans and specifications of all important work here and at the stations are prepared. A formidable number of plans of works carried out may be seen in the archives. Only this week a set of plans for mission buildings for German East Africa, comprising ten large sheets, has been completed and sent off. Of course, the original plans are kept here for reference and tracing, whilst copies are sent out to the workmen. After having now seen the workers, we enter the shops and see what they do there.

At Mariannahill we start with the establishment known as the "Mill," situated about two miles from the monastery. We find there the water power of the river Umhlatuzane utilised by a water turbine, giving 14 h.p. under a head of 48 feet. This power is made to drive the whole machinery connected with our printing and book-binding establishment, a corn mill with two pair of stones (French burr), with the necessary cleansing and crushing machinery, lift, etc., a complete oil mill for testing ground nuts (monkey nuts), circular and hand saw, wood-turning lathe, three lathes for turning metal, and some other machinery needed in an engineering shop for effecting the repairs of the numerous machines going here and at the stations. The printing and bookbinding departments chiefly work for the requirements of our different missions. We write, print, and bind all the books required in our schools, and prayer-books for the Christians. Books have been printed in the language of the Zulus, Basutos, Bechuanas, Mashonas, and Swahili. The catalogue of Zulu books alone numbers thirty-three. Since the beginning of this year we also issue a monthly paper (illustrated) in Zulu, the "Umhlobo Wesiminya" (Friend of the Truth). Over a dozen natives are engaged at the mill, mostly in connection with printing and book-binding. As the brothers remain at the mill during the whole week, spending only the Sunday at the monastery, a really beautiful chapel has been built close to the mill, where mass is said by the father in charge of the "mill" every morning.

Returning to the monastery, we pass through the cool and lofty blacksmith's shop, with four fires, where all sorts of smithy work is carried on; we come then to the wagon-builders, with their hands always full with new work, and with those never-ending repairs; and then to the joiners' shop, where doors, windows, and all that is required in the building line and the numerous school requisites are made. Altars in Gothic and Roman style, nicely carved in teak wood and pitch pine, are turned out here for our many churches. Next the painters' shop, where wagons, furniture, and whatever else wants a coat of paint, are treated. Sometimes the brother in charge takes a couple of his apprentices with him and does work at the stations. Five of our largest churches have been artistically decorated by our painters, and the brother is

highly pleased with the help afforded him by his natives. Like monkeys they climb up a scaffold, and where otherwise substantial scaffolding would be required a few poles and planks will do there. Some of those boys are working in the towns now and get very good wages.

At the tinsmiths' shop all the work required in buildings, roof work, plumbing, etc., is done, and all tin ware for the missions is made here. One of the brothers goes all the year round from station to station to do all the work that may have accumulated.

We now enter the tannery, saddlers' and shoemakers' departments, which occupy a special block of buildings. In this branch of industry we do a good deal of work for outsiders, besides the large amount of leather work required in our own establishments. Sixteen boys are working in the saddlery alone, most of them engaged in making harness to order. Our leather has a very good name in this Colony, as testified not only by the several medals it took at the shows in Durban and Maritzburg, but also by the orders for new sets of harness from the farmers, and there is no better judge of a good bit of leather than a farmer. During the last war there was a run on our leather, and much of it was sold even before it came out of the pit. Many of our boys are working now in Durban and Maritzburg, earning good wages. With the shoemakers it is the same, and it is not only white men but natives as well who appreciate a hand-made boot. A boy out of school, earning ever so little, who has not got a pair of shining high-heeled boots is looked down upon by the others.

*Re* shoemakers, I forgot to mention that many of our boys are working at this trade in town and country, and that numerous applications come in from small masters for boys having served their apprenticeship with us.

The tanners are very busy in keeping pace with the large demands made on them, not only from Mariannhill, but also from the numerous stations where saddlers and shoemakers are at work. Our tanners pick their own bark from a number of indigenous trees on our estate, and it is the special blending of the different barks that gives the quality to our leather. The bark-chopping and grinding machinery is connected with the Mariannhill water-works, that is to say, the turbine driving the pumps for our water-supply can be coupled on to the bark mill. The high reservoirs being amply dimensioned, there is no interruption of our water supply.

As is well known, the Trappists are vegetarians, and therefore extensive vegetable gardens are managed by us, and a good number of boys are working in them. Of course, all the tropical and semi-tropical fruit that will grow here is extensively cultivated, and there is no day in the whole year on which we could not have fresh fruit of one kind or another.

Building practically never stops at Mariannhill, and consequently a number of boys are always engaged with the bricklayers, masons,

and stone-cutters. One hundred and ninety-eight boys are at present on the official school list.

The girls at the Sisters' Convent, numbering now over 200, are principally engaged in house, needle, garden, and field work. Nothing more is required of those girls than to become good housewives, and every chance is given them to become efficient in all that is needed to attain that object. The result of this training may be unmistakably seen in visiting some of the natives' homes, and one would be surprised at the cleanliness, the taste, and neatness to be found in most of those homes.

The work of the girls consists of cooking, washing, ironing, and all sort of needlework. Many girls are well able to cut out their own dresses, work in the vegetable gardens and on the fields. As a rule the girls change their work every month, so that all may have a chance to go through the whole routine. A great number of sewing machines are humming in the large workroom, also two knitting machines, and nine girls are at present being taught lace-making, real point and bobbin lace. It evokes unbounded admiration, especially from lady visitors, to see these black girls handle with their clever fingers hundreds of bobbins amidst a forest of brass pins. At present the lace-work is mostly used for church vestments, but when more girls have been trained, we shall be able to comply also with outside demands made long ago. Straw plaiting is also taught by the sisters to the younger children, and all the straw hats worn by us are made here. In our common palm leaves we have an inexhaustible supply of good material. The sisters also look after about a dozen milch cows in their own stables, besides a piggery and a very large fowl yard. I must not forget to mention that the sisters have their own shoemakers amongst them, three sisters and as many girls do all they can to prevent the convent being "down at heels." The work in the large vineyard is for the most part performed by the sisters, the brothers look to the pressing of the wine and its management in the cellars, but this does not mean that the good sisters are put on water only.

What I have now described might give a fair idea of the work going on at Mariannahill, and the chances our natives have in industrial education. The same system, on a proportionate scale, is also carried on at our different stations.

In giving a short description of some of our larger stations I begin with Reichenau, the eldest daughter of Mariannahill, opened in November, 1836. Reichenau, at a distance of 125 miles from here, and 5,000 feet above sea level, is essentially an agricultural station. The elevation gives it an almost European climate, and its soil is well adapted for grain growing—wheat, rye, barley, and all other cereals. Over 2,000 bags of grain have been reaped in one season. Ploughing and most of the field work is done by horses, and a good many natives have been taught by the brothers how a team of horses should be handled.

The editor of the "Natal Agricultural Journal" paid a visit to

Reichenau, and from his glowing description I will only quote the last paragraph. In No. 7, Vol. V., he says :—

“ Much of the ploughing is done by the Trappists themselves. Ploughing in wheat stubble were two brothers ; their teams were horses, and each brother had three. The field was picturesquely situated in a river bend ; trees of varying shape and verdure fringed the river boundary at intervals, and for the background there was the white stone village and its beautifully proportioned church ; on the distant hill against the horizon was a cross. There was no shouting and no superfluity of labour ; each brother silently guided his team by reins, and with even and automatic regularity were the furrows ploughed and the headlands turned. Without some effort of mind it seemed difficult to realise that I was in Natal.”

Reichenau can boast of one of the finest mills driven by water power in this country. The station is situated on the Ipoela river, at a spot where that river has a sheer drop of 42 feet. Through a suitable turbine installation 25 h.p. are forthcoming, and this is ample for the mill and the agricultural machinery attached to it. This station also happily possesses a fine sandstone quarry, greenish-white in colour, and of very good texture. Nearly all the station buildings are of that material. The recently-finished mission church, all in smoothly-dressed stone right up to the point of the spire, is as good a piece of workmanship as can be found anywhere. The dressing of the ornamental stones has been done by the brothers, all the rest by natives. Reichenau is practically the school for our native stone-cutters. Many of our boys are engaged with railway contractors, and earn good wages. The girls at that station can learn how dairy work is to be performed. Reichenau cheese and butter have won many a prize at the shows.

About twenty miles below Reichenau is Centocow on the River Umzimkulu, also one of our important stations. Centocow has one of the best schools for natives in this Colony, according to the report of the Inspector—66 boys, 149 girls, 38 infants. The great features of Centocow are its extensive orchards, and the large nursery whence thousands and thousands of young fruit trees are sent away annually. Up to now in no year have the brothers been able to execute all the orders received, although those orders come in sometimes a year beforehand. We are able to sell at a price that compares well with the importations from America, the chief competitor in nursery stock. The native boys at that station have a unique opportunity of becoming efficient gardeners and nurserymen, and many boys have already become adepts in grafting. The cultivation of forest trees receives also a great deal of attention at Centocow, certainly 200 acres have been planted with all sorts of timber trees, some are already 40 to 50 feet high. Planting and attending to these forest trees is essentially a work for the school children. A turbine, working under a head of 90 feet, gives 13 h.p., and drives a corn mill and a plant for treating millet. A large circular saw is also erected. At present it helps the joiner and wagon-builder at the station, and cuts the firewood, but its real function is to cut the timber grown on the estate into planks, to be

made up into packing-boxes for sending away the products of the large orchard. A machine for making what is known as "wood-wool," a packing material, is already on the spot. In perhaps two years the terminus of the Cape-Natal Railway will be within less than five miles from Centocow. Perhaps the largest of our vineyards is in Centocow, managed by one brother with a staff of native helpers. I am afraid even the large cellars will be too small for this year's vintage.

Twenty-five miles nearer the coast we have Mariathal, with its dependency, St. Isidore, a very centrally situated place, with a promising future. The place has just been taken in hand, and we intend to make a real industrial centre of it. The water power of a stream running through the estate is already inspanned, giving 14 h.p. with a head of 164 feet. A corn mill and circular saw and some agricultural machinery is attached to it, and now we are about to tackle the larger stream, giving 33 h.p. under a fall of 62 feet. The power will be made use of first for driving a large brickmaking plant, for producing a couple of millions of bricks, and later on transmitting the power to a suitable spot most likely to drive a woollen factory by it, which will certainly make a good opening for industrious natives.

Going across the Natal border into East Griqualand, we come to our most important station, Lourdes, over 50,000 acres in extent. At this station about 10,000 acres are under our direct management; 3,000 acres are occupied by the purely agricultural station, Emmaus, with no school, and the rest is let to natives at a rent of 20s. per annum per hut. Four outstations have been established amongst the Lourdes natives; on two of them a day-school has been started. The station boarding school is frequented by 109 boys, eighty-two girls, nineteen infants. The staff of that station is made up of three fathers, twenty-two brothers, thirty sisters. The "Weiber-trost" has fifteen inmates. Besides this there are the monthly working boys and others attached to the station, numbering forty, so that the total runs up to 320. Agriculture on a very large scale and stock-breeding are the chief occupations of Lourdes. At the stud farm situated on the high ground about 100 mares with four stallions and over 100 foals and fillies are running. A flock of about 1,000 Merino sheep make use of another part of the farm. Three hundred head of cattle, mostly good Shorthorns from the best English stock, are kept—about fifty cows for the dairy amongst them, the rest working oxen and young stock.

A large mission church in the Roman style, with two towers and peal of four large bells, was finished in 1896. At present a large school for natives, three storeys in five wings, is in course of construction. When finished, this will be our best school building for the present.

The water power on this station has not been lost sight of. A large dam has been built across the valley of the Capane river, and the water is led over a mile through a conduit and over an iron

aqueduct 1,303 feet in length, spanning an intercepting valley on to the mill site. The iron aqueduct has been designed and made at Mariannahill, and erected by the brothers at Lourdes. The water power resulting is 12 h.p., but plans have been prepared to increase this by replacing the present turbine by a more powerful one. A corn mill, as usual, is connected with the turbine, then a saw mill, horizontal frame saw, capable of taking in the biggest blocks from our forests, circular and hand saw, turning lathe, drilling machine, and a set of agricultural machines. Hundreds of acres of what is now the best land have been reclaimed from swampy plains by diverting streams and other extensive drainage works. Heavy crops of wheat and maize are now reaped from places which six or eight years ago neither man nor beast could come near. Miles and miles of fencing have been erected to form the numerous paddocks for the different classes of stock. A well-equipped dairy is to be found at Lourdes with all the latest appliances for butter and cheese making. Large workshops for carpenter, joiner, and wagon-builder and blacksmith give the native boys an opportunity to get acquainted with the different trades.

Such is, in a rough outline, the equipment of a South African Mission Station.

It is natural that a station of this magnitude not only must stand on its own legs, but has to supply material and find means for a number of smaller stations not so favourably situated.

I will now describe one more of our stations, about 100 miles to the west of Lourdes, namely, Mariazell, at the very foot of the Drakensberg, on the border of Basutoland, the people there being nearly all Basutos. This station has some of the richest soil of any of our farms, and certainly the finest herd of cattle for many a long mile round. About 250 head of almost pure-bred Frieslands enjoy the sweet pastures of the mountains. A small stud farm is also connected with this place. Within 30 miles there are no workshops, and therefore our blacksmiths and wagon-makers have their hands full, in fact, cannot get through all the work they are asked to do.

The Basuto boys make splendid workmen, and give great satisfaction to the brothers.

Mariazell is as lucky as Reichenau in possessing immense sandstone quarries. All the buildings planned for that station will be in stone; this will afford a grand opportunity to train good stone workers. Large waterworks have already been carried out on this station only seven years old. The "Mabele" River is dammed up and led out for irrigation only, and the "Jordan" has been taken hold of not only for irrigation but for power purposes as well. This wild son of the mountain has been put in chains by a large stone dam and led out of its valley altogether over its watershed and into the bed of another river. Along his way he has now to make a jump of 138 feet, and then turn the wheel of a turbine at

1,100 revolutions per minute, providing us with 26 h.p. Part of the water is used for irrigation to help to grow the grain, which will be ground by the power of the turbine. As the power is about three-quarters of a mile from the station buildings we intend to transmit the power over to the buildings by means of electricity, in order to have the mill near the homestead, and to be able to supply the much-needed motive power for labour-saving machinery in the workshops, barn, and stables. Plans, specifications, and even the tenders, are all on a shelf in front of me.

There is hardly a tree of any shape or form to be found at or round Mariazell. Cow dung has to take the place of firewood. A few crooked thorn trees are to be found in the kloofs of the Berg only. This state of affairs gave a great impetus for tree planting, and Government is stimulating this enterprise by offering bonuses for successful plantations. Two years ago Mariazell carried off one of the Government prizes of £200 for a well-kept 50 acre plot of timber trees. It was no small trouble in this barren land, where everything looked as if Nature would not have a tree, to find out suitable kinds of trees and treatment for the different kinds. Now those difficulties are overcome, and large blocks of land will be planted with timber trees. This will offer another field for the natives to learn how to plant and care for a tree.

I could report on more than a dozen other stations, notably on "Ratschitz," an 8,000 acre place in the midst of the Natal coal-field, between Ladysmith and Dundee, with plenty of coal on it, and tell of the vicissitudes that place underwent during the late war and the time of the Boer occupation, but I am afraid I have spun out this report already too long, and trust that the foregoing sketches of some of our stations will enable the kind reader to judge of what "the real work" mentioned in the "Natal Directory" consists. It must not be forgotten that I have only shown the material side of our mission work. There is the infinitely more important spiritual part of the mission, the Christianising of the raw heathen, and surely a great deal could, perhaps should, be said on that subject, but this is outside my province.

The questions sent along with the request for this report are partly answered by what I have written already, and I am now going to touch only such points as will require a fuller explanation.

*Question I.* I daresay has been answered; it only remains to say that no native teachers in the full sense of the word have been tried in industrial or agricultural education, but naturally the elder and more advanced boys are coaching their younger fellows, but always under supervision of a brother. For our elementary school we employ certificated native teachers for boys and girls, and the fathers are satisfied with their work. At Centocow Station a special class is established for intelligent natives desiring to become teachers. Some time ago eight of these presented themselves to the Government Inspector for examination, and every one of

them came off with flying colours, a result hardly ever achieved by any other mission.

Among our staff of teachers in the Elementary Schools the sisters preponderate considerably ; thirty-six of them are at present engaged in our different schools.

With the convent at Mariannahill a special class called "Preparandie" is connected, where the sisters can learn the native languages and receive the necessary instruction in the art of conducting a native school.

*Question II.*, whether industrial and agricultural education has a good effect on the character and the economic efficiency of the natives, is a very large one, and might be more effectively answered by the missionary, but my own experience, extending over twenty years, compels me to say that the question must, most decidedly, be answered in the affirmative. I have indicated before that now 109 Christian families are living on the Mariannahill estate whose children are nearly all at our schools, whilst it is not so very long ago that the fathers and grandfathers of those children were roaming over the estate, assegai and shield in hand, hardly anything on, followed or preceded by a pack of hungry dogs in pursuit of game. The girls, whose mothers were then treated worse than slaves, having to worry and toil all the year round to provide for an indolent husband and family, had thus no right to expect anything better, but they are to-day the wives of husbands who earn a fair wage, by which the wife is enabled to keep a decent house. The old beehive kraal, where the inmates went in and out like a dog to its kennel, has disappeared, and square houses have taken its place. Some of our well-to-do boys have built nice brick houses—one even a villa-like two-storey pile—all made by themselves.

In the matter of dress, I must say a good many have a strong weakness towards vanity, and the dark "dandy" and "masher" is no uncommon figure round the church on Sundays. The requirements of a Christian family are certainly far larger than with the same number of heads according to the old style ; those increased wants have to be met, they mean more trade, and at the same time more producing power for the Colony. The paterfamilias who formerly did not always deign to work at all has to be up and doing now. The muscular machine which was standing, or rather lying idle for the best part of the year, has hardly time now for getting rusty. I regret, however, to say that one has not to go very far from here to find the old order of things quite intact—I mean in the native locations, where the missionary as a rule has very little, if any, influence at all. Comparing the mode of life at the mission station with that in the location, should prove conclusively that industrial training has a beneficial effect on the native.

As to *Question III.*, we do not think that with the present generation, and perhaps with many a future one, instruction of a more literary and general character could be successfully combined



with industrial and agricultural education. If a present-day native can read and write, understand his prayer-book, and know the rudiments of arithmetic, it is sufficient. For specially talented boys we are prepared to give a higher education, as referred to before under "Native Teachers"; one of our pupils has been ordained to the priesthood; he made his studies at the Propaganda, Rome, and is now working successfully amongst his own race in Zululand. Three more boys who went to a preparatory course at our school are studying for the priesthood at the Propaganda, one of them being the top boy of his class.

*Question IV.* has been answered in what I said about our schools, and from that it can be seen what great value we place on manual training at an early stage. If ever there was a native born and brought up lazy it is the South African native. This evil must be combated by all means, the dignity of labour and the need of it must be inculcated into his mind, and that process cannot be started too early.

In our institution I may say we have very effective means of teaching the native not only by word, but also by example the dignity of labour, as everyone of us, from the Abbot down to the last Lay Brother, has to work hard, and the native is never asked to do a thing which his master would not do, or which he does not actually see him doing.

To *Question V.* I can say that we have not encountered very formidable difficulties in the provision of manual, industrial, or agricultural education. Working as we do mostly on our own land and with such a unique staff, it is only natural that we should have no great trouble to overcome obstacles that might present themselves.

I have a little more to say about the last *Question VI.*, whether there has been any opposition on the part of any section of the white population to the provision of industrial education for natives. It is only a too well-known fact that the white population, at least the great majority of them, object to natives receiving an industrial training, in fact, being trained or civilised at all. The doctrine propounded by this class culminates in the demand that the native must be neither less nor more than a "hewer of wood and drawer of water." The farmer wants his raw heathen with whom he can do pretty well as he pleases, and the artisan does not want any black competitor in his trade. One of the former Governors of Natal, the late Sir Charles Mitchell, had the interest of the natives very much at heart, and he saw clearly that mere book-learning and playing at labour would never help the native to become a useful member of society. Natal was then still a Crown Colony, and Sir Charles, as supreme chief over the native population, made it imperative for mission schools to provide industrial training. No school would receive a grant which could not show to the satisfaction of the inspector that its pupils received

a proper industrial or agricultural education. Aid was given the missionary in erecting workshops and providing tools for the above purpose. It looked as if the Government was in real earnest to help the missionary in his arduous task of educating the native. But alas! this was too good to last. Responsible government was granted to Natal, and one of the very first acts of "*the Government for the people and by the people*" was to abolish all grants to such mission schools as would have industrial education included in their curriculum, because it was pointed out that natives might compete with the white man in the labour market. This is ten years ago. To-day, Rand capitalists are breaking their heads over the question how to bring white labour to South Africa to compete with the black. *O tempora o mores!*

In those days, 1893, our institute, and especially our printing establishment, was vehemently attacked in newspapers and Parliament, but this did not deter us in the least; grant or no grant our work went on on the lines laid down by its founder. Since then public opinion has considerably veered round in an "industrial direction," as is clearly indicated by the report and recommendations of the Natal Land Commission referred to at the beginning of this report. His Excellency, our present Governor, Sir Henry McCallum, a few months ago paid a visit to Mariannhill, and was shown round our several industrial establishments by the writer. His Excellency declared himself highly satisfied with what he saw, and it was gratifying to hear from one so well acquainted with natives all over the British Empire that the lines we took up in educating the natives had his hearty approval.

The present Secretary for Native Affairs, the Hon. Fr. Moor, intends to introduce a Bill empowering the Government to obtain control of all lands in this Colony known as the Mission Reserves, to charge the natives living on those lands a fair rent, and spend the money so derived in providing industrial education for the natives living on those Reserves. This augurs well for the future of native education. It is not only the native himself who sees the usefulness of industrial training, but also the white people, at least some of them see a point in their favour in it, as a case that came under my notice a few days ago will prove.

"Fred," one of our boys who served his apprenticeship with our painter for four years, is working now in Durban at his trade, and gets 30s. a week. His father, also one of our early boys, works in a store close by as a day labourer, and he earns 30s. a month. These facts bring home the value of education to the native better than anything else. Along with "Fred" are working several white men, and the master has to pay them 60s. per week. I am sure that "Fred" does as much and every bit as good as the white men; well, that means for the master 5s. a day extra out of "Fred." Many of our boys are engaged in town and country

especially in the building line, and farmers who could not afford to pay the exorbitant wages demanded by white tradesmen, get their houses, stables, out-buildings built by our boys at a reasonable price. The boys mostly take their work in contract, and do well by it. Sir Marshal Clarke, when Commissioner for Zululand, a warm friend of the native, had the gaol and court-house at Eshowe built by Mariannhill boys. While Commissioner for Basutoland, Sir Marshal had for many years young Basutos under industrial training at Mariannhill, and personally looked after them. By this time I daresay there is a fair sprinkling of our boys over South Africa, and although a great number do not stick to their trade and take up other work, what they have learnt is never wholly lost, and becomes useful to them in many ways, as I found out not long ago. When travelling in the railway down from Ladysmith, a sturdy farmer, coming down from the Transvaal, shook hands with me and asked whether I was not one of the Trappists. Questioned what interest he took in them, he said, "I was transport riding and had six wagons on the road when the dieselboom of one of them was smashed. No shop for miles round to effect a repair. I succeeded in getting a rough pole, and one of my wagon drivers with scanty tools at hand soon had that pole fitted to the wagon, and all the iron fixed so neatly that I asked the boy whether he was a tradesman, to which the boy replied that he worked in the wagon-builder's shop at Mariannhill. I put 5s. on to that boy's monthly wages." That was one white man more in favour of native industrial training.

It should be added that all the fathers, brothers, and sisters, with the exception of about half a dozen hailing from the United States, come from Germany. The means to begin and carry this work on in an English Colony came and are coming still from Germany. No private support in the form of voluntary subscriptions have we ever had either from the public in England or the Colonies.

(Signed) BRO. NIVARD, O.C.R.

Mariannhill,

12th February, 1903.

#### D. THE DOMINICAN NUNS.

At Oakford, Verulam, Natal, the Dominican nuns have school for Zulu children, in which they teach not only literary subjects (including English, which most of the pupils speak and write very well), but also gardening, and all kinds of useful trades, including carpentry, shoemaking, etc.

## [11A] ZAMBESI MISSION (RHODESIA).

FROM *The Tablet*.

## THE EDUCATION OF THE NATIVES IN SOUTH AFRICA.

It will be remembered that in March a deputation waited upon the Deputy-Administrator of the Orange River Colony, asking, amongst other things, for educational facilities for the natives equally with the whites. A writer from Dunbrody thus deals with the question here raised in *The Zambesi Mission Record*.\*

As is well known there exists a class, and a by no means insignificant class, of people who are strongly in favour of the Kaffirs receiving a sound education such as is imparted to a European youth of fair ability; and in certain spots in South Africa are to be found well-equipped and flourishing institutions where such mental training is bestowed upon the natives. The fact that at the presentation of the petition in question, the address, which begged that it should be forwarded to higher authorities, was read by the director of the Church of England Missions, shows us the source from which the movement emanates. "Give the natives their rights," is the cry that comes from Exeter Hall, and among these supposed rights that of a secondary education occupies a very prominent place. But the real question is—do you give the native his rights by educating him as you would a boy of European extraction? Is he fit to be taught Latin and Greek, the natural sciences, philosophy, and what not? Does not such a curriculum inflate and produce most pernicious effects upon those who pass through it? Is not to cram the Kaffir with such knowledge in his present half-civilised state, and with his marked tendency to slothfulness and an inordinate idea of his importance, to wrong, and deeply wrong, rather than to right him? It appears to us, and we believe that those who understand the native character, and have naught but his highest interests at heart, share our conviction, that generations must pass before any thought can be entertained of treating the African as intellectually on a par with the white man. Granted that he is quick to pick up facts and scraps of knowledge; in character and intellectual development he is as yet but a little child, a savage of yesterday, whose training must begin from the very beginning, and proceed gently and quietly and upon the right lines. His most crying and present wants must be considered before we attempt to place in his outstretched hand the instrument of which he has no present need, and which, were it given to him, he would most assuredly use to his own detriment and that of his native land. In plain words, what the Kaffir requires, and has a right to demand, at the hands of those who profess to devote themselves to his benefit, is to be taught that he is the child of the common Father of all, who has given him his being and everything he possesses, and demands his obedience and service; to be shown the evils and misery of heathenism and its many barbarous practices; to be instructed by word and example how to lead a clean and wholesome life, reprobating and correcting vice in himself and in his children, and appreciating the beauties of Christian virtue, valuing cleanliness and neatness both in his person and habitation; and, finally, to be persuaded that idleness and laziness are degrading to man and productive of sin and misery, while, on the other hand, *daily hard work is an honourable thing*, and a source of happiness and contentment. To Christianise and civilise the native; to teach him how to live so as to work out the salvation of the immortal soul which he possesses as certainly as any of us; to ground him

\*The official organ of this Mission.

in the truths of religion and instruct him in the duties of his state ; to point out to him the advantages of enjoying some of the simpler comforts which make the white man's life and dwelling tolerable, in order that he may have a laudable incentive to good hard work—to act thus is to show true love for the people of Africa and their best interests. But to cram their heads with book-learning, and turn them out upon the country swelling with conceit and the notion of their superiority to their fellows ; ready to ape the white man's manners and assimilate any and all of his failings and vices ; absolutely disdainful of manual labour and full of dreams of the time when the coloured man is going to sit in council ruling the destinies of the land—to bring the native up in this manner is surely to display a lamentably erroneous notion of what is for his real good. And that the natives who have been educated in certain institutions which could be named are generally idle, hypocritical, dishonest, and intolerably conceited, is the conviction of most people who have to deal with them. Question the employers of labour in the larger towns of this country, and most of them will tell you that they prefer to engage the most uncivilised and thickheaded Kaffir rather than any of the productions of this purblind and misdirected system ; indeed, there are many who will not on any account take a well-educated native into their service. Better almost, in our opinion, to leave the Kaffir in his state of barbarism than to subject him to a training of which the most noticeable result is to turn out a clever, intractable rogue.

We write regarding the matter from the standpoint of the native's real interests ; much more might be said were we to take the welfare of South Africa into account and consider what would be the consequences, to black and white alike, if within the next few years the land were to be overrun by a class of natives whose intellect had been cultivated at the expense of their heart and soul. The prospect would hardly be a pleasant one to contemplate. As a matter of fact, there is, we imagine, very little fear of such a possibility being realised. No Government is likely to make so egregious a blunder as to concede what has lately been asked for, nor would the people tolerate it were such a concession to be made.

We are by no means averse to teaching the Kaffirs to read and write since it is certain that good has resulted to many from an elementary acquaintance with letters. Yet the fact that even a very slight amount of learning is sufficient to turn the heads and spoil the characters of a good number, shows what caution should be exercised in cultivating their mental faculties. We would most assuredly have them educated ; *but the training which we are convinced they are ready to receive and profit by is that of the hands rather than that of the mind. Let the Missionary teach them trades and the art of agriculture ; let him instil into them a love of work and teach them to take real interest and pride in what they do, and they will bless him hereafter as a true and wise friend. Let him bring them up to regard outward respectability and the power to display their superiority to others as the great things to be aimed at, and they will one day have good cause to revile him for his woefully mistaken guidance.*

Be it remarked, that in what has been written we have not had the slightest intention or wish to impugn the sincerity and honesty of purpose of a class of Missioners, who have gone to vast expense and labour, often with the greatest earnestness and devotedness, to equip the natives for the battle of life. What we lament and reprobate are the false ideas they seem to have concerning his mental and moral requirements, and the unfortunate and mischievous system they follow. By its fruits it may be judged. It leaves the Kaffir religious if you like ; but his religion is, like that of the Pharisees, all on the surface. Outwardly he is sanctimonious and bubbling over with amug expressions of piety, but within he is full of pride and dishonesty, and evil propensities. It leaves him, as has been said, with a mind stored with half-digested knowledge, but full of vain ambition, and unwilling to face the lot which must be his for many a year to come. The

ity of it that so much time and energy and money should be turned to such poor account!

We will conclude by giving the view which a great man, who has lately passed away, expressed ten years ago upon one aspect of the subject about which we have been speaking. In 1892, when Premier of Cape Colony, Mr. Rhodes uttered the following words in the course of a speech he delivered in support of the Glen Grey Act: "I have, in my tours through the Transkeian districts, found some excellent institutions, where natives are being taught Latin and Greek. These schools are turning out native parsons by the score; but the thing is, in my opinion, being overdone. I do not hesitate to say that native parsons are becoming more plentiful than congregations. Thus a dangerous class is being evolved. These native preachers are excellent so long as their number is limited, but the supply is out of all proportion to the demand. These preachers and other native Latin and Greek scholars, after the education they have received, feel it undignified to return to manual labour, consequently the country is becoming gradually infested with unemployed men, who will in the end develop into agitators of the most pernicious type."

COMMUNICATED BY THE JESUIT FATHERS OF THE ZAMBESI MISSION.

I. At two Jesuit Mission Stations in South Africa—one in Cape Colony, the other in Mashonaland—there are native boys learning agriculture, tailors, blacksmiths, carpenters, shoemakers, masons' trades; but the undertaking is yet in too early a stage to allow of its having been organised on a detailed plan. The teachers are lay-brothers of the Order, who have had in Europe technical training in the trades they teach. Except in one unimportant instance, no native teachers have yet been tried.

II. It is yet too early to judge of results, but there can be no doubt that such training is having good results on the character of the natives who undergo it, as it teaches them habits of industry and discipline, and turns their minds to something useful.

III. We have not had experience of combining agricultural and industrial education with a literary education of anything like an advanced kind. We consider that industrial and literary training should go together, and that the latter should not proceed beyond the elementary stage, *i.e.*, the learning of the elements of "the three R's," especially with raw natives. A more advanced education might, in special cases and with proper caution, be imparted to the next generation.

IV. It is yet too early for us to be able to judge of results in our case. In the native school in Cape Colony, *etc.*, the children go as far as the end of the Third Standard in the Cape Elementary Schools—rarely to the end of the Fourth. In the industrial school in Mashonaland there is no fixed curriculum as yet, but industrial teaching and the simplest elements of literary education are about equally combined.

V. The chief difficulty so far is an economic one, and consists in the desire on the part of many native boys to go to the nearest towns, mines, *etc.*, to seek more remunerative labour. This might

be prevented could the Government be induced to offer a more generous grant than the meagre one at present allowed in native schools.

VI. There is undoubtedly a strong opposition on the part of the white skilled workman to the idea of a skilled native labouring population; but, as the natives in our schools have not so far reached a point at which they could compete with white skilled labour, this opposition has not been actively felt by us.

[18] ARCHDIOCESE OF AGRA, N. INDIA

Eagle Mount, Simla (India),

July 29th, 1902.

India enjoys religious and social institutions much anterior to sister institutions of the West. To these the people cling with a tenacity that elicits the admiration of the Europeans. This holding on to old faiths and old ideals has been, is, and will be fostered by the unfortunate presence of rival Christian creeds, which date from the British occupation of the country. To anybody conversant with the East it is a matter of very deep experience that religion enters very largely into all that concerns the life of the people. Religion initiates, guides, and directs every guild of all the trades and handicrafts that exist in the country, not to mention its potent influence over the intellectual and moral life of the people.

The only bright spot in this vast continent is that area in which Christianity has taken firm root and has moulded the people from the time of St. Francis Xavier. In the remainder of the continent, and especially in the North, the outlook is anything but hopeful. This is the home of antagonistic creeds—Hinduism and Mahomedanism—which are as opposite as the poles.

The Government of India have been hard at work initiating and helping forward the education of the masses for the past three decades. Technical education has scarcely been attempted so far. Last year Lord Curzon, who, we know, is very keen on technical education, convened an Educational Congress, on which the highest ability and the most extensive experience in India were employed. I think we could not do better than wait to see the effect of its deliberations. I feel we can safely submit ourselves to such guidance.

The questions propounded premise an indigenous Catholic population; actually, however, there are only about four thousand indigenous Catholics, against a population of twenty-four millions in the Archdiocese of Agra.

We have an orphanage for girls and boys in Sardhana, which is about fourteen miles to the north-west of Meerut. Here there are on an average 500 children. Fifty per cent. of these come to us through the exigencies of famine or want. With this material

we have, along with elementary education, tried to inaugurate technical education. The results so far have been anything but encouraging. The cause of the failure is not far to seek. The trades and handicrafts are hedged in and supported by the caste system, which jealously and effectually excludes the Christian. Thus the would-be carpenter or mason, or weaver, or agriculturist is constrained to eschew this trade and take service in the household of the European or the Eurasian.

(Signed) + FR. CHARLES GENTILI,  
Archbishop of Agra.

[19] DIOCESE OF ALLAHABAD, N. INDIA.

COMMUNICATED BY THE REV. FATHER BARTHOLOMEW, O.C., MANAGER R.C. ORPHANAGE, SHAMPURA.

I. The R.C. Native Orphanage of Shampura was begun in 1875 by the late Very Rev. Father Raphael, O.C., for the purpose of rescuing homeless children and securing them from want and misery, both physical and moral, and instilling into them sentiments of religion and morality, and to render them industrious and useful members of society by teaching them agriculture and various useful trades. The trades at present taught are carpentry, tailoring, weaving, masonry, and wax chandlery. The Mission having purchased about 700 bighas of land and rented 256 bighas more, agriculture and gardening may be included among the occupations taught. The number of boys attending the Industrial School is 66; those attending class, 113; infants, 7; girls being taught household work, 22; those attending class, 60; infants, 9; making in all a total of 277. The course of studies provided for the native orphans includes the Fourth Standard of the Vernacular School, according to the Government Code. The Government Inspector examines the school twice yearly.

Up to the end of the last scholastic year teachers for the classes were selected from among natives of the Brahmin caste. This year four orphan boys, having successfully passed the Government examinations, have been employed as assistant teachers; from among the teachers engaged last year, only the head master, a Brahmin by caste, has been retained. In the Industrial School three teachers are pagans, the rest are Christians who have been brought up and trained in the institution. For agriculture, Christians only are employed to instruct the orphans. Girls are taught by native Sisters of the Third Order of St. Francis. The teaching staff is a purely native one, and, such as it is, I am satisfied with the result. The Deputy-Inspector of Schools, in his report last year, was good enough to recommend the school for an increased grant-in-aid, on account of its efficiency. Should a European religious staff, trained to conduct an Industrial School, be put in charge and take upon itself the moral, literary, and



industrial education of the boys, the orphanage will have a better future and the boys a far superior education.

II. There is not the least doubt that the Industrial and Agricultural Education imparted to the orphans has a most beneficial effect, both upon their character and upon their economic efficiency. The following will prove the truth of the above statement. Of orphans who have been supported and trained in the Shampura Orphanage, since its establishment, ninety-seven are now supporting themselves and their families; of these twenty-seven are, some fitters, and others employed in various capacities, either in workshops or on the railways, five are tailors, three tinkers, four masons, four caretakers and merchants, six are in the Bhopal Battalion and Police Force, thirty-two are cultivators, and sixteen servants in various capacities. The number may not at first sight appear a large one, but when one remembers that up to 1st January, 1895, only 215 orphans had been received, we cannot but admit that the number speaks well both for the Orphanage and for the training received, as shown in its effect upon character, and in the efficiency of the orphans themselves. Orphan girls have been married, and are now doing well. From January 1st, 1895, up to August 18th, 1902, the number of orphans admitted at Shampura is 1,096. Of these, a large number have been sent to orphanages of other Catholic Missions, many have died shortly after admittance, some are much too young to work, a few, twenty-five in number, are from fifteen to nineteen years of age, and are being trained. These will soon leave the Orphanage, and be in a position to support themselves. But, to preserve the good effect on their character after leaving the Institution, the orphans must not be lost sight of. The Missionary must continue to watch over them, and to extend to them a father's care and solicitude; he must bear with their faults as a father would, and at the same time leave nothing undone to help to keep before them their obligations as Christians; he must try to help them if sick, and not send them away unrelieved. In some instances there is great danger of their going back to Mahomedanism or Hinduism. Old acquaintances will try every persuasion in their power to make them apostatise, and therefore, if forsaken by the Missionary, the false step will soon be taken, and they will be lost.

III. Not only can Industrial and Agricultural Education be successfully combined with instruction of a more literary and general character, but this is an object very much to be desired. I consider that knowledge of English both in trade and industry is now necessary for such as mean to make a way for themselves, and the more so for those who wish to take up appointments on the railways, even as firemen. Knowledge of English is generally the first step towards promotion. I do not approve of native orphans being brought up and educated for appointments as clerks in Government service. These appointments are at a discount and very difficult to obtain. Trade, industry, and railway appoint-

ments are, as a rule, good openings for our orphans, but the education of the latter should be such as to enable them, when they leave the Orphanage, to compete successfully with others, and thus hold their ground. A knowledge of English is therefore necessary to increase and strengthen the confidence in their own abilities. For this purpose, a night-school should be established in every native orphanage, and the orphans should be taught to read, write, and speak the English language. I do not consider English necessary for those who select agriculture as their calling. The rule hitherto followed in the Shampura Orphanage with regard to specially talented boys has been to send them to the Lucknow High School, but since the Inspector of European schools objected to the admittance of natives, this has been discontinued, and at present there is no special arrangement made for them.

IV. Children are not given any manual training before they have attained the age of twelve; they are, however, required to attend class and to pass the IV. Standard of the Vernacular Government School before that age. The curriculum followed is that appointed by the Educational Manual edited by the C.P. Government.

V. This question is the crucial point in our Industrial Institutions. The pecuniary difficulties are simply countless, on account of the want of capital, not only to start the industries, but likewise to keep them going, and then in disposing of the produce. Moreover, as a rule, institutions in which literary and industrial education are combined are not good commercial houses, as they have not the means to compete with professional traders, hence to make such an Institution self-supporting is next to impossible; even such as have been under the direct control of Government have turned out a financial failure. To be convinced of this, one has only to read the official reports published by the daily papers. The principal causes of failure are, in my opinion (1) Natives never send orders either for work or goods to these industrial schools. (2) Europeans prefer buying from large and well-known firms, or from some shop near at hand; and if any orders are sent to an industrial school, they are generally on a small scale and quite inadequate to cover expenses. (3) Even those who, by their calling, should be the first to support these institutions, are sometimes the last to extend a helping hand. The consequence is that, while the Institutions are obliged to continue to buy material to keep up their staff of teachers, the produce merely serves to fill up their godowns, and there to rot, owing to the scarcity of purchasers. If this does not mean financial failure I do not know what does. (4) The want of an efficient teaching staff. In my opinion, the best means to overcome the last named difficulty would be—(a) The Mission Authorities, while retaining the direct control of the industrial school, should have a religious body of men who have gone through a special course of training and are well adapted to train others. (b) They should place one of these men at the head

of each department with full control over assistant teachers and pupils under them. This should ensure for the Institution a very efficient staff. (c) The Mission should have depots in the principal towns in its jurisdiction with show-rooms where goods may be exposed for sale, and produce should not be disposed of either at the Institutions or elsewhere. (d) Should this plan not prove practicable, the Institution should put itself in communication with some firm for the disposal of its goods. (e) Schools and colleges should send their orders to these Industrial Institutions of the Mission. (f) Goods before being put on the market should be passed and approved of by the master in charge of the respective Industries. This will ensure good workmanship as well as customers and the disposal of goods. (g) As Government does not help Industrial Schools with a Grant-in-Aid, the Mission should make every effort to institute a fund for the starting and supporting of the same, and for supplying the necessary tools and instruments to turn out good work, and thus gain the confidence of the public. With regard to Agriculture, the difficulties are not so numerous. Once the land has been purchased, with care, attention, and energy, together with proper management, success is sure to follow. Bad crops, bad seasons, and mortality among the cattle are the chief difficulties that beset the agriculturist.

VI. To the best of my knowledge, Europeans have not, and will not, place obstacles in the way of native industries, etc. Europeans in India, as a rule, do not go in for manual labour, the climate is against them, and, except in the railway workshops and in large centres, it is left almost entirely to natives. In India ready-made goods are imported from Europe; every article sold in the market being marked "Made in . . . . ." In mines, foundries, mills, etc., Europeans are engaged as supervisors, superintendents, engineers, or managers, while the manual labour is all done by natives. As stated, Europeans are not manual workers, but employers. The Press, it is true, engages a number of poor Europeans and Eurasians as compositors, proof-readers, etc., but even here they are greatly in the minority, and natives need not fear competition. Agricultural labour will continue to be in the hands of natives, first, because it is impossible for a European to work on the plains of India, and, second, the low wages are quite inadequate for the support of a European. Agriculture in India has no attraction for a European except in cases where he is placed as manager of an estate or as a landlord. Dairies started by Europeans have failed except in very large centres, and where they have been under the management of municipalities. Model farms have been started, and only those have been known to thrive and succeed that have had at their back the Government Treasurer to pay expenses and make up deficits and make good all losses.

August 18th, 1902.

## [20.] DIOCESE OF LAHORE, N. INDIA.

COMMUNICATED BY THE LATE RT. REV. GODFREY PELCKMANS, O.S.F.C.,  
BISHOP OF LAHORE.

## Lahore (India).

I. We have several hundreds of poor native orphans of both sexes, saved from death and paganism during the last famine. They are sheltered in three big Orphanages, exclusively built for them and entirely separated from European and Eurasian orphans, viz., one orphanage for boys at Lahore; another, for boys, at Maryabad; and a third, for girls, at Lahore.

a. The orphans at Lahore range from two to seventeen years old. Up to the age of six they are simply cared for as infants, and taught their prayers and catechism. From six or seven they are able to commence some light and easy work. The Orphanage at Lahore is a good Industrial School combined with primary education. The trades introduced in this school are:

- i. Persian carpet weaving.
- ii. Tailoring.
- iii. Shoe making.

i. The carpet weaving has some twenty-eight looms. Each loom occupies eight or ten boys, for all the work is done by the hand. The youngest children spin the wool, wash, and clear it. Others prepare the colours and do the dyeing. Others prepare the plans, drawing and colour specifications for the carpets. Others do the carpet weaving. A Brother Missionary superintends all this work, and the carpets are despatched to America, where there is a good demand for them.

ii. Tailoring and shoemaking are on a less large scale.

iii. All the work in the house, *e.g.*, cooking, dusting, washing, etc., is done by the orphans, except sweeping, as this is considered very degrading, against all caste, and the children would rather run away than do the sweeper's work. In the morning all the children are marched to church to attend High Mass. After High Mass they have Catechism for one hour; after which breakfast. After breakfast, half an hour recreation, and then all go to their work up to noon.

At noon, dinner and recreation.

At 2 o'clock, work again.

At 3 o'clock, Primary lessons up to 6 o'clock.

At 6 o'clock, Rosary and other prayers; instruction; supper; recreation; evening prayers; rest.

When the children are at an age that they commence earning something, they get every month a portion of their earnings, which are placed in the savings bank in their own name, but they enter in possession of these savings only on the day of their marriage, to buy whatever is required to set up their little homes. Once married they may continue in their private homes carpet-weaving, for which they are paid very honestly, according to their work.

b. Our second Orphanage for boys, snatched all of them from paganism and starvation during the last famine, is situated in our native colony, called Maryabad (town of Mary). Some 400 acres of arable land surround this Orphanage, and the boys' only work here is to cultivate the land, hence they are trained in farming, under the supervision and direction of Tertiary Lay Brothers, Missionaries. Their spiritual training and Primary School are conducted on the same lines as in the Orphanage at Lahore. When these boys marry they get three or four acres of land, they build themselves a little house and become little farmers working on their own account.

c. Our third Orphanage is that for native girls at Lahore. These are trained to become later on good, pious, Christian women and useful wives. Hence they are taught all that a good Christian wife is to know—washing, mending of clothes, cooking, etc., etc. Besides, they are taught lace-making, trimming, crocheting, knitting, etc. They also make small, fine carpets, artificial flowers, etc. If some girls do not feel inclined to marry, they may remain their whole life in the Orphanage, becoming mistresses to the children, or, if they feel called to the religious life, they may enter the Third Order of St. Francis and help the Sisters of Charity, who have the management of this Orphanage. If any of the boys show some superior intelligence and more than ordinary piety, they are sent to our Native High School to complete their studies, become catechists or schoolmasters, and even *consideratis considerandis*, some may be sent to the seminary to be trained to the priesthood.

Behold in a few lines how our Orphanages are conducted, combining industrial and manual training with other influences indispensable to the formation of heart and character.

(Signed) + GODFREY PELCKMANS, O.S.F.C.,  
Bishop of Lahore.

Lahore, July 14, 1902.

[21] PREFECTURE OF N. PANJAB (AND KASHMIR).

Rawal Pindi,  
Panjab (India),

May 19th, 1902.

With regard to the report and the questions you sent me, I think I cannot do better than refer you to the letter I wrote you for the *Illustrated Catholic Missions*.<sup>\*</sup> I have answered the questions separately, and hope you will find the answers of some help. As they deal principally with our native boys, I am first going to add a few words about the native girls' school. I do not know whether you would classify the girls' school under the heading of "Industrial Schools." The girls are taught house-

<sup>\*</sup> August, 1902. See extracts below.

work and are likewise educated up to Standard VI. of native schools. The nuns at first employed a native munshi to give the girls their literary training; but when some of the girls had been what was considered sufficiently educated, they were put to teach the others. They have been taught needlework with great success, and the nuns have been able to sell some of the work they have done. The nuns, who are Irish themselves, are anxious to get some person from Ireland who is capable of teaching these native children how to make lace. They have fixed upon lace, because the first outlay would not be so great as in the case of carpets, for instance. In the case of the girls, the training has had a marked effect on their characters. They are by no means so wasteful as they used to be, and we hope they will soon learn to appreciate the true value of economy. Natives are not endowed with the spirit of economy. They love money and like to make it, but they know how to waste it. What the effect of our efforts will be in the long run is impossible to conjecture. I am afraid that the evil surroundings into which many of these children will be thrown when they leave us will more than undo any good we may have done.

(Signed) C. REVELEY.

#### ANSWERS TO QUESTIONS.

Rawal Pindi (Panjab), India.

I. A farm has been started on which native boys are engaged in agricultural work.

No fixed course of studies has as yet been prescribed.

The teachers are a priest and a lay brother; and they have both had experience of farming, the one in Germany and the other in Holland.

No native teachers have been employed so far, and the advantage of employing them is, to my mind, very questionable. It would take a great deal of trouble to make them overcome their inveterate prejudices to new and improved methods of agriculture. They prefer to work, live, and die as their forefathers did.

II. We can hardly answer this question, as we have not as yet had time to see what results our efforts are likely to produce.

III. I consider that up to a certain standard industrial and agricultural education can be combined with instruction of a more literary and general character; and I consider this combination is desirable up to that degree which would enable the pupils to keep their own accounts and measure their own land, so as to make them independent of persons who possess a higher degree of culture, but use it for dishonest purposes.

We have made no separate provision for more advanced literary education for specially talented pupils, as, up to the present, we have had no reason to do so.

IV. Education on our Mission has not as yet reached that stage of development which is demanded in order to give a satisfactory answer to this question.

V. Difficulties without number have been experienced: In the first place there has been a lamentable lack of funds; secondly, the prejudices of the natives had to be overcome. Every native boy would like to take up the trade practised by his father, and it is hard to make him believe he will better himself by adopting another trade. Whether this difficulty is general is more than I can say.

It would be very difficult to suggest the best way of overcoming these difficulties, as the conditions obtaining in one place differ so very much from those which prevail in another.

VI. The only opposition which has come under my notice is the opposition raised by railway employees to natives being put in positions of responsibility, simply because they are willing to work for a smaller wage. I will not undertake to say how much ground there may be for this opposition.

(Signed) C. REVELEY.

May 19th, 1902.

EXTRACTS FROM ARTICLE REFERRED TO ABOVE.

In the first place we have established two native orphanages, one for girls and the other for boys. The former has been placed under the care and management of nuns of the Presentation Order, while the management of the latter is entrusted to a priest and a lay brother. The boys' orphanage owes its existence, to a very great extent, to Father Donsen. He first started it, and took a great amount of trouble with it. Father Kuhn has taken up and carried on the good work.

It was somewhat difficult to get land to erect the boys' orphanage, but at last we were able to acquire an old brickfield. It was not perhaps the most desirable place to start an orphanage, but beggars are not choosers. The orphans were mostly victims of the famine, and, as is generally the case, many of them died. In this respect the girls were more favoured than the boys, as very few of the former succumbed to those diseases which generally follow upon famine.

It is all very well getting hold of an old brickfield; but it is a very different thing to start farming on it. Labour, money, time, and energy must be spent to make the ground fit for cultivation. The land had to be levelled, and wells sunk for the purpose of irrigation. I said these things had to be done; I should have said they are being done; but labour and the sinking of wells cost money, and we have no money.

In order to enlist the sympathies of your readers, allow me to try and describe the boys' orphanage with its adjoining farm. An old brickfield, lying in the midst of other fields, constitutes the property. On this have been built three small bungalows, two of which are used by the boys, and the third serves as chapel and the priest's house. There is no necessity of entering into ecstatic descriptions of beautiful valleys and hills, of flowing rivers and peaceful lakes—all these are conspicuous by their absence. No place in the three kingdoms could be duller and more uninteresting than this small estate. And yet, here we hope to install a few Christian families in little native huts which have been built for the purpose.

This purpose cannot be carried out until we have rendered the land arable, and this cannot be done until a sufficient number of wells have been sunk, and for this purpose we want funds. Here, as in many other parts of India, we are face to face with the momentous irrigation question—to enquire into which the Government have lately appointed a commission. For our small needs a solution to the question can easily be found in the sinking of wells. All we want is the wherewithal to sink them.

When once the land has been levelled and can be irrigated, we shall find the material for forming Christian families in our two orphanages, and we hope to see a flourishing Christian colony spring up in a few years. This is the only way we are like to make any progress in the work of evangelising the natives.

[22.] PREFECTURE OF RAJPUTANA, N. INDIA.

Mhow,

Prefecture Apostolic of Rajputana (India),

25th July, 1902.

In reply to your inquiry regarding the practical education given to our native children, I beg to explain to you what has been done in this Mission in that respect. Our Prefecture Apostolic was only erected in 1892, and no one can therefore expect that the education of our natives has already considerably developed.

During the various famines which we have had to undergo since 1892, we have gathered as many as possible of famine orphans, boys and girls. At the present day they are about 550, divided into six orphanages. Our intention has been from the beginning to train all of them in agricultural work, as being in India the best means to make them honest men, and, consequently, good Christians. We have bought or hired from the Government, or from the Native States, a sufficient quantity of land for the training of all our boys. The European Priests in charge of the orphanages, aided by experienced European Brothers of our Order, are teaching those boys farming. Almost all that work is done by the Brothers themselves, aided by the boys; sometimes they employ also, to help them, some native cultivators of the neighbourhood. When those boys are of age they will be married to the girls of our orphanages, who are also trained under the direction of our European Franciscan Nuns, in all the household work known and necessary to the natives of India, and at the same time taught and trained in agricultural work, as befits their condition. We have already six families composed of those orphans. We shall give to each of them a plot of cultivable land, so that, by their own work, they may earn their livelihood and depend no more on the Mission fund. Thus Catholic villages, by and by, will be established, not too far from the orphanages, so that the Priests will never lose sight of their native Christians, and will be able to supervise their work. I have already seen with satisfaction that many of our famine children show a taste and an ability for the work taught to them, and I feel confident that, with the blessing of God, our undertakings will turn out successful. But a long time must pass before we see that work in full development and prosperity. As an addition to farming, we shall also teach our boys some industrial work, such as the making of carpets, of cloth, carpentry, etc. At the same time our boys are given elementary instruction—reading, writing, accounting, etc.

(Signed) FR. BERTRAM, F.M. Capuc.  
Prefect Apostolic.



[25.] DIOCESE OF TRICHINOPOLY, S. INDIA.

REPORT ON INDUSTRIAL EDUCATION IN THE DIOCESE OF TRICHINOPOLY (INDIA)

*Addressed to the Bishop by Rev. Father Caussanel.*

I. We had several attempts to provide industrial as well as agricultural education for the natives—

*Industrial.*—Carpentry, masonry, binding, sewing, surveying, cookery, shoemaking, well-sinking.

*Agricultural.*—Gardening, irrigation principles, planting, transplanting, manuring, and manure preparations, cultivation of vegetables—local and imported—paddy, coffee, cardamon, sugar-cane, sweet potatoes, cocoa, palm-trees, cocoa-trees (working and improving), cattle, poultry (proper care of).

The teachers had had training chiefly from long experience; at times Europeans were giving lessons or completing and correcting what native teachers had done. At first native teachers do not fully grasp what is out of the sphere of their caste, but they are generally capable of getting right in almost every detail.

II. Industrial as well as agricultural education are extremely important, and I consider them as being much more practical and necessary than high education in intellectual matters. Agricultural and industrial training should have excellent effects both on the character of the natives receiving them and on their economic efficiency. This kind of education forces the natives to walk out of the narrow sphere of their caste prejudices and impresses on them the conviction that they are capable of doing something distinct and better for their material welfare than what their ancestors did.

III. Such industrial and agricultural education should necessarily be combined, for the talented pupils at least, with instruction of a more literary and general character. In fact, unless the literary education is given to some extent—say, till middle school inclusive—the natives, well trained in agricultural or industrial matters, will not be in a position to practise their knowledge, always and everywhere being incapable of moving and corresponding with educated people or Government officials who might require their services. No provision is separately made with respect to subjects intended for agricultural or industrial professions; experience has proved that higher literary education is likely to draw them from agriculture and industry, and to cause them to aspire towards the educational, revenue, or magisterial departments.

IV. In the earlier stage the little boys of three and four years follow their elders at their respective works, the simple fact of witnessing them gives the babies an early taste for every sort of work and sometimes decides the special work to which one has to be applied. All should take part in manual work, sweeping, watering, weeding, etc. This addition of manual work to the

reading in infant classes encourages the taste of small children for industrial or agricultural training. It is most important to bring the boys gradually by practice to the conviction that all sorts of manual work are fit for everybody, and truly honourable even for high-caste people.

V. Our needs, arising from the mass of Hindoos who apply to join our holy religion, should be considered to be the most natural and common difficulty we meet in providing manual, industrial and agricultural education. Our material resources being insufficient to furnish the most urgent spiritual wants, like constructing chapels and paying catechists, it is hardly possible to set aside anything for industrial and agricultural education. Still what we have been able to do, by the grace of God, on a limited scale, almost without funds, stands as a guarantee of what we may easily realise in case we get sufficient material resources to feed the pupils and supply them with indispensable articles to proceed with their study.

VI. In this remote part of Southern India no opposition is felt in the way of industrial or agricultural education at the hands of the white population. The natives are now deeply convinced of the importance and necessity of this culture to secure an honourable profession in life, and should we get an increase of funds I feel confident that an immense progress in that direction will be obtained at an early date.

(Signed) A. CAUSSANEL, S.J.

[28.] ARCHDIOCESE OF MADRAS.

Bellary (India),  
16th June, 1902.

Apupos of technical education in India and in our Indian Missions, I send you the enclosed cutting from the *Madras Mail*, which shows how difficult it is to introduce European industries on Indian soil. People simply do not want European methods; they consider their own, if not superior, at least sufficient for their own requirements. The Catholic Missionaries are, on the whole, averse to the introduction of new industries and the creation of new wants that cannot easily be supplied. Our general policy is to leave the people we convert in the same surroundings, in the same caste and profession, in which we find them before their conversion. We have difficulties enough to teach them the orthodox faith and correct morals; for the rest, we leave them to their callings, as far as they can be practised without sin. The only advice we give our neophytes of the lower orders—the downtrodden classes of Pariahs and Chucklers, the daily labourers who live from hand to mouth, finding work for themselves for two days in the week and having to starve for five—is to acquire some acres of land and take to agriculture and make themselves a little independent of their lords and employers—but even this policy very often proves a failure.

In many cases where poor converts acquired lands with the help of the Missionaries they have sold them again to their sowcars, and they are, as before, poor and starving, but patiently trusting in a benign Divine Providence. "Naturam expellas furcâ tamen usque recurret."

(Signed) J. KLEINSCHNEIDER,  
Catholic Chaplain.

THE AFOREMENTIONED EXTRACT FROM *The Madras Mail.*

THE FLY-SHUTTLE LOOM.

(From a Correspondent.)

Some time ago there was considerable discussion in your columns on the subject of the fly-shuttle loom, the wholesale introduction of which was advocated as a means of regenerating the weaving industry. Being always interested in the subject of Arts and Crafts, I determined to see if I could not introduce at least one into my division. Accordingly I addressed the superintendent of the School of Arts, who advised me to send up a weaver to learn how to use the new loom. With some difficulty I found two weavers sufficiently enterprising to undertake the perilous journey to Madras, and sent them off duly armed with tickets, passports of sorts, and a certain amount of "subsistence allowance." One of the men promptly fell sick on arrival, but the other attended the school and was reported to have made good progress, and to be able to use the loom and teach its use to others.

After about six weeks' training the weavers returned and the following offer was made to them:—I would supply them with a loom and lathe (total cost Rs. 100) to be repaid at the rate of Rs. 8 per quarter without interest, except that they should send me one cloth of six cubits each year as an assurance that the loom was being worked. To this the weavers replied that they did not want a loom on such terms, as they saw no chance of its repaying the cost of purchase. They added also that in their opinion the fly-shuttle loom could not be used for the laced and embroidered cloths which they were accustomed to make, as its action did not allow them time for the insertion of the lace and silk thread. Besides this the rod which carried the thread was too heavy for their purpose, and they were always afraid of the thread breaking. Finally, the fly-shuttle loom was much harder to work than the one they were accustomed to, and so they could not get their children to help them, whilst with the light country loom much work was done by the boys.

I think this is sufficient to show that much remains to be done before the weavers can be helped by the introduction of the new loom. Evidently the first thing is to get technical schools in every district where men can be taught without the long and expensive and (to them) terrible journey to Madras. Secondly, the cost of the loom must be cut down greatly before it can hope to compete with the cheap country article. Perhaps the said technical schools might teach the local Asaris to make the looms. Still I think there is some hope for the fly-shuttle loom, for the weaver certainly did turn out a much larger quantity of work with it than he could with his old loom. Though I write this letter as a record of a failure, I hope it may yet help the way to improvement and success.

Native education in the Madras Presidency is far in advance of that of the other Presidencies and Provinces, both as regards the number of pupils attending schools and as regards the advancement of higher education. But it is only literary, and in spite of many inducements from Government, it has scarcely touched the

industrial branch. And this cannot be wondered at when it is borne in mind that 86 per cent. of the population of India belong to the agricultural classes. Industries, as such, are not taught in any schools in the country, simply because they are considered unnecessary and useless, when the wants of the people are so few, and restricted to the mere necessities of life. Even literary education is sought for by the greater number of school-going children merely as a means for obtaining Government employment, or any other lucrative position. The number of children attending our schools in the Madras Archdiocese is, approximately, 5,000, the majority of whom are native Christians. The only step taken to provide agricultural education is that boys in the fourth standard in some country schools are taught the elements of agriculture, as an optional subject (*vide* Madras Educational Rules). It is much desired that this subject should be made compulsory, in all country schools at least.

(Signed) J. KLEINSCHNICKER,  
Catholic Chaplain.

Bellary, 12/6/02.

[30.] DIOCESE OF HYDERABAD, S. INDIA.

FROM *The Madras Catholic Watchman*, JAN. 30TH, 1903.

HYDERABAD.—An industrial school for girls, who have dropped their scholastic studies and require some congenial occupation, has been opened at Chudderghant, under the management of the Sisters of the Convent of the Most Holy Rosary. This was a long felt want in Hyderabad, and it is presumed likely that the opening of such an institution for girls will be hailed with great delight and satisfaction. It is reasonably hoped that the parents and guardians, as the case may be, who wish to promote the welfare of their girls who remain idle at home, will not fail in co-operating in the laudable undertaking of these indefatigable Sisters of the above Convent, by endeavouring to the best of their ability to see to the welfare of this Institution.

[36.] SYRIAN VICARIATE OF CHANGANACHERRY, S. INDIA.

FROM *The Bombay Catholic Examiner*. JULY 26TH, 1902.

TECHNICAL EDUCATION AMONG THE CATHOLICS OF THE SOUTH.

It is always with very mixed feelings that we read of great Indian parishes of 3,000 to 4,000 and even more souls being unable to support their priests. This is certainly not as it ought to be. One way of solving the poverty problem is to teach the people industries, which teaching may be as well considered an apostolic work as the teaching of agriculture.

From making a beginning to being successful is of course a good distance, but the beginning at least has been made as in other places so now among the Syrians of Changanacherry.

Under the heading of "A Technical School at Changanacherry" a correspondent writes:—

It has been decided to attach a Technical School to the St. Berchman's High School, Changanacherry. On the 1st July instant, some classes on book-keeping, commercial correspondence, banking, drawing, etc., were opened. The opening was connected with a little ceremony in the

High School over which His Lordship, Dr. Mathew Makil, Vicar Apostolic of Changanacherry, presided. Rev. Fr. Cyprian Kandamary, Manager of the Institution, introduced the subject to the audience. A Malayalam Pandit delivered a speech on the advantages of the scheme, and then His Lordship spoke a few words in support of it. The purport of his speech was that the new courses of study would be advantageous to the boys in general, and especially to those boys who may find it difficult to pull on with their studies. A new choice was now given them, and they could form new plans as to their future.

After prayers the teacher began the introductory lesson with eighteen boys, all of whom have attended the third term. The other classes and the works will be opened shortly.

His Lordship Dr. Mathew Makil had gone to Trivandrum last month to see His Highness the Maha Raja and the Dewan of Travancore, in order to acquaint them with his intention of opening a Technical School at Changanacherry and to request them personally to give some assistance for the same. They were pleased to promise as much assistance as was in their power.

#### *St. Ephrem's School, Mannanam.*

At the Mannanam Convent English Middle School the distribution of prizes to the deserving students took place on the 2nd July, at 3 p.m. His Lordship Dr. Mathew Makil presided on the occasion. Many from the neighbouring places honoured the occasion with their presence. After the distribution of prizes a Malayalam drama (*Joseph of Egypt*) was well enacted by the pupils of the school, and the performance gave great pleasure and satisfaction to the audience.

#### *Speech by His Lordship.*

"It is usual on occasions like this for the chairman to speak a few words, and though at present I have not much to say, and in spite of my command of English being scanty, I think I must say something, since I am not privileged to go against the custom.

"I see from the report just read that the school has taken a vast stride in its forward course. The increase in the strength which has almost doubled itself in a single year is simply marvellous, while the splendid examination results, the raising of the standard of the school, the opening of the Hindu Hostel, and the obtaining of the increased grant, are all matters of congratulation.

"I wish to single out the Hostel for a few special remarks. According to the system of instruction now obtaining in English schools, the greater part of the work of a pupil has to be done at home, and it is very seldom that boys, especially those that come from out-stations, can find, even in their own houses, those comforts and conveniences which are necessary for carrying on their studies successfully. But in a well regulated boarding house they are provided with every convenience, which, with a mixture of other favourable causes, makes study an easy and pleasant business. In fact boys will find it easier to study there than to idle away their time.

"Moreover, the Hostel system, with the constant supervision of an experienced manager or superintendent, with the absence of temptations often met with outside, and the strict rules which every boarder has to obey, is highly conducive to the improvement of morals, a subject which, as a Catholic Bishop, I cannot too much urge on you as pupils of a Catholic school to well regard. You may study well; you may pass examinations creditably, and you may carry off prizes to any amount, but if your morals are not good all your education is but imperfect and useless. Try therefore your best to be good boys, honest, diligent, obedient, and pious. I think I need not enlarge upon the subject as I have no doubt the good Fathers here will be constantly trying to impress its importance on you."

His Lordship concluded expressing his best wishes for the progress of the school.

**CHANGANACHERY.—A Technical School.**—*The Cochin Argus* informs its readers that a Technical School imparting instruction in (1) carpentry; (2) blacksmith's work; (3) leather work; (4) tailoring; (5) Rattan work; (6) drawing; (7) book-keeping; (8) commercial correspondence; and (9) banking, was opened in Changanacherry lately. Classes for instruction in book-keeping, commercial correspondence and banking were formed on July 1st. Students will be prepared for the Elementary Technical Examination in these subjects. Those who wish to be admitted to these classes are required to send their applications to Mr. K. Chidumbara Aiyar, B.A., L.T., Head Master, St. Berchman's High School, Changanacherry. Applicants must produce from the Head Master of a recognised school certificates of good character, and of their having studied for one year in the third form. The monthly fee of each student who is not a pupil of St. Berchman's High School, will be as follows: For one subject, 6 as.; for two subjects, 10 as.; for three subjects, 12 as. Further particulars can be obtained on application to the Head Master, St. Berchman's High School.

[40.] VICARIATE OF SOUTHERN BURMA.

VICARIATE APOSTOLIC OF SOUTHERN BURMA.

Rangoon (Burma),

26th May, 1902.

I am sorry we have hardly anything to report on in regard to industrial education for natives in the two Missions under my charge. The enclosed note by Father Perroy will give you a fair idea of the situation. As most of our native Christians are cultivators, it is my opinion that the only special training that would benefit them is in agriculture. Any other special training would take men out of the condition in which they are born and for which they are fitted, and would make of them *déclassés*, to the injury of their moral character.

All our schools for native boys and girls are aided by Government and are under the control of the Department of Public Instruction, which has set the programme of studies and carries out yearly the examination of the pupils in each standard. According to present rules all teachers must be certificated, and that is the reason why, a few years ago, we started two normal schools, one for boys and one for girls. They are doing very well, and I hope that in the course of a few years we shall have a number of competent teachers both for our present schools and for those we intend to establish in the future. Our aim for the present is to diffuse primary education pure and simple. We find it is the only good method to form the moral character of our Christians, as it affords us an opportunity to teach them thoroughly whilst they are at school the truths of our holy religion both for faith and practice.

Nevertheless we do not forget that it is our duty to aim at bettering the social condition of our Christians, and we shall try to do for them in the shape of special education what will contribute to make of them useful and happy members of society.

(Signed) + ALEXANDER CARDOT.

NOTE ON INDUSTRIAL EDUCATION IN THE CATHOLIC MISSION IN BURMA BY  
REV. FR. FERROY.

The character of the Burmese natives and the immigration of very large numbers of Chinese and Indian workmen have so far made the establishment of industrial schools extremely difficult. The Burmese workman cannot compete with the Chinese in carpentry and wood-carving, though perhaps he may in sculpture. The work of the mechanic and the blacksmith is monopolized by the Eurasians and the natives of India; the former are generally preferred to the natives, while the latter work for a wage for which the Burmese would not trouble himself.

Some time ago we established an industrial school for wood and iron-working. It has turned out a few mechanics and a few printers. In this school, which was placed under the Government Education Department, there was given, together with industrial training, an education of a literary character, perhaps too advanced, and some young men who have passed the Seventh Standard, or middle school examination, lay aside the file and chisel in order to make their way into the Government offices. The majority of the pupils of this school have left it with an industrial education insufficient for the purpose of gaining their livelihood, although they have passed all the examinations required. The teaching staff was far from being efficient and our financial resources did not allow us to engage better masters. In face of the meagre results obtained we considered that we ought to close the school, and since then we have encouraged our young people to attend the institutions of the same kind maintained by the railway company and the principal commercial firms.

As regards agriculture, some missionaries have made an attempt but have been scarcely more successful. However, it appears that more might be done in this direction, as most of the natives are cultivators, and cultivable land is not wanting. But here again we require financial resources and a capable teaching staff for success.

As regards Question IV., it may be stated that the Government have caused a measure of manual training, on the kindergarten method, to be introduced into our infant schools. It is as yet impossible to judge what the result will be. Perhaps the system will develop in the children a taste for industrial education. If that be so, as soon as the seasonable time arrives, we will not be the last to open such schools, provided however that the Government be generous enough in its grants for their establishment and support.

[Translation.]

VICARIATE OF SOUTHERN BURMA	
Anglo-Vernacular Schools for native boys	5
Vernacular Schools:	
For Boys	10
For Girls	6

<i>Number of Pupils.</i>	
In Anglo-Vernacular Schools—Boys	450
In Vernacular Schools :	
Boys	305
Girls	175

(Signed) † ALEXANDER CARDOT,  
Bishop.

26th May, 1902.

P.S.—[41.] Native education in the Mission of *Northern Burma* is just beginning. We are about to start an agricultural school for boys. The lack of competent teachers for our Vernacular Schools is sadly felt. + A. C.

[43.] ARCHDIOCESE OF COLOMBO (CEYLON).

[Sent by order of His Grace the Archbishop, Most Rev. T. A. Melizan.]

REPORT ON THE EDUCATION OF NATIVES IN THE ARCHDIOCESE OF COLOMBO  
(CEYLON).

*Native Education.*

Special attention has been given for the last fifty years to the education of Catholic children. At the present day almost every Catholic child is brought up in a Catholic school.

These schools are of two kinds, Vernacular and English. By Vernacular schools are meant those in which instruction is limited to the knowledge of the native languages (Tamil or Sinhalese), arithmetic and geography. To this is added, in all girls' schools, a class of sewing. The education is free, thanks to the generous help of Government, which gives a grant-in-aid to all denominational schools. The benefits accruing from these schools are incalculable. The children are civilized, brought under discipline, and enabled to receive religious instruction in a less rudimentary manner than was the practice under the former *regime*.

English schools are those the curriculum of which is based on the English language. In large towns this knowledge of English is a necessity for almost every child, and in some of our schools and colleges the same education is imparted as is given at home in grammar schools and public schools. The effect is most valuable for the education of the best classes amongst our people. In small towns, however, the teaching of English has for its effect the unsettling of the population. Boys who are able to converse in English have a repugnance for their paternal trade or occupation and often spend their life in idleness.

*Industrial and Manual Training.*

The only attempt we have made at establishing an industrial school for native boys is at Maggona, where, on an estate of about 350 acres, thirty miles distant from Colombo, we have two different and separate establishments, viz., an orphanage, and a reformatory school for youthful offenders,



In the orphanage, out of about a hundred boys, eighty receive industrial training besides ordinary school teaching. The trades taught are carpentry, tailoring, printing, bookbinding, type-foundry, and gardening. Three hours a day are given to industrial training and four to school work.

In the reformatory, recognised by the Government as a "Certified Industrial School," 150 boys receive the same industrial training as the orphans, giving four hours a day to manual labour and three to school work.

Industrial training seems to have an excellent effect on the character of the boys, by imparting to them habits of industry, and thus combatting the idleness so common amongst children of that race, and many of them follow in after life the trade for which they have received special training.

We have no less than sixteen Industrial Schools for girls, attended by 750 children, of whom about 100 are residents in boarding schools. As is the case in Maggona School, industrial training is mixed up with the teaching of school subjects. A great difficulty is to find a variety of industries suitable for the girls of this country; lace-making and mat-making seem to be the only ones suitable for village girls. In large towns embroidery, dressmaking, and cookery are generally added to the curriculum. The advantage gained by industrial training and sewing for girls is that they acquire the habit, heretofore unknown in the island, of spending their leisure hours in stitching or lace-making. By the latter trade they are able to earn a small wage.

No attempt has yet been made to combine industrial and manual training "with more advanced literary education for specially talented pupils."

There has never been any opposition on the part of any section of the European population to the industrial or any other kind of education for natives, and the Government has always done its best to favour it.

A statistical table of the schools in the Archdiocese is hereto annexed.

## SCHOOLS IN THE ARCHDIOCESE OF COLOMBO, 1901.

<i>Description of Schools.</i>		
Boys—English	- - - - -	2,673
Boys—Vernacular	- - - - -	14,509
Girls—English	- - - - -	1,091
Girls—Vernacular	- - - - -	11,511
<b>Total of pupils</b>		<b>29,784</b>
<i>Pupils according to Religions.</i>		
Catholics	- - - - -	25,936
Protestants	- - - - -	254
Heathen	- - - - -	3,594
		<b>29,784</b>

Industrial Schools.		
	Schools.	Pupils.
Boys	2	230
Girls	16	750
Total	18	980*

## [51.] PREFECTURE OF N. BORNEO AND LABUAN.

EDUCATION, PRIMARY AND TECHNICAL, IN THE PREFECTURE APOSTOLIC OF SARAWAK AND BRITISH NORTH BORNEO.

Sarawak,

June 4th, 1902.

Herewith I send you a short account of our educational work which has been prepared by the Father-in-charge. As you will see, there is very little to show for a period of twenty years. But, considering the very limited means that have been at our disposal, I think we have every reason to be thankful to Almighty God that we have been enabled to accomplish so much. We have not the advantage here in Borneo of being under the British Government, which is wealthy and can afford to give much more generously to the support of schools, as is the case in Singapore and Penang. In increasing the number of our schools during the last few years I have looked rather to the good to be done than to the means for its accomplishment, so that people may accuse me of tempting Providence. I don't want to tempt Providence, but I want to tempt the generosity of those who have the means to help us in our educational work.

From the inception of this Mission in 1881 the greatest importance has been attached by our Missionaries to the education of native children. Hence schools have been opened in all our Mission Stations, both in Sarawak and British North Borneo territory, where there was any well-founded probability of success.

There are few countries where education is attended by so many difficulties as in Borneo. The country is sparsely populated. There are few large centres of population, and where these occur they consist of Mahomedan Malays and a shifting population of Chinese traders who come and go. The natives of the interior are split up into numerous tribes, each tribe having its own language. Here villages are generally small and at considerable distances one from the other. They are as yet too low in the scale of civilization to understand the advantages of education, and few native parents can be induced to send their children to school. To the above difficulties must be added the very limited funds at the disposal of the Mission for educational purposes.

Our first school was opened in Kuching, the capital of Sarawak, in 1882. This is a Primary School for Chinese boys, and has at present an average attendance of 80. A considerable number

\* These are included in the figures above.

of young Chinese who have passed through this school have now good positions as clerks in Sarawak and the Straits Settlements.

A similar school to the above was opened some years later in Sandakan, the capital of British North Borneo, and more recently in the island of Labuan, and among the Milanoe tribes of Sarawak. Our Missionaries direct and teach in these schools, being assisted by native teachers. The latter are very inefficient, for it is only those who are too young or otherwise unfit for the more lucrative position of a clerk who will accept the poor pay we are enabled to give an assistant. The course followed in the above schools is much the same as that of the English Primary School—the same educational books being in use. One hour each day is devoted to manual labour, which consists chiefly in gardening and household work. In the several schools which are being carried on among the Dyak tribes of Sarawak the children are taught to read and write their own language—for which purpose the Roman characters are used—and some arithmetic. Both in Sarawak and British North Borneo girls' schools have been opened, and are conducted by communities of nuns. In these schools, besides the ordinary schooling, the children are taught plain sewing and embroidery, and practised in household work and cookery.

In connection with one of our schools among the Dyak tribes of Sarawak an attempt was made to teach agriculture, but, after persevering in the attempt for some fifteen years, it has had to be abandoned, at least temporarily. The following is a brief sketch of this attempt:—

In 1886 coffee-planting was started at the Dyak School at Kanowit under the direction of Brother Theodore Wagner, a lay-brother of St. Joseph's Foreign Missionary Society. The young plantations did well for a few years. Then came leaf disease, followed by very low market prices, which discouraged the young Dyaks, and the gardens, containing some 7,000 young trees, were abandoned. In 1891 Water-buffaloes and some young farmers were brought over from the West Coast of British North Borneo to Kanowit, and rice farming on the irrigation system commenced. Some 30 acres of land were cleared of roots and stubble, and portions of it fenced in with iron wood fencing. Our young Dyaks seemed to take well for a time to the plough and harrow, and for several years some very good crops were raised on the farm and success seemed well in sight. But the attractions of the roving, adventurous life and the large profits of the gutta hunters proved too strong for our young farmers, and the farm was deserted for the jungle. A further reason for the failure of our farms was the comparative ease with which good crops of rice are often obtained by the old rude method of Dyak farming. The Dyak country is so thinly populated that large tracts of unoccupied land are at the disposal of every Dyak family. For four or more consecutive years the Dyak can change the site of his rude farm. He cuts down the brushwood, fires it when dry, and sows his seed in the ash-manured though undisturbed soil, and if the season is good, with ordinary

industry, fairly good crops of rice are obtained. During fifteen years several hundred pounds were expended in the above attempts; had our operations been undertaken on a larger scale perhaps we should have weathered the difficulties which have brought these attempts at agricultural education, for the present, to a standstill.

With the funds collected on two journeys made by the former Superior of this Mission to England and America, substantial school buildings have been erected in Sarawak, Sandakan, and Kanowit. Up to the present the annual funds at the disposal of the Superior of the Borneo Mission for educational purposes are as follows:—

Annual Grant from the Society of the Holy Childhood, £400.  
Annual Grant from the Government of Sarawak, £40, increased in 1900 to £110.  
Annual Grant from the Company of British North Borneo, £17.

With these funds, and with the help of friends in Europe, to whom our Missionaries have frequently to appeal, the schools in Borneo maintain a precarious existence from year to year.

The appended table of statistics will show the number of schools and of attendance, as it has stood at intervals of five years, since the establishment of the Mission in 1881 up to the year 1901.

(Signed) EDMUND DUNN.

Prefect Apostolic of Labuan and British North Borneo.

NUMBER OF SCHOOLS AND ATTENDANCE IN THE CATHOLIC MISSIONS OF BORNEO.

	1882	1886	1891	1896	1901
Number of Boys' Schools - - -	1	4	7	5	9
Number of Girls' Schools - - -	-	1	1	3	5
Number of Boys at School - - -	33	104	124	112	201
Number of Girls at School - - -	-	10	24	67	100
Boys on Farms and Plantations - - -	-	10	11	11	-
Boys in Workshops - - - - -	-	2	9	8	-

[52.] ARCHDIOCESE OF ST. BONIFACE, N.W.T., CANADA.

ARTICLE FROM *The Missionary Record of the Oblates of Mary Immaculate*, LONDON, AUGUST, 1902.

THE QU'APPELLE INDIAN INDUSTRIAL SCHOOL, LEBRET.\*

The Qu'Appelle Indian Industrial School, situated at Lebet, eighteen miles north of Indian Head, was established in 1884 for the benefit of the Indian children of the North-West Territories. The Government, when making treaty with the Indians of the district in 1874, promised to educate their children. Although the promise could have been fulfilled by day schools, the Government considered that no better means could be adopted

\* The name of Lebet was probably given to the township out of respect for Father Lebet, O.M.I., who has been for many years in the North-West.

for the civilization of the Indians than to follow the example of the Industrial Schools in the States, from which such good results have been obtained. Consequently three Industrial Schools were established in 1884, viz., at Qu'Appelle, Calgary, and Battleford. Others have been established since, but the Qu'Appelle school has always remained the largest in Canada. Qu'Appelle was a central place for the Indian reservations located around; the Hudson's Bay post, the mission with its little settlement, and the favourable reports of the surveyors, had made Qu'Appelle the most important place of Assiniboia.

The present site was selected by the Honorable A. E. Forget, now Lieutenant-Governor of the Territories, then Secretary to the Indian Commissioner. The first building was put up by contract, and was intended to receive only thirty boys as an experiment. The Department had not then the same control over the Indians as they now have, and it was feared that the parents might be opposed to education.

In the fall of 1884 the first pupils were received, although the building was completed only in the beginning of 1885. The first boy admitted was the brother of the two Stevensons hanged in Regina a few months before for the murder of an old man named McCarthy, near Qu'Appelle Station. The father of the boy, seeing the fate of his two sons, took advantage at once of the school for the education of his remaining son.

The first recruiting was very difficult. The Indians did not want their children to adopt the ways and manners of civilized people; they considered themselves superior and claimed they were made of black clay and the white people with white clay. The white people need so many things like forks, plates, chairs, tables, etc., as children need toys to play with. They were above those necessities and did not want their children to come down to that. They were also afraid that their children, being educated, would not mind very much the old Indians, and that they might lose their influence over the educated generation. Several bands of Indians refused to send any children, and it took a year to gather thirty pupils. There were many conditions attached to the placing of the children here; they should never be made soldiers, never be sent to other countries, never to hang on ropes or swing, not to have their hair cut, never to become Christians, etc. The parents often came to see their children, and when they saw them marching two by two to the different exercises it was a proof beyond doubt that their children were trained to be soldiers and to fight their parents in the next rebellion. Later on the playing of the band was another objection for the Indians, their children's lungs not having been made to blow into those long pipes.

The school, however, kept increasing in number of pupils, and in 1887 it was enlarged so as to accommodate seventy-five pupils.

The treatment received by the pupils and visiting parents, their good reports of it, the progress of the children in the English language, did away little by little with the opposition of the Indians, and it became then apparent that the girls should be also educated, as they would, when mothers, have charge of their own children. Some girls had been already received and had their quarters in the attic, pending the completion of a building which the Indian Department decided to put up for them. Major McGibbon, Inspector of the Agencies and schools, in his report of the institution made a very strong point of the necessity of educating girls, and the force of his argument had the desired effect with the Department of Indian Affairs; the girls' building was completed in 1890 with accommodation for seventy-five—making for the school a capacity of 150 pupils, viz., seventy-five boys and seventy-five girls. Eight Reverend Sisters were placed in charge of the girls and also in charge of the cooking, mending, washing, house-work, etc., for the boys. Some of the boys were already big enough to learn trades. A carpenter and a blacksmith were engaged as trade instructors, besides a farmer who had been on the staff from the beginning. The boys of twelve years of age were sent half a day to school and half a day to a shop. Farming is the principal trade which all the boys

have to learn. The shops were needed for the school as well as for the teaching of the boys. Besides the school work there is considerable work done for outside people in the shops of the carpenter, blacksmith, painter and shoemaker. The pupils belong to four different tribes and speak four different languages, viz., Cree, Santeux, Sioux and Assiniboine. English is the only language common to all.

Very little can be taught to children before they have learnt English, and it takes two years before they can understand the teacher. In the meantime they can learn to read and write. Indian children are pliable and susceptible of learning and training. The teaching of Indian children is far more difficult than the teaching of white children. Besides reading, writing, arithmetic and geography they have to learn the English language and to be trained in habits of cleanliness, courtesy and industry. White children receive such training at home, while there is nothing too elementary in the education of Indian children. The boys are taught in class up to the 5th standard, and are trained to make their living by work. The girls have to pass by the same standards and learn all kinds of house work, including cooking, sewing, knitting, washing, dairying and baking. The school age is from six to eighteen. While at school the biggest pupils are allowed to hire out for a short time in order to practise what they have learned at school. The girls after their discharge from the school hire out by the year when not required at home, and there are always more applications than it is possible to fill. An addition was built in 1897 making the capacity of the school 225. The number of pupils at present is 224, viz., 123 girls and 101 boys. The school is the only Government institution in the district, and it has received many visitors, among them two Governors-General, the Marquis of Lansdowne and the Earl of Aberdeen. The grounds are always kept beautifully clean and the gardens are a great attraction for their neatness, size, and the quantity of vegetables and profusion of flowers produced yearly.

Speaking of the exhibit of the Qu'Appelle school at the Winnipeg Exhibition of 1891 the *Free Press* said:—

"The exhibit of the Qu'Appelle Industrial School is very interesting. A shelf twelve feet by four is well filled with many kinds of vegetables of remarkable size, cabbages, potatoes, onions, pumpkins, beets, mangold's, carrots, parsnips, cucumbers, melons, tomatoes, artichokes, corn, peas, sheaves of wheat and oats. On the wall behind the shelf are hanging numerous creditable specimens of the boys' work in blacksmithing and carpentering. The girls' work is also well represented by socks and stockings of all kinds, by scarfs, woollen caps, bread, etc. The writing and composition of the boys, and especially of the girls, is very creditable to the Indian children, who came to school a few years ago from different tribes, with different languages and without knowing a word of English. But what is still more interesting is to see three little Indian girls sitting before the exhibit, busy sewing, knitting with hands, and with the machine carding wool, spinning, making socks or scarfs with the crochet. Their bright faces, their dresses with red Garibaldi corsets and sailor collars make them very handsome and they attract much attention. Three boys are also near by with tidy homespun suits and Scotch caps; one is a blacksmith, another a carpenter and the third one a good scholar. Six kinds of vegetables were entered for open competition and they secured four prizes, viz., the first prize for cabbages, second prize for potatoes, red cabbage and plum tomatoes. The cabbages are of an immense size, and weigh, with some of the leaves, sixty-one and forty-eight pounds. Such a prize is a credit to anyone, but more so to an Indian institution, especially when it is in competition with all the gardeners of Winnipeg and Manitoba."

Of the school exhibits at the Regina Exhibition in 1895 the *Indian Head* *Vidette* wrote as follows:—

"No institution achieved a greater success at the Fair than the Qu'Appelle Industrial School. It had splendid exhibits in all departments; the samples of blacksmith work excited particular admiration, while the

school work was the best shown, taking no less than six first and two second prizes in the competition open to all the North-West. Father Hugonard was also very successful with his vegetable exhibit, taking first prize for squash and early cabbages, second prize for vegetable marrows, and third prize for savoys, summer cabbages, egg plant and collection of cultivated fruits. The needlework shown by the girls' department of the school was likewise very good, and a capital model of the school received much attention. But the crowning success was the band, whose playing was always received with well-earned applause. The boys' skill excited much surprise among the strangers. They also had the honour of receiving the special prize for bands given by Lord Aberdeen, being engaged to play at the State dinner and to supply nearly all the music at the grand stand performances. Mr. Stack, the bandmaster, deserves much credit for the correctness, swing and go he has imparted to their playing.<sup>1</sup>

At the above Territorial Exhibition of Regina in 1895 the Qu'Appelle school was awarded, besides the prizes, a diploma for the best general school exhibit in open competition and a diploma for the best musical performance and excellence of the band.

As far back as the Regina Exhibition of 1887 and at every exhibition since, the school secured the first prize for penmanship in competition for the whole Territories, the writing being done before the examining judges.

Visitors to the Qu'Appelle school will be well repaid for the trip by the beautiful scenery, the neat gardens, and the general appearance of the pupils and of the whole institution.

#### [54.] DIOCESE OF NEW WESTMINSTER, B.C.

##### INDUSTRIAL EDUCATION IN THE CATHOLIC MISSION OF BRITISH COLUMBIA, CANADA.

I. The steps which have been taken so far are in connection with Industrial schools. These Industrial schools were founded by the Federal Government of Canada.\* The Government's programme is that boys should learn farming and gardening, and one or two trades, such as carpentry, saddlery, or some such trade. The girls should learn cooking, sewing, knitting, washing, and general housework. No detailed course of study is mapped out for the training in industrial branches.

The teachers so far employed in the Catholic schools in this province are generally trained in their trades, but I would not call them specialists. In America workmen are able to set their hand to anything. They are all Europeans or of European descent.

I am not aware that native teachers have been tried, except in an isolated case, and with little success.

The teachers in the Catholic schools are Sisters for the girls and laymen for the boys, or a few lay-brothers under the direction of a priest. All the priests in charge of schools for Indians are Oblates of Mary Immaculate. The Sisters are of various sisterhoods.

\* Although there were no regularly established schools here till about twelve years ago, the missionaries, before that time, had great influence in making the Indians industrious. In some reserves, where agricultural lands were good, the missionary would take special care to watch that each Indian tilled a fair amount of ground. Failure to obey such directions would be blamed and punished, while a reward would be offered to the thrifty.

We have in our diocese three industrial schools with an attendance of 150 children and two boarding schools, partly supported by the Government, with an attendance of 130.

II. It is clear that the industrial and agricultural training is having a good effect, but not as much as one would like to see. The Indians are naturally lazy, and as they have not facilities in their *rancherías* or reserves, such as are found in cities or country places of whites, the ordinary consequence for school children is to drop into the routine work of their elders. Necessity only will make them bestir themselves. Building a church, a house, or need of food will urge them on to work, and then those who have a better knowledge than the others will render good service. Some will work with whites on the farms to earn some money, but this was so before the establishment of schools. Those who have frequented schools pass through a trying time after their return home. They imagine that they know more than their parents (in many respects they do) and they pride themselves overmuch, but they do not on that account do more work. Nay, they are oftentimes less active than their parents, precisely because they esteem themselves better than their elders. This presumption keeps control over them for some years. Later on the conditions of life bring them back to their good senses, and they generally become very different. They become thrifty and exemplary as a rule. When I say that Indians are lazy, I mean they are so when compared with the white population. Most of them do not realise that they are lazy.

III. In the Industrial and Boarding schools (which in point of efficiency differ very little) the two kinds of instruction are combined, namely, industrial and agricultural one half the day, and school work the other half. It is the proper course to follow.

There is no provision made by the Government for more advanced literary education. Should any pupil show special promise to excel in higher studies, there are the Sisters' boarding schools for whites, where Indians would not be refused, or a boys' college for whites, where Indian boys would be accepted. In isolated cases this has been done. Half-bred children of both sexes have frequented the schools with white children, and they have attained fair success. But of course the literary education given in ordinary schools for the whites is not of a high standard as yet. It is what is called common school education.

IV. From the foregoing answers it will be gathered that the industrial education of our Indian schools is nothing like the technical training imparted in schools established in Europe. The children are taught to work, but the main effort on the part of teachers is to foster a love for work. Hence, although method is used to train the children, these latter are, by their very nature, refractory, without being conscious of it.

None of the schools here turn out any finished articles for sale on the market. The girls do the cooking and all the housework,



and wash for both themselves and the boys. They do all the mending and sewing necessary for both. This class of work keeps them busy outside of school hours. The boys do the outdoor work for both communities—such as ploughing, planting, reaping—saw wood, help in building work, or are otherwise employed for the good of the school. The children work according to their age and strength, but all have to work.

V. The difficulty which arises from the natural indolence of the natives is the principal one that has to be contended with.

As there is no market for any work that the Indians could do, the schools have to limit themselves to the work mentioned in answer to Question IV. above.

I do not think that the Government's intention is to obtain what in civilised countries is called "skilled" labour. I do not see that for the present the Indians would wish to become skilled labourers in any trade. They have no such ambition, and to attempt to force them into it would result in failure, and would disgust the children with school work. Later on perhaps the Indian youths may develop more ambition.

VI. The white population are anxious to secure the help of Indians for their farm work and fishing. The scarcity of whites is the principal reason why the Indians will be sought out. However, there is also a desire on the part of the majority of the whites to show good-will to the Indians. In our province mostly all the Indians are good living people and the whites esteem them for their goodness.

As little or no manufacturing is done in this province, where Indians are to be found, labour troubles do not exist. There is no reason for their existence. The Indians, for reasons mentioned before, will not become skilled labourers for some time to come. Even should they become skilled the whites would perhaps favour them. In the fishing industry, where several thousand Indians are employed, the Indians and the whites stand together against the Japanese, who are considered intruders.

(Signed) + AUGUSTINE DONTENVILLE.

July 13th, 1902.

Bishop of New Westminster.

[55.] DIOCESE OF ST. ALBERT, CANADA.

(1.) EXTRACT FROM *Illustrated Catholic Missions* (SEPT. 1902).

THE HALF-BREEDS OF THE CANADIAN NORTH-WEST.

The Canadian half-breeds are a very interesting and promising race. Their history is a curious one.

Long years ago the whites who dwelt in the great North-West were so far away from any centre of civilisation that they were practically cut off from the world. For more than half a century they had neither priest, nor school, nor church. Yet a large number of them were French Canadians, who had been brought up as children in the practice of the Catholic faith. But, deprived of all religious aids, they too easily fell victims to the evil examples of moral corruption around them. Many of them

contracted marriages after the Indian fashion, *i.e.*, by *buying* Indian girls for wives. The price did not appear very dear, a wife cost three dogs! Not much according to our ideas, but quite a fortune in those times. Unfortunately divorce was also adopted, and with no other legal form than the husband's caprice. Nay, these latter often resold their wives for a pipe or a little tobacco. Still worse, they sometimes staked them at a game of cards or in making a bet. The unfortunate women passed over at once into the possession of the winner. Such were the first parents of the Canadian half-breeds. They formed the nucleus of a race of mixed blood differing in manners and customs but little from the Indian tribes around them. In the winter they hunted the buffalo, in the spring they fished along the great rivers. The great trading companies employed them as trappers, but took no pains to teach them either the elements of reading or writing, or even those of agriculture.

Not till the Catholic Missionaries came did real civilisation begin to be introduced among them. Nowadays all is changed. A visit to a typical mission station—that of St. Albert, not very far from Edmonton, in Alberta, one of the four districts of the North-West Territories of Canada (*viz.*, Assiniboia, Saskatchewan, Alberta, and Athabasca)—will indicate this amelioration. The mission contains 175 families, most of them with numerous children, for the half-breeds are a very prolific race. These form the majority of the population, but there are also numerous Irish, Scotch, and French-Canadians. Three languages are in general use, English, French, and Cree, but chiefly the latter. One of the priests is Father Cunningham. In 1901 the number of first communicants was sixty. The Grey Sisters have a large establishment, of more than 150 persons—nuns, novices, school children, Indian children, orphans, besides old folks in a home, and hospital patients; they have also a farm. The Grey Sisters began their labours thirty-three years ago. It was an edifying spectacle to see them busy in agricultural works, driving bullock-wagons, and toiling like farm servants. Indeed the Catholic missionaries have all along devoted themselves to teaching the half-caste population agriculture. Formerly these lived exclusively on the chase, but their land is very rich and the priests have taught them to profit by its riches. Thirty years ago the missionaries had only some thirty or forty acres to cultivate, but they had already sixty head of cattle and as many horses. Oxen and horses were used for ploughing and for draught. Milk was used for food and for making butter. The lay-brothers were of immense service, but it was not unusual to see a priest, sometimes even a bishop, axe in hand cutting timber for a new building, or driving the plough, reaping the corn, and mowing the grass. These hard labours have been rewarded. A religious, honest, and industrious population is rapidly being formed. The mission itself is the centre of extensive farming operations. All round the residence of the bishop is a great farm, with numerous flocks and herds and where, as our pictures show, the most modern farming appliances are in use. The nuns also possess a fine farm, which three years ago produced about seventy-two tons weight of grain, including wheat and oats, whilst at the same time the mission lands produced 144 tons of the same.

There is a seminary in the mission, whose chief object is the formation of a native clergy. Father Cunningham and Mr. Beaudry\* both began their studies in it, the former having completed his Arts course at Ottawa University. At present the seminary contains pupils of all nationalities, two or three French-Canadians, a half-breed Iroquois-Cree, an Irishman, and an Irish-Canadian, an Englishman, etc.

(2.) REPORT BY THE RIGHT REV. THE BISHOP OF ST ALBERT.

The first attempt to impart industrial training to the Indians in the North-West Territories of Canada, and even in Manitoba,

\*Both Half-breeds.

was made in 1883-4. It was due to the exertions of the late Bishop Grandin, my venerable predecessor in the See of St. Albert, who succeeded in arousing the interest of the Government and in securing generous help from the Indian Department, towards the establishment and maintenance of industrial schools for the Indians. The Protestants were given one school at Battleford, and two other industrial schools were established under the control of Catholic authorities; one at Qu'Appelle (Assiniboia), and the other at Dunbow (Alberta) not far from Calgary, in this diocese of St. Albert. Since that time others have been established under the control of various Protestant denominations and of Catholics.

As a way of recruiting for these industrial schools other institutions have been established on the reserves proper. They are called "boarding schools," and in these none, or very little, industrial training is given. The children are taken in these boarding schools from their sixth to their twelfth or fourteenth year, and then an effort is made to transfer them to the industrial schools for about four or six years, until they are eighteen years old.

I. In the industrial schools farming, breeding of cattle and horses, carpentering, blacksmithing, tinsmithing, shoemaking, saddlemaking, harnessmaking, have been successfully taught. The teachers have been practical men versed in the trade, but they have generally not had special preparation in the art of teaching. In most cases they have not been Europeans but Canadian or American born. In the case of girls, sewing, cooking, housekeeping, and other womanly duties have been taught, and in our case the training has been entrusted to religious communities of nuns. Some children educated and trained in our schools have become proficient teachers of their trades.

II. Industrial training has certainly had a very beneficial effect in every respect.

III. An educational system of combined literary and industrial training is very practicable. Our plan is to devote one half of the day to ordinary school subjects and one half to industrial training or manual labour. Those who study in the forenoon work during the afternoon, and *vice versa*. Specially gifted pupils are sent on to a higher school.

IV. In the earlier stages of education, i.e., before the age of ten or twelve, there is very little manual labour or technical training required except that involved in keeping the halls, class-rooms, and premises clean and in good order. The curriculum of studies is as follows: Catechism and learning of religion, reading, writing, arithmetic, history, geography, and generally all matters taught in the common schools of the Territories.

V. There has not been any difficulty experienced, outside of the recruiting of pupils, always difficult on account of the natural affection of parents for their children, and of their total ignorance of the benefits of education.

VI. The possible opposition of white labour has been averted by asking the same price for Indian labour as for labour of the same quality done by white men.

(Signed) + EMILE J. LEGAL, O.M.I.,  
 St. Albert, N.W.T., Bishop of St. Albert.  
 October 24, 1902.

[60.] VICARIATE OF BRITISH HONDURAS.

Belize, British Honduras,  
 July 11th, 1902.

In answer to your circular received by last mail, July 6th, I send the enclosed answers, given me by the Father in charge of the Catholic schools, with which I substantially agree. Some years ago we had competitive exhibitions of work done by the school children in writing, drawing in ink, pencil, and colours, map-drawing, book-keeping, making mechanical models, etc., together with sewing, darning, embroidery, etc., by girls, and the work shown was very creditable. This would show that the children are quicker to learn manual than mental work. As our two largest schools are in charge of the Sisters of Mercy, who could not help in industrial or agricultural education, we Catholics have been slow to push industrial education.

(Signed) + FREDERICK C. HOPKINS, S.J.,  
 Bishop of Athribis.

ANSWERS TO QUESTIONS.

Belize, British Honduras.

I. No steps have been taken to provide industrial or agricultural education for the natives.

II. Answer contained in preceding.

III. We maintain that industrial and agricultural education can be successfully combined with instruction of a more literary and general character, and that this should be done.

We think that, for ordinary native children, one half the school time may well be devoted to industrial and agricultural education.

Specially talented pupils should be afforded special opportunities for advancement.

IV. No manual training is imparted to boys. Girls are taught to sew, crochet, and embroider, during one and half hours a week.

V. Financial depression and public apathy stand in the way of any serious attempt at suitable provision for manual, industrial, or agricultural training. The literary training is too high for the children. Eliminate 50 per cent. of it and substitute industrial training.

VI. The white population is a small fraction of the inhabitants. There is no considerable amount of friction between whites and the passive races. There has been no opposition from the whites to the advancement of the others. Very little skilled labour is employed in the colony.

## APPENDIX 4.

### EDUCATION IN BRITISH NEW GUINEA.

#### I. INTRODUCTION.

British New Guinea has a littoral of 1,700 miles on the mainland apart from the many islands connected with it, and this paper deals merely with some 150 miles of the north-east coast, the portion already worked by the Church of England Mission out of the 300 miles of coast-line allotted to it by the Government.

The natives resident in this area are in the most primitive stage of development. Living in grass and palm-leaf huts, which their pet pigs share with them, with nothing but a loin cloth and an armlet for dress, a stone axe and adze to clear the forest and hollow out their canoes (except where a trade tomahawk has been lately introduced), a digging stick to turn over the soil, they are as yet hardly touched by the advent of the white man, although the strong hand of the Government has made the periodical raid and counter-raid, a diversion from the monotony of perpetual agriculture, a thing of the past.

The presence of the British Administrator and his officers has done something more. It has, in the first place, created a list of punishable offences, which were before regarded as allowable acts. Strictly speaking there was only one "crime" prior to the British occupation, only one act really "evil" in the native eyes and severely punished by them, namely, removing your neighbour's landmark, altering the boundary, either on the plain or in the terraced gardens on the hills, between the land which your neighbour had laboriously cleared and dug and planted and the plot to which your own efforts had been directed. This crime was punishable with death. To kill your foe, that is, a member of another tribe, to raid his garden, to attack his village were meritorious acts. But the Government has made not only killing and what often provoked killing—sorcery and witchcraft, but also stealing, adultery, non-compliance with Government orders, resisting the village policeman, breach of agreement and many other things, punishable acts. In this way character is at once disciplined and education has begun.

In the second place the Government has passed a school ordinance. Having added considerably to the list of crimes and offences, it was in duty bound to justify its acts to the native intelligence—to explain, or get explained, why stealing, adultery, murder are wrong, and so work by influence as well as by force. The only schools in British New Guinea are Mission schools, and the Government requirement is three school attendances a week for all children of school age living within three miles of any school. As the school is open five days in each week, a daily attendance is for the

most part secured, where the Act is enforced. This, according to the terms in which it is drawn, depends upon the formal request of the European missionary of the district. Of the thirteen native village schools in our area the ordinance is practically in force in ten. About a thousand children are dealt with in the Church of England Mission Schools. Of these fifty are in the Training School at the Head Station, and in the case of about fifty more who are past school age, the formation of character is carried on by the help of industrial training in the plantation, workshop and printing office. The numbers are not large, for the Mission has been only ten years in existence. There is no Government grant to the schools nor Government inspection.

These three spheres of work may be treated one by one, and the methods adopted in each lightly touched upon.

## II. THE VILLAGE SCHOOL.

There is much quiet opposition to be encountered from the parents. "School—('tattooing' is the nearest word available, representing 'writing,' the part for the whole)—does not give you your food," is a constant objection urged. Such keen agriculturalists are the Papuans that they found it really hard to respect us missionaries because, though they acknowledge we work hard, we get our food in boxes and do not grow it ourselves. A promising scholar is often lost to study by having to go and grow food for his old mother before she dies—not that she is in want and has not other sons to supply all her need, but because it is every son's duty to grow food for his mother. Children, too, are useful from their very earliest years in the vegetable gardens, both boys and girls finding many light jobs, and the latter, in addition, being called upon to take care of babies when there is no grandmother with whom they can be left in the village. A Papuan lad handles and flourishes his "ipa," or digging stick, very much as an English boy does his cricket bat. Still, to school the children come. Drill first in the open air in the shade, extension motions, marching, the use of the wand, and exercises adapted to the training of every muscle in hand, arm, foot, leg, and body. One of the Mission staff was formerly a gymnastic instructor in Melbourne, and has left his influence on every station in the Mission. Then follows the religious teaching in school, the appeal to higher than earthly sanctions for conduct, though the object in view is to produce the truest and purest life here and at once—the doctrinal teaching definite though simple, suited to the comprehension of the scholars and to the formation of a clear and unwavering faith—an indispensable element in character growth.

The village school course is very simple, for most of the schools only meet once a day—learning the letters and all the stages up to fluent reading; forming letters and figures (the latter with their English names, owing to the native difficulty of going beyond twenty, the limit of fingers and toes); the early stages of the multi-

plication table, elementary geography, and arithmetic up to addition and subtraction. Very few get further than this in the village schools, for at this stage they are eligible for the Training School at the Head Station, and the local dominie generally manages to persuade them to go on with their studies there.

School is made as attractive as possible. Singing both of hymns and of action songs is a prominent feature. The latter are not always suitably chosen. In one school, for instance, I was entertained by some ninety little scholars hammering away with hand action at their bare little soles, as they sang, "Cobbler, cobbler, mend my shoe"! Other songs were more suited to native life; for instance, a pretty song with imitative action, describing the lizard and the wallaby, the fish, the dog and the cuscus, denizens of Papua. "Home, sweet Home" in native is sung with great zest, for so attached are the children to their "doku" or village that I have known boys living at the Mission station crying from home sickness, though they could almost touch the roof of their father's house from the Mission premises.

As to the results of these village schools, if character is the object aimed at, this instance, that came under notice in December last, is remarkable. A girl of thirteen attending a village school was in spite of resistance and expostulation grossly injured by a white man. At the trial, when asked by the magistrate why she resisted, she replied: "It is wrong in the eyes of God." "You mean," he said, "that the missionaries would be angry with you." She repeated her answer and declined his comment.

In one school the scholars have been taught to bring a school fee in the shape of a piece of yam or taro every Friday.

### III. THE TRAINING SCHOOL AT THE HEAD STATION.

This need not detain us long. The subjects are more advanced than in the Elementary School, and some of its scholars have already reached decimals and fractions in arithmetic. Physical drill, religious teaching and influence, reading, writing, dictation, object lessons, instruction in English are the main features. After the object lessons the scholars write essays on the subject that has been set before them. A lecture on cattle produced this: "The males are called King Billy" (the name of the Mission bull), "the females cows." One on the hen led to this: "The mother sits on her children's heads, and is to them in place of a blanket." These essays are a great help to the teachers in enabling them to appreciate the extreme simplicity and "fara-wayness" of the native mind. When views of famous London buildings were exhibited by means of lantern slides, and it was explained that the buildings were all of stone, the instantaneous remark was, "Have you no wood in your country?"

The character test is well satisfied by the number of youths who have gone forth from this Training School to act as pupil teachers in distant Mission stations. They have left home and friends

under strong self-sacrificing motives, and have proved influences for good in new districts just opening up to missionary and educational work. Two schools have been established and maintained entirely by youths thus prepared and sent out. The girls at the Head Station are trained to be the wives of future Mission teachers, and become very proficient in every branch of house and laundry work, and in plaiting mats from the dried pandanus leaf.

#### IV. INDUSTRIAL WORK.

Many young men past school age, and lately married, pressed upon us their dislike to the ordinary village life with its houses crowded with several families and its generally low ideals. They were willing to grow their own food, but wanted a Christian village where they could go on living as they had for some years previously, when attending the village school and living on the Mission station. One thousand acres of land for a cocoa palm plantation were secured, and the plan in view is a Christian co-operative settlement, exporting the copra, or dried kernel of the cocoanut, to the Sydney market. In addition to growing their own food, taro, yams, sweet potatoes, bananas and pumpkins, the men clear the land and plant out the palm trees, which for the first year or so are placed in a nursery. The work of clearing the land has been most arduous. The first hundred acres were grass lands, and the tall rank prairie grass had to be dug out by the roots, and the ground turned over down to six inches below the surface with heavy iron mattocks. The space between the palm trees is then planted with sweet potatoes or couch grass. The workers receive only a few pence a week and are at liberty to leave the settlement whenever they like. They can earn as much as £1 a month and their food working for the white man, but not one has left in the eighteen months. The work has been hard and the raw native was not equal to it. To get the clearing of the grass lands completed quickly, I imported twenty natives untrained by the Mission to work for two months at the Government rate of wages—10s. a month and food. At the end of a fortnight they all begged to have their agreement cancelled, and they were returned to their homes. The higher character shown by the Mission lads is due to their personal attachment to the layman in charge of the Settlement, to the feelings called forth by the religious teaching and services, to the Mission's recognition and utilisation of the natural love of home and family life, to the fact, too, that the Settlement is a centre of social life, where such things as football, native games, hunting, fishing and even dancing, within reasonable limits, are enjoyed and encouraged. In eighteen months the numbers have grown from half a dozen to a hundred, and no one that has gone there, even temporarily, has left. The work hours average about seven a day and four on Saturday.

Other industrial work is taught to a limited extent, two lads having attained considerable proficiency in the printing office as



compositors. The natives employed in carpentering and boat-building have changed too frequently for any of them to have learnt either trade. This, indeed, will always be a great difficulty. In plantation work the labourers "grow their own food" and so the Papuan tradition is not broken. In the case of a trade requiring steady application for a period of years, the desire for change and the attraction of the "Wapu," or native garden, produce unsettlement. The difficulty may be met in a measure thus. The Government have a plan by which they hand over neglected children to the Missionary societies until these boys and girls reach the age of sixteen years. Some thirty-five "mandated" children are under the charge of our Mission, and I think it will be possible in the near future to apprentice the boys to carpenter, printer, or boat builder, and turn them out expert tradesmen as the result.

In these three stages of training, the Papuan on the north-east coast of British New Guinea has opportunities placed within his reach of physical, mental and moral improvement, and of an active self-respecting life, free from the degrading customs which are to be met with in the native villages. In simple, unselfish goodness the trained New Guinea native is an example to races that have enjoyed intellectual and moral privileges centuries before he emerged from barbarism. So marked is the change in face, in form, in character which results from educational and moral training that few would be found to disagree with the opinion publicly expressed eighteen months ago in Sydney and Brisbane by the Lieutenant-Governor of British New Guinea: "I never need to be told that a boy attends a Mission school, I can see it in his face."

M. J. NEW GUINEA.

April, 1902.

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## APPENDIX 5.

### WORK OF THE AMERICAN BOARD OF COMMISSIONERS FOR FOREIGN MISSIONS IN REGARD TO INDUSTRIAL AND AGRICULTURAL EDUCATION IN INDIA.

An inquiry was addressed by the Board of Education to the American Board of Commissioners for Foreign Missions with regard to industrial and agricultural education carried on by the Board in colonies of the British Empire.

The Rev. James L. Barton, Foreign Secretary of the American Board, wrote in reply (May 6th, 1902), referring to the work among the Marathi-speaking people in the Bombay Presidency, and to that in the Madura district of the Madras Presidency, and in the Jaffna Peninsula of Ceylon :—

“ Our work in these countries in this line is largely new and is in its experimental stages. Until very recently our Mission Board did not recognize industrial work as in any way a part of our mission work. Owing, however, to the demands which have been made upon our missions in this line because of the industrial conditions in the country, little by little industries have been introduced into our schools, until we have pretty well established industrial plants at various points. Last year we sent out to be associated with our mission that is working in the Bombay Presidency, a thoroughly trained agriculturist, a graduate of an agricultural college of this State, and also a trained mechanic, a graduate of one of our best technical institutions of this country. These men working in conjunction with our mission are attempting to devise the best method of carrying on industrial work and teaching agriculture to the boys who are connected with our Marathi Mission.

“ Because our work is in its initial stages, it is impossible for me to answer with any accuracy the questions you ask. We are now attempting to guard against this work's deteriorating into narrow technical instruction, while, on the other hand, we are compelled, because of lack of funds, to make it as much self-supporting as possible. I doubt if the technical work we shall introduce will arouse opposition among the white population, for it is our purpose as far as possible to revive the village industries, that is, to teach trades which can be practised in the villages, thus rendering the operator a self-supporting and thrifty member of his village society.”

Mr. Barton also sent various reports of the work of the American Board, from which the following extracts are taken :—

- (1.) EXTRACTS FROM THE REPORT OF THE DEPUTATION SENT BY THE AMERICAN BOARD OF COMMISSIONERS FOR FOREIGN MISSIONS TO INDIA AND CEYLON IN 1901.

#### MARATHI MISSION.

##### INDUSTRIAL TRAINING.

“As has been already stated, the large proportion of the Christians in India are from the poorer classes, few of whom have trades or professions by which they can earn a living. Many lose all the means of earning a living which they once had when they break caste by publicly professing Christianity. For the educated Christians many positions are open in the line of pastoral work, preaching, and teaching, but as the work advances, these positions will not be sufficient for the constantly increasing number of Christian young men who have taken a course of study more or less extended. There are also men with not a little education who lack the essential qualifications for employment in Christian work. Altogether too few of the Christian communities in India have men who are taking leading positions as artisans, contractors, merchants, farmers, etc. It has seemed to be the prevailing impression heretofore that the Christian must either enter one of the callings in connection with missionary operations, or become a common house servant or day labourer.

“In addition to the facts above stated, is the tendency among all classes to consider any kind of manual labor as beneath the man who has received an education equal to matriculation for college. Those who pass beyond this point feel themselves farther and farther removed from every calling in life except the so-called learned professions or a position under the Government of India. Lord Curzon, the Viceroy, recently called attention to the fact that Indian universities are turning out each year an ever-increasing number of Hindus with university degrees, who are clamouring for positions in the civil service of India, failing which, they remain educated idlers. He raised the question whether the present educational system adequately meets the needs of the case.

“As a part of this same question, the Deputation found in our own mission that there is an increasing desire upon the part of Christian parents to have their children educated, and also that a large number of Hindus are eager to have their children attend school, preferring not infrequently that they go to the mission schools. The parents are generally unable to pay the inevitable expenses of their children's education, and when the course of study is completed, they seem to feel that it is the duty of the

missionary to provide a position at a living salary for the pupil thus educated. In a word, the people generally desire free education for their children and permanent employment thereafter. Many petitions were presented to the Deputation for the employment of the petitioner in the mission, the only reason for the request being that he had been educated at the expense of the mission, and needed employment in order to live and support his family. Not a few of these people were in dire distress, but seemed to be powerless to do anything to earn a living. This condition has not been helped by the early traditions of our own mission, when it was considered a large point gained if parents were willing to permit their children to attend mission schools even at no cost to themselves, and the present attitude of some missions carrying on work in India does not, in this respect, materially differ from that formerly held by our own missionaries.

"Our missionaries, for some years, have been carefully observing these conditions, and have gradually reached the conclusion that the mission educational system should train men for greater independence. At Manamadura, in Southern India, and in a smaller way in other places in the Madura Mission, and also in Sirur and Ahmednagar in the Marathi Mission, they have begun industrial schools which give practical training in industries suitable to India. The Indian Government, recognising the importance of such training, makes liberal grants towards the support of such schools."

"This industrial idea, as an element in the training which the missions owe to those who are to represent, not only the professional but the practical side of Christianity to Indian society and life, is greatly helped by the operations of the Industrial Missions Aid Society, having its headquarters in London. Its promoter, Mr. W. H. Fry, is an earnest Christian man, who has made repeated and thorough study of the industrial conditions in India. His society is already employing at a living wage a large number of the orphans who have been taught carpet-weaving in the industrial school of our Board at Ahmednagar, under the care of Mr. Smith, and who are now the employees of the above society's rug factory at Ahmednagar. All of the weavers in this factory were trained in our own school. This society proposes to foster industries in India, and to give employment to the children and young men whom the missions train. They have taken to India, with headquarters in the Bombay Presidency, a skilled operator, whose business it is to study Indian products and the world's markets, that he may wisely advise regarding the product of all industrial schools and plants, and then market the same to the best advantage. His services are at the disposal of our missionaries without cost to them or to the mission.

"The plan for the industrial training in India does not carry with it the thought of operating large factories, or anything of the kind, but only :—

"1. To give all students in mission schools, including the orphans, the larger education that accompanies the development of mechanical ideas as applied to practical operations. Such a training is more needed in India than in many other countries.

"2. To teach all students that it is not beneath the dignity of any one to do honest labor with his hands.

"3. To open before all needy students an opportunity to earn a part, at least, of the expenses of their education by manual labor, and so to discourage pauperism and a tendency to expect that an education is to be given without cost.

"4. To fit some students to enter factories and to take self-supporting positions as soon as the missionaries feel that they have been sufficiently educated.

"5. To train those who in a few years will constitute the rank and file of the Protestant Christians in India, to become independent wage-earners, whose value to society will be widely recognised, and who will be able to support financially the Gospel institutions of their country."

#### CONCLUSIONS AND RECOMMENDATIONS.

##### INDUSTRIAL WORK.

"Nearly a century of educational work in India, national and municipal as well as missionary, has not accomplished all that was expected in the way of raising up independent, sturdy, aggressive men. On the contrary, even at the present time, those who secure an education, with but few noble exceptions, are dependent for employment either upon the Indian Government or upon the missions. Failing in this, they seem to be powerless to make places for themselves in any other direction. As the numbers which can be wisely employed, as above mentioned, are limited, the educational institutions of the country are raising up an ever-increasing number of graduates who remain educated dependents.

"We question whether the present system of education is best adapted to raise up men for even Government or mission employment, to say nothing of the many trades and professions which need educated leaders, but into which scholars or students are not inclined to enter. The educational system of India not only fails to develop ingenuity and self-reliance in the students, but leads them to look with disdain upon all forms of manual labor. The tendency of the students in India to regard it

beneath them to labor with their hands has not been counteracted by the training given in the schools. In addition to the above, is the necessity laid upon the missions in India, and more especially the Marathi Mission, to provide a Christian education for a large number of dependent famine children, to whom the mission stands practically in the relation of a parent. For the sake of the broadest development of these children, not to mention the necessity of their support, some form of manual training and productive labor seems imperative.

"We recommend that our missions in India so modify their courses of instruction that all male pupils aided through the mission shall have some practical instruction in productive manual labor, adapted to the conditions and needs of the country. We see no reason why this should not apply also, with necessary modifications, to female pupils. It is as essential that the future Christian community in India have well-equipped farmers, mechanics, artisans, and merchants, as that they shall have learned Government officials, preachers and teachers. If that community is ever to become independent of foreign charity, it must comprise independent producers and wage-earners. We urge the Indian missions to enter upon such a course systematically, so that it shall be operative alike in all parts of the field.

"In connection with such training, we believe that it may be practicable in many cases to organize enterprises that shall soon become self-supporting, and even a source of income, having at the same time a distinct educational value. Any student who refuses to do manual labor in return for school privileges should not remain in school at the expense of the mission.

"We regard the presence in the Marathi Mission of Mr. D. Carroll Churchill, a trained engineer, and Mr. J. B. Knight, a professional agriculturist, as of great value in carrying out such a course in that mission."

(2.) **EXTRACT FROM THE SIXTY-SEVENTH ANNUAL REPORT OF THE AMERICAN MADURA MISSION FOR THE YEAR 1901.**

**THE MANAMADURA INDUSTRIAL SCHOOL.**

"The pressing need to-day, as it has been from the beginning, is a fund to be used as a working capital, without which the best results cannot be secured or even expected. Just at this moment two large orders are in sight—orders that would be most helpful in many ways and yet it is with considerable misgiving that I look forward to the execution of them without funds to work with.

"Another very desirable addition to the school would be an agricultural department in which such of our boys as will hereafter go back to their lands may be taught some of the principles of scientific farming. This requires land, and while some steps

have been taken toward the securing of a suitable site, it is as yet too early to say more than to express the strong opinion that if successful in starting this department, which has been in mind from the beginning, a very useful work can be done and a long step will have been taken toward self-support, since on a piece of land of sufficient size much of the food for the school could be raised with not very much expense after the initial outlay had been made.

“Along with the changes noted above have come some lessons which it may be hoped will be applied to the working of the school in the future. Chief among these is that of the desirability of putting each boy and girl upon his or her own resources as much as possible. Hitherto they have been dealt with in classes with the result that the lazier members of the class have been carried along on the efforts of their more active companions, and they have been well content to have it so. A tentative measure is now under consideration to introduce the good and wholesome principle that may in this connection be expressed thus : ‘The diligence of the diligent shall rest upon him and the slothfulness of the slothful shall find no perch abroad.’”

(3.) **EXTRACTS FROM THE REPORT OF THE AMERICAN MARATHI MISSION, 1901.**

**THE AHMEDNAGAR HIGH SCHOOL.**

“Until the first of September, Rev. Henry Fairbank was in charge of this work. Mr. Smith reports :—

“On my return to duty at the end of August, I found the school larger than ever before, the increase being mainly in the Industrial Department. As far as I have been able to learn, this is the only High School in India which combines with literary work a training in industrial arts.

“The High School aims at giving such an education as is necessary for entering college. A second aim is to prepare candidates for the Indian Subordinate Civil Service.

“**TECHNICAL TRAINING.**—Manual training in wood-work was introduced in 1892 as an optional subject in the course of study so as to give a broader and more practical education than could be got from books.

“A few years later, repoussé or ornamental metal-work was added, especially for such as had shown a taste for drawing, and Persian and Indian rug-making as an industry for pupils who could not afford to take a full High School course with training in drawing, etc.

“Pupils in the latter department as a rule receive their literary training in the Primary or Vernacular Department, though a fair proportion learn both English and drawing.

"The aim of the school is therefore to fit our pupils for life, and we adapt our instruction to the circumstances and talents of our pupils.

"Believing, as I do, that everyone was created to do something well, my constant study is the natural tastes or talents of my pupils; and having discovered those, I do what I can to make the most of them.

"We are also learning the inherent dignity of labor. It is a hard lesson to learn in India where no one works who can help it, but when a boy has done something thoroughly well he is never either ashamed of his work or of labor in general.

"Another very important sphere which the school is filling quite unexpectedly is the training of the children left on our hands by the last famine.

"AIM OF THE SCHOOL.—But the most important as well as permanent work we are doing in the school is the development of Christian character by means of the variety of aim and method by which we are imparting our education. There is soon every day an *alertness* that was wanting under the old system. *Narrowness* gives way to large and liberal views of life. Boys now realize that they have a "calling" for which they must prepare themselves, and that it is only in such calling that they may expect either success or God's blessing. The servility which has been thought inherent in many Indians is being displaced by *independence* of thought and *frankness of speech*. In a word, we are developing the sense of *individual responsibility* which the Indian caste system had almost obliterated.

"The study of the Bible, conducted as it is in every class, daily finds suitable illustration in the so-called 'secular' side of the school and brings forth much precious fruit."

THE SIR DINSHAW MANOCKJEE PETIT INDUSTRIAL SCHOOL.  
—"Mr. Winsor writes:—"Our Sirur Industrial School is steadily growing in its measures, usefulness and influence to promote the well-being of our entire Christian community and the region at large. Its tools and hand power machinery, selected from the best makers in America and England, give it a reputation and character calculated to make an impression and to turn out artisans, so desirable and necessary for any people emerging from rusticity and backwardness. If industry and commerce are the sinews of a nation it is no less true of communities; for communities make the state."

#### INDUSTRIAL WORK FOR FAMINE CHILDREN.

"The legacy received by the American Marathi Mission from the last two famines has been 3,229\* orphans who have been cared for by the missionaries, housed, clothed and taught.

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\* Number, December 5th, 1901.



This has added greatly to the work of all, and has meant a large expenditure of time, strength, love, and money. Yet it has been done gladly, uncomplainingly. During the year in most of the stations, relapsing fever among the orphans caused many an anxious day and night. Those who survived owe their lives a second time to the faithful care then received.

"In some of the stations, special classes have been formed to teach these children Christian truths, and many of them have shown that their hearts have been changed and that they have put their trust in Christ.

"Except those who are yet too small, most of these children are in school, and, as a rule, have done very well this year. In many cases, those who a year ago did not know their letters, now are in the 1st, 2nd, and even 3rd Standards. Besides this, the girls have been taught to sew and help in the grinding, cooking and washing. Some now help to teach sewing to the smaller ones. The boys have worked in the gardens out of school hours, and in several stations they too have learned to sew.

"**SHOLAPUR WORK.**—Miss Fowler has had the girls in the Esmary Orphanage learn to weave their own lugadies. Mr. Gates reports of the boys under his charge: 'They attend classes in carpentry, Persian rug-weaving, gardening, sewing, masonry, cloth-weaving and laundering. They have made doors and windows, put a roof on a house, and done several good jobs in common masonry. They raise many of their own vegetables. The boys weave the cloth for their suits, and make the thread-buttons that are used; we buy the thread only because it is better and stronger than we can make.'

"**RUG-WEAVERS.**—In Nagar, Dr. Hume has some of the boys learn carpentry, smithing, brass-work, making of tennis nets and other nets, and farming. Forty of the girls in the "Alice House," besides twenty-two of the girls Miss Nugent has charge of, and thirty-four under Miss Bissell's charge, are all learning rug-weaving. Mrs. Smith has had fifteen boys learn from a native tailor, so that now, without his help, they make all the clothing required for the other boys. The larger boys are learning other trades. Mr. H. Fairbank has some boys learning to use the hand looms for weaving cloth. The bigger boys are on the farm. They have picked the cotton and raised a crop of jiwari. Mr. Fairbank says:—'In connection with farming, I would say the improved methods show improved results. The jiwari on the mission farm is the best for miles round. The rows were planted twice as far apart as the ordinary farmer plants, and, after planting, were cultivated by a native harrow as long as it was possible for the oxen to work in the field without injury to the growing stalks.'

"**INDIGENOUS.**—Dr. Abbott writes:—'The hundred famine children at Roha, sixty boys and forty girls, are bright and

active. Aside from the regular book studies, the boys work for two hours a day at the carpenter's bench, at the loom, the tinsmith's brazier, and the sewing machine. The ideal aimed at is to teach such industries as will make it possible for the boys to earn their own livelihood in the towns and villages of the district where they live, so that they may not drift to the cities. All saleable articles made in the workshop are taken by the boys into the towns around, and sold. They receive a commission on their sale, thus encouraging them to study the market and lead to the production of things the people want, and will buy."

"INDUSTRIAL LEADERS.—Realising that this large number of famine children needed to be trained, so that in future they would be self-supporting useful men and women, the Mission secured the services of two young men fitted to take the lead in this work. Mr. D. C. Churchill, B.Sc., M.E., a graduate of the Massachusetts Institute of Technology in Boston, is capable of developing work along the mechanical line, and Mr. J. B. Knight, M.Sc., a graduate of the Massachusetts Agricultural College, has a large field in the agricultural department. These gentlemen arrived in Bombay August 24th, and at once began to make a study of the situation. Mr. Churchill has been given charge of the workshop in the Sir D. M. Petit Industrial Arts School in Ahmednagar, and Mr. Knight has taken over a small farm near Ahmednagar, where he has already started work with a class of boys."

## APPENDIX 6.

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### MEMORANDUM ON TECHNICAL EDUCATION IN SOUTHERN INDIA.

AN industrial school has been in existence at Nazareth, in the Tinnevely District, for the last twenty-five years, and as it was the first of its kind established in Southern India, some account may be given of it as typical of other similar institutions privately conducted.

An Orphanage formed in the Famine of 1876-7 was the nucleus of the school. Carpentry and tailoring were the only trades taught to begin with, but weaving and lace-making were soon added, and drawing, Indian embroidery, blacksmith's work, and type-writing make up the complement of eight industries in which instruction is now given.

When the Missionaries commenced female education in Tinnevely a century ago, the natives remarked, "They will teach the cows next." That phase of the question is passing away, and for fifteen years native girls have been successful in the Matriculation Examination of the Madras University, while last year a Tamil girl from Tinnevely for the first time took the B.A. degree, and in some schools the boys are taught by trained and qualified mistresses in place of masters.

But progress in industrial education is necessarily very slow in India, where every novelty is regarded with suspicion, and as contrary to *Mamool* (custom).

In Europe there are trades unions or guilds which bind artisans together for defence and attack, and thus they make rules and regulations for themselves, and often enough for their employers too. In India, caste operates in a similar manner, and each trade is jealously guarded as the family heirloom of each particular caste.

In commencing industrial schools in the Mofussil, especially at places distant from large cities and towns, the feeling that their "craft is in danger" leads to industrial schools being boycotted by men of the artisan (*Asari*) caste, so that although they will accept work in them on good pay, they sedulously avoid teaching any trade secrets to pupils not of their caste. There remain, therefore, two courses open. Either teaching must be more or less restricted to boys of the artisan castes, viz., carpenters, blacksmiths, goldsmiths, stonemasons, and braziers, and this is the policy largely adopted in one section of Indian institutions, or an attempt must be made to permeate the masses, and to propagate the benefits of technical instruction to all classes, regardless of caste, which is the plan adopted in all institutions supported by missionary bodies assisted by Government grants. In the one class of institutions the programme is limited, and chiefly confined to castes which have a

special aptitude for learning handicrafts, whilst in the other (missionary) class the results will not be so uniformly encouraging, as the material to work upon is inferior, but there will be a more general and widened "levelling up" all round. The sons of artizans naturally, according to the caste system, must become artizans, and their training on Western lines will be productive of improvement in their methods of work, so that it is desirable to include them in the scheme of technical education, but whether this should be done to the exclusion of outside castes is a matter fairly open to question. The policy of Government is to give instruction freely to all, but the actual working out of that policy is difficult, and a world of trouble is avoided by adopting the caste system, and having three-fourths of your pupils of the artizan class, who readily flock to such industrial schools, where they can get an ample scholarship for learning their own trades, taught by their own caste-men, and which they would naturally learn in their own houses at home.

Another question not decided is, how far these schools should be on a commercial basis, as business concerns, or whether they should be institutions imparting superior instruction in handicrafts without thought of profit. In many cases the natural desire to make money and to speculate seems likely to strangle the efforts to teach new and improved methods of work regardless of the income to be derived therefrom, and with the majority of the pupils under the age of fourteen years, such industrial schools can only be maintained by employing journeymen who work at their trades and have no *locus standi* whatever as teachers in the schools. In this way there is a teaching branch of the school, and also a business or trading branch.

The natural inclination of the ordinary Hindu mind is much against "working with their hands the thing which is good," and all handicrafts are scouted as mean and despicable. A quill-driver on ten rupees a month thinks himself a king amongst men, as compared to a carpenter on fifty rupees. Literary education pure and simple has been over done in some places by the Missionary Societies, and the result is that in a large Christian centre like Tinnevely, where there are 87,000 Christians connected with the Church of England, and as many more Roman Catholics, it is becoming difficult to obtain the services of men of at least one caste, and the agricultural work which they used to perform as their hereditary occupation has to be done by immigrants brought over in hundreds from the Western coast (Travancore).

The natural deduction from the above is that elementary education ought to be made more practical and less literary. The aim should be :

- (i.) To teach the three R's up to the Government Fourth Standard (Upper Primary).
- (ii.) To train the eye and the hand by teaching drawing on the Froebel system, Kindergarten lessons, the Sloyd system, Needlework, Singing, and Physical Exercises.

Agriculture should be taught at convenient places in a practical way to boys of the Upper Primary and Lower Secondary classes, and pupils of ordinary schools should be drafted into Art Industrial Schools, and be allowed to select their own industry as soon as they have passed the Third Standard in literary subjects. Only pupils who evince special aptitude for literary education should be taken beyond the Upper Primary (Fourth Standard) in literary subjects and for all others, whilst instruction in literary subjects for two hours a day should be continued throughout their school course, the rest of their time should be devoted to technical study and manual labour, combining industrial and, where possible, agricultural training. As many of the technical words in all handicrafts are in English, and cannot be expressed in the vernaculars, English must be taught by conversation for one hour a day to all the pupils of each industrial class.

In the Madras Presidency there are only five Technical Schools having not less than 100 pupils on the rolls, and there were 3,530 pupils in technical, industrial or art schools in 1900-1901, out of 850,224 males and females of school age. Of 1,744 candidates who appeared for technical examinations, 922 passed, and of these only 209 passed in industrial subjects. Six were schools of music, others taught drawing, engineering (mechanical and electrical), commerce, printing, carpentry, fitters' work, tailoring, lace-making, Indian embroidery, and typewriting. Government provide several schools or classes for Normal training, and also Medical Schools, an Engineering College, a Law College, and one Agricultural College.

From the figures given above, it may be seen how very little progress has been made in teaching handicrafts, and scarcely the fringe of the subject has been touched. An Inspector of Technical Schools was appointed by Government two years ago, and it is hoped that this will in time give a stimulus to a much-neglected branch of education. It seems desirable that the programme for the future should be on the lines of what is termed the "Sepia Society" (the Society for the Encouragement and Promotion of Indian Art), as opposed and antagonistic to the efforts of some who despise everything native and not on Western lines, and who seek to denationalise every indigenous product of the country by introducing European methods. To this end it seems desirable to stimulate such branches of Indian labour as weaving, with its turn-out of beautiful muslins, silks, shawls, saris, and chudders; brass vessels and coppersmith's work, such as that made at Tanjore and Madura; ivory and wood carving; sculpture; dyeing; pottery, etc.

The problem of how best to propagate the knowledge of handicrafts and useful arts in schools amongst boys and girls of school-going age, leads to the question of the apparatus to be generally adopted in giving instruction. Should European machinery take the place of the simple and inexpensive methods used by natives or not? To take a case in point: the price of a Jacquard loom in Germany was found to be Rs.375 (£35), whilst a loom made by an

Indian carpenter, which would turn out similar work, but less expeditiously, was made locally at a cost of Rs.15 (£1). A weaver is generally a poor man, and although he may have learnt the use of the European loom, it will be impossible for him to have one of his own at least for some years after leaving a well-equipped industrial school. But it would be within his means to obtain a loom locally made, and this remark applies to nearly all apparatus used in the different handicrafts. It is desirable to teach pupils to make use of all the native tools and apparatus of the various handicrafts, excepting only when their use is distinctly bad, and also to use as far as practicable European methods and tools. It may perhaps be conceded that as a matter of fact the scientific apparatus and methods adopted by the pupils of technical schools, conducted on European lines, will not ordinarily be made use of when the trained pupils once leave these schools and are thrown on their own resources to gain their livelihood in their own villages.

It is generally allowed that this is a period of transition in the history of native life. There are a large number of graduates and undergraduates of Indian Universities who fail year by year to obtain "proper employment," which in ordinary native parlance means Government Service. The supply of these men being greater than the demand, they are perforce left without work, and they appear before the public as platform orators, or as contributors of articles in the vernacular press which are not always of a loyal nature. It is to remove this troublesome factor in the state that Mr. Tata, of Bombay, has recently provided a handsome endowment for a Scientific Research University.

In the meantime the Government programme is of a less ambitious but none the less useful nature, and when full advantage of it is taken, and over-advanced literary education receives its *quietus*, and is removed from its pedestal, then the answer will be obtained to the old question,

"When Adam delved and Eve span,  
Who was then the gentleman?"

A. MARCÖSCHIS.

May, 1902.

## APPENDIX 7.

INDUSTRIAL SCHOOLS AND SCHOOL GARDENS IN  
CEYLON.

The efforts which have been made in Ceylon to introduce into our school curricula work other than mere book work may be divided into two sections: (1) Industrial schools, which were started many years ago, and (2) Nature study and school gardens, started last year.

## I. INDUSTRIAL SCHOOLS.

There are at present thirty-three industrial schools scattered over the country, of which seventeen are boys' schools, eleven girls' schools and five mixed. They earn a grant of Rs. 42,576 (say £2,840) per annum, and deal with some 1,750 children. The grant consists of a payment of Rs. 10 on behalf of each child who passes an examination in terms of our schedule for industrial schools. The object in view is to teach poor children a trade whereby they can earn a livelihood when they leave school. The trades taught are (for girls) dressmaking, cookery, lace-making, and embroidery; (for boys) tailoring, shoemaking, carpentry, printing, book-binding, blacksmith's work. Of these lace-making for girls and carpentry for boys are far the most popular; absorbing between them about 1,000 children out of the 1,750, while embroidery and book-binding take about 500 more, thus leaving very few indeed for the other trades.

The idea sounds excellent; unfortunately its realisation leaves much to be desired. In the first place it was introduced red hot from England, at a time when it was thought that every successful effort in England was necessarily applicable to an Eastern country, a fallacy which a rather painful and costly experience has enabled us to detect. This accounts for the fact that cookery and dress-making are put down very early in the list of subjects, and no doubt they seemed most civilised and advanced when the scheme was first mooted; but it does not require much knowledge of the East to perceive that two more ridiculous "trades" could hardly have been selected for girls. Women cooks are practically unknown and impossible; every woman and girl is an excellent cook up to her means and for her requirements, and has nothing to learn at school on that subject; while, when the dress of Eastern women is considered, it is obvious that "dressmaking" must either be a farce or a deliberate attempt to introduce Western garments to Eastern bodies—a lamentable crusade indeed! I have dwelt a little on this point because it is an excellent sample of the class of effort that does more harm than good. It is thus obvious that the girls are thrown mostly upon lace-making and embroidery; of which only the first can in any sense be called a trade. There is something to

be said for it. It is a long established industry, the girls take to it readily, the grant is easily earned (I don't think I have met with a failure in two years), the lace made commands a ready sale, the plant required is inexpensive. But there are some serious objections. I very much doubt whether any good is done by teaching it in school. Those girls who wish to take to it afterwards as a trade can and do learn all there is to learn from their mothers, sisters or neighbours at home. Those who do not wish to take to it as a trade gain nothing. For there are no real teaching, no progressive ideas, no originality, involved in it; simply a mechanical use of pins and prepared patterns. These patterns are often of a very inferior kind, the cotton used is not always above reproach, and the prices which the work commands are as a rule very low.

Embroidery may be dismissed in far fewer words. It does not even lead to a "trade," for not even the most obliging of markets would absorb the gaudy horrors that are often turned out under its name; it is practically useless for purposes of native dress, and has nothing artistic or educational to recommend it. We insist on two trades being taken up in a girls' industrial school, and this is the only second trade available in most cases.

It is thus evident that the present state of girls' industrial schools leaves much to be desired, but I see no prospect of really useful reforms until the help of qualified ladies can be obtained to advise and supervise. Our primary want, in fact, is an *Inspectress*, who will not only take up this industrial work, re-organise it, and make it educationally useful and progressive instead of merely utilitarian, but will also take up a large part of the needlework on similar lines.\* We are spending a great many thousand rupees yearly on these two objects; without skilled inspection and re-organisation on modern lines it is, I believe, money partly thrown away. In industrial schools for boys there is certainly more variety, as there are no less than six trades they can choose from: tailoring, shoemaking, carpentry, printing, book-binding, ironwork. But, unfortunately, caste notions step in and nullify the success of this tempting ideal. In consequence, shoemaking and ironwork attract only thirty-one boys out of 540, tailoring only seventy-four. Nearly half the boys take up carpentry, this being a fairly cheap industry for the manager to instal; but I am afraid that if a strict inquiry were made as to the number of boys who have taken up carpentry for a livelihood in after life, the number would be infinitesimal. In the case of a large school where I instituted such an inquiry, I could not satisfy myself that there was one. The better born boys look upon it as degrading; those who are destined to take to it as a hereditary livelihood learn a great deal more at home than at school. As usual, it is an English idea misapplied (and indeed abandoned in England some time ago in favour of Hand and Eye Training, which is a very different thing). Moreover our present system is hopelessly faulty in two particulars; we do not stipulate for any qualifications on the part of the instructors, and we provide no skilled inspection whatever. Consequently the present waste of

\* In 1863 the Government appointed an *Inspectress*.



money and effort need hardly be enlarged upon further, and must exist until a skilled inspector is provided.

Printing and book-binding are the two most promising "trades," subject to the objections just quoted; there are no social reasons against them, and they present an increasing chance of employment. Unfortunately printing machines are expensive and managers are poor; and as the Government grant is a hard-and-fast one, of Rs. 10 per head whatever the trade (obviously a great mistake), there is but little temptation to undergo the cost.

## II. SCHOOL GARDENS.

So much for indoor employments. As to out-of-door work we have only just made a beginning, in the shape of school gardens. Our ultimate scheme is that every school which has any workable land at all shall have a school garden for educational purposes. It shall be worked by the boys and teachers jointly; it shall be made a matter of interest and pride to the villagers to whom seeds and cuttings from it shall be freely distributed; products new to the immediate neighbourhood shall have particular attention paid to them (more especially, of course, those likely to be useful for food purposes); prizes for the best attempt to respond to our ideas will be offered; a stock garden for each group of gardens will be provided, as well as a certain quantity of tools, but no hired labour; the headmen of the place will be taken into council as closely as possible, and asked to assist in the matter of irrigation where necessary; market facilities will be studied where practicable, and a careful register of planting, crop, sales and profit kept; a weather register will also be kept in each school; and the whole will be in charge of a special inspector, who, in addition to travelling round the gardens and stock-gardens, will give a lesson in Nature study or elementary botany in the school house, which the parents will also be invited to attend. Attention will be paid to the cultivation of the beautiful and the picturesque, as well as the purely utilitarian.

It will of course take years to get a scheme like this into full working order. So far our progress has been encouraging. An inspector has been appointed; a large stock-garden has been formed in Colombo; six schools, with peculiarly good facilities for gardening, have been selected in the Western Province for model treatment, and a similar number is being selected in the Central and in the Southern Province. The Inspector has visited many other schools, reported on their capabilities, distributed seed, instructions and encouragement, and authorised the masters to visit the nearest model-garden or the Colombo stock garden without delay and get ideas. And there are signs of an encouraging response among the teachers—though in the East things seldom move with feverish rapidity. One teacher has discovered that onions—a very important part of the native dietary, are not grown in his neighbourhood, so he has started an onion club among the boys and told off part of his garden for the competitive growing of the best onions. Another has devoted his attention to yams, and has already distributed among his neighbours various new and better kinds, grown

in the school garden. A third has found that there is a good view of distant hills obtainable from his garden, and, with the help and leave of the headmen and villagers, has cleared away the interfering trees and done an effective piece of landscape gardening. These are but small things. Dwellers in England can hardly realise how thankful we in the East are for things as small as these. They seem to me to hold out a promise; and to expect more for the present would be to expect miracles. But I believe the first step has been successfully taken in a most important revolution.

S. M. BURROWS.

March, 1902.

#### NOTE I.

EXTRACTS FROM "THE ART OF TEACHING. A HANDBOOK FOR TEACHERS IN CEYLON." EDITED BY S. M. BURROWS, DIRECTOR OF PUBLIC INSTRUCTION IN CEYLON. 1902.

##### (L)—INDUSTRIAL WORK FOR GIRLS

By Mrs. HIGGINS. (Extracts from.)

— Before proceeding to deal with the details of the subject "Industrial Work for Girls," I may, with permission, digress for a few moments to take advantage of our Director's invitation to "discuss" with him, which he has kindly extended to me.

It may not be out of place to mention that the views now expressed are the result of personal observation and study during ten years' residence in Ceylon and among its people, who possess talents which, under right guidance and with help for their development, fit them for any walk in life. Such at least is the result of my own experience.

While endorsing the statement made by the Director *re* the question of *caste*, there appears to be another barrier to the progress of *industrial education* in Ceylon, and that is the general apathy or dislike for labour, due to the lack of knowledge and the Oriental reluctance to change and progress. It is much to be regretted that this charge is often brought home to the Sinhalese. Perhaps it is not labour in itself that is repugnant to the people: nature has been so kind to them that they find there is no actual necessity for exertion to sustain life. Anybody who has travelled in Ceylon, must have observed the marked difference between the Jaffnese and the Sinhalese in the love for exertion and work. Comparatively speaking, nature has not been so very kind in northern Ceylon, and the people there are consequently obliged to be more industrious and energetic than the people of the other parts of this Island, who are surrounded by a most bountiful nature.

However, we will not discuss the apathetic nature of the people, but try to find a way to remedy it, and to insure the thorough training of every child in the Island, not only in virtue and intelligence, but also in the pursuit of some useful and honourable vocation.

Samuel Smiles, whose charming books are so familiar to many of us, has said: "Honourable industry travels the same road with duty, and Providence has closely linked both with happiness. . . . Certain it is that no bread eaten by man is so sweet as that earned by his own labour, whether bodily or mental. By labour the earth has been subdued and man redeemed from barbarism, nor has a single step in civilisation been made without it. Labour is not only a necessity and a duty, but a blessing; only the idler feels it to be a curse. . . . In the school of labour is taught the best practical wisdom; nor is a life of manual employment . . . incompatible with higher mental culture."

True and noble are these words, and every boy and girl should try to understand and abide by them. Implant in the young mind such beautiful ideas, and they will grow with their growth. Do not let that disease discontent, or dissatisfaction, or unrest attack the growing Ceylonese. Remove in its earliest stage that deadly disease, which is bred of idleness or apathy. It is the danger signal of the degradation of society and the forecast of its ruin. All who know this to be true have a sacred responsibility resting upon them, no matter who and what they are. It is a privilege for them to teach the young minds—nay, even the grown-up baby minds—to love and esteem labour, and, above all, to impress the fact upon them that manual labour is not a social disgrace.

If such facts are implanted in the young mind, and if they are practically carried out, then there is hope that no room will be left for apathy or idleness, and that idle moments will be filled in and the time well occupied.

There must also be brought home to the young mind the absolute necessity, when doing any work, to do it carefully and methodically and orderly, concentrating full attention on that work—no matter what it is—say, for instance, the folding of a newspaper, or the sealing of a letter. Do it carefully. Careless and disorderly work is worse than no work at all. Besides, it has a tendency to let the mind wander, and leave a pernicious effect, which it would be hard to remedy later. The greatest pains must also be taken to train the child in habits of personal cleanliness, for when it has learnt to be orderly and strict in attention to its own personal tidiness, the habit will grow and be carried into all the activities of life.

Lord Curzon is reported to have said in his address to the Indian Council of Education held recently, that India had started with a too slavish imitation of English models. That is a very true saying, and it is equally applicable, in a great measure, to the affairs of our Island. Ideas, models, and methods which are best suited to the requirements and the advancement of the Western, do not necessarily suit the Eastern. Conditions of life in the East and the West are so different that it is absolutely out of place and utterly useless to introduce ideas "red-hot" from England and try to force their adoption in Ceylon. By patient and careful study only the right methods of improving and raising the condition of the people can be found. This is a work that cannot be carried out post haste, but that needs years of the self-sacrificing labours of thoughtful men and women.

One of the most noticeable and sad results of this "slavish imitation" is, that the people of this Island are very near losing their love for their national habits and customs—nay, they are going to the extent of forgetting their own mother language. Could there be conceived anything more unfortunate than this?

It may also be stated that it has in many cases brought about a tendency among the growing youth to look down on industrial work as a social disgrace. To scrub a floor, to wash a dish, to scrape a coconut, and to cook a meal are considered to be the concerns of a menial only. Some of those who have had a share in the so-called "Modern education," or have passed the Cambridge local examination, or have satisfied its examiners, are sometimes apt to consider it beneath their dignity to do any industrial work, or to perform even the ordinary household duties. Is this the aim and object of education? Is this the right way to make useful citizens and members of society of the Ceylonese boys and girls?

It is out of place and unwise to adopt for Eastern girls a mere copy of the education given to Western women.

Let us think for a moment what modern education among women is meant to do in the West. There is an enormous number of unmarried women there, who have nobody to support them, and they must find the ways and means to support themselves and gain a livelihood. To earn that livelihood means to compete with men. Out of that competition has arisen the demand for what is called "the higher education of women."

That is the economic reason underlying the demand for higher education. We do not want to bring about that economic condition of things here. There is no necessity to send out to the world the Ceylonese girls to struggle with men for a livelihood. Let us not desire such an end.

Yet, it must not be inferred that the Ceylonese girl should be neglected and left alone without giving her a liberal education in all its branches. On the contrary, wisely lead her on, helping her to develop her faculties and talents, gently and without forcing them, in order to make her a truly educated woman, fit to be good mother, wife, and wise mistress of her happy home. Educate, educate, educate, should be our watchword.

The Director's views may further be confirmed as to the inadvisability of advocating any sudden change of the existing system of working the industrial schools here. Destruction would necessarily mean re-construction, and it is not the object of this paper to suggest either of them. But let us try to make the best of what we have by utilising the existing channels, so that we may give our girls an industrial training, which forms a very necessary part of their education. Without it a woman's education is incomplete. Without that practical training her mission in life cannot be properly fulfilled.

How best she could be helped in that line is now to be considered.

The solution of this problem in order to serve all intents and purposes and to make the results of our work, let us hope, not only beneficial, but also far-reaching, lies, I would venture to suggest, in making *industrial training a part of the education in Anglo-vernacular Boarding Schools.*

About these schools, the Director of Public Instruction, in his Administration Report for 1899, speaks thus:—"I have inspected several of them, and I have been much struck by the uniform excellence of the management and the good and civilising influence that surrounds the girls."

Of these schools, we have one or two in almost every principal town of the Island, and they are conducted and managed by able hands. Supposing we take one of these institutions where the pupils reside, and where they spend about five to eight years of their life, thus making the school, for the time being, their home. We have in it an excellent channel for giving a practical side to their education. This is the stage in their life which is meant for them to gain a knowledge of how to conduct their own households later in life, and if needs be to learn an industry whereby to earn a livelihood. In such a school, where teachers and pupils live together, all that pertains to the home, with all its details and its domestic side, are to be learnt. To be true to its character, such an institution should be called an "Anglo-vernacular Boarding and Household School."

The question of industrial grants, or other monetary results, should not be seriously considered. Our object is *to educate*, and therefore other considerations must be secondary. Already as an Anglo-vernacular Boarding School it may be in the receipt of a Government grant, and when the usefulness of the work of the "Household School" has been recognised by the Director, he will perhaps recommend to Government an enhanced grant to such a school. However, that is not our part of the work. That responsibility lies with Government.

*The Plan of Work.*—We have already a time table for school work, and we have now to fit that in to suit the performance of the household duties by the pupils. Care must be taken that there should be not such stress or strain of

work laid on the pupils as to interfere with their health. The duties should therefore be evenly distributed with due consideration to age and nature of work, so that every pupil will not only occupy her time usefully, but will also have the advantage of going through the duties of every department.

Here is an excellent opportunity for the pupils to learn *self-reliance*. The services of many domestic servants may be dispensed with. The hearty co-operation of the resident teachers and also of the parents is eminently necessary.

*In the garden* will be found much pleasant work to be done. That excellent Circular (Series I., No. 22) of Mr. J. C. Willis, the Director of the Royal Botanic Gardens of Peradeniya, embodies a mine of useful information on the subject. It should be carefully studied and practical lessons in gardening be given. There cannot be a better health-giving and profitable recreation for a woman than gardening.

*The Kitchen*.—This indispensable adjunct of every civilised home needs special mention. The pupils should be made to understand the value of light and air and that the kitchen, no matter whether it belongs to the well-to-do or to the poor, should be so built as to admit as much air and light as possible. The fireplace should be raised about 2½ feet from the ground. A small over-roof or a chimney above the fireplace is very necessary to let the smoke out of the kitchen. The flooring should be either of pounded clay, brick, or cement, and should always be kept dry and hard. Shelves fixed to the walls and cupboards will be found of great advantage and convenience. There should be fixed places assigned to the curry stone, cocoanut scraper, and mortar, and the ground under them should be harder than in the other parts of the floor; preferably it should be of stone. On the verandah of the kitchen there should be a raised piece of brickwork with a cemented basin (or zinc) for washing the dishes, pots, and pans; and the *mesas* in the open air, near the kitchen, is a very useful arrangement to air and dry the chatties and dishes. At a little distance from the kitchen there should be a pit or hole to receive the kitchen refuse, including ashes, which makes an excellent manure for the garden. A perfect surface drainage is also an absolute necessity.

It is not everybody who can afford to have a cooking range or stove, and, besides, it is not an absolute necessity in Ceylon. In the absence of that expensive luxury, the ordinary chatties are quite sufficient for our purpose. Among kitchen furniture may be mentioned a good strong table to be used for cutting up and dressing the food articles. The present method of doing this on the floor is neither a wholesome procedure, nor cleanly, nor does it admit of a becoming or easy attitude for a woman.

So much about the kitchen and its fixtures; and before we proceed with the subject of cookery, just a word in passing, and that is, to teach the young that luxury is not a necessity for the well-being of life, and how to practise economy. An intelligent observer will note what a sad waste there is of articles of food (and of other things) in many a Ceylonese household. The girls should be taught to utilise and to make the best possible use of every article, and not allow any waste, throwing away nothing unless it is quite unfit for use. We must teach our pupils how to cook simple and wholesome food, in order to maintain health, and not to prepare dishes which damage the digestive organs.

If the school already possesses a museum (as has been suggested to be attached to our schools by the Director), a *Herbarium* in it would be of a decided advantage to the pupils. Besides the lessons in "Elementary Botany," which would be given in connection with this, it would help the pupils to distinguish poisonous from non-poisonous herbs and fruits. The vegetable kingdom of Ceylon furnishes us with such a profuse range of delicious dishes for our table that it is eminently necessary for every girl to know what is edible and what is not. Perhaps some of you may have heard of the fatal results which have attended the eating of poisonous yams, which apparently look exactly like the ordinary table yams.

In the line of herbs, commonly called *tampala* or *pala*, there is an immense variety, with which the pupils should be well acquainted. Specimens of these in the school *Herbarium* would be a great help for this purpose.

Every thrifty and sensible housekeeper is also a little bookkeeper. She knows how to post her daybook and ledger and how her finances stand. The value of such knowledge is exceedingly necessary, and our pupils should possess a knowledge of it. It is not necessary that they should go through a course of the details of commercial bookkeeping; a very elementary knowledge of it will answer the purpose. Let some of the pupils keep these books.

Before the girls go into the kitchen to cook, they had better have made out a list of the curries which they have to prepare. They must also learn to calculate the quantity of food stuff which is necessary to supply the number of inmates in the house, and cook accordingly. Curry stuffs should be used with caution. Too much seasoning is injurious to health. Care should also be taken to teach pupils the use of quick and slow fires. They should not only learn to cook rice and curry for one meal, and curry and rice for the other, but also to make nourishing soups, *sodis*, *melluns*, *sambals*, *yellow rice*, *kiribat*, etc. They ought also to be taught the preparation of salads and some of the simple and appetising dishes of an Anglo-Indian table.

To make a good cup of tea or coffee is an art in itself, and our pupils should not be neglected in that respect, nor in the preparation of *congees* for invalids. Then there are a variety of cakes, some of which are purely native, and the preparation of these must be encouraged, and if needs be improved upon. To this list may be added griddle-cakes, simple puddings, and cocoanut-candy, which are inexpensive and nourishing.

*Baking.*—In the line of baking, the homely *appas*, *string appas*, and *rotis* should not be forgotten, and if a baking oven were in the kitchen, an occasional lesson in the making of bread would be excellent.

*Preserving.*—Preserving is a subject which needs special attention. There are a number of fruits in Ceylon which can be well utilised for preserves, and it is much to be deplored that the best use of these fruits is not made in the Island. Of course the question of supplying the trade is out of consideration in this paper, but for home consumption preserves should be given their proper place. I would also venture here to suggest that there is room for teaching the pupils something in the line of fruit-drying and evaporating. An attempt may be made with the plantain to obtain what is called in the West Indies *Banana meal*. For preserving, metal pans and glass jars are preferable to the chatties.

*Making Cocoanut Oil.*—Before concluding these remarks on cookery it may not be out of place to give a moment's attention to the preparation of cocoanut oil, which is used in frying. The native method of extracting the oil from grated cocoanut by women is excellent for this purpose, and it is superior to the mill or *chekku* oil. However, if the oil, before bottling, were strained through blotting paper, its quality would be found to be very superior to the present household oil.

*Medicinal Herbs.*—It is very desirable for every woman to know the treatment of simple ailments, and to prepare and administer home remedies. It may be said to the great credit of the Ceylonese women that most of them know some excellent home remedies, native to the country. These home remedies are made from various kinds of medicinal plants growing wild in many places. Specimens of these medicinal herbs in our *Herbarium* would come in very usefully. The pupils should be taught by a *vedarala* the various uses of these herbs, and how to prepare them. Later in life they would be very grateful, no doubt, for the elementary knowledge of home remedies, gained in the Anglo-vernacular Boarding and Household School.

To ensure cleanliness it would be well for the pupils to wear aprons and cooking sleeves to cover the whole dress, and caps to cover the hair when working in the kitchen.

*The Dining Table.*—Spread with a clean white cloth, decorated in the centre with a vase full of flowers and leaves and ferns, the dining table is made attractive. Plates, knives and forks, and spoons put in their proper places, salt, pepper, and other necessary condiments in convenient places near the plates, the chairs placed round, and we are ready for our young lady-waiters, who come round with their dishes hot from the kitchen. A few hints beforehand as to "how to serve," and with a little practice they will soon make themselves efficient in this part of their work.

*Lamps.*—To clean lamps, to fill them with oil, trim them, and keep them in order is a most necessary lesson to learn, and the pupils should be carefully instructed therein.

*The Bedroom.*—The school dormitory and the teachers' bedrooms give ample opportunity to the pupils to learn, not only how to make a bed, but also how to keep the rooms clean and tidy. Teach them again the value of fresh air and light, and how necessary they are for the bedrooms. Do not allow any cobwebs on the walls, and have the floors swept daily. This, of course, applies also to all the other rooms in the house.

*Cleaning Day.*—Every week there should be a cleaning day (Saturday would seem to be the most suitable for it) when all the pupils should be mustered and batches of them told off to various duties, such as to dust, clean, and polish furniture, scrub the floor, polish metalware, etc. This cleaning day must be scrupulously observed, as it has much to do with the health of the pupils and the sanitary conditions of the house. On these days it would be well to have in readiness a stock of chunam for whitewashing, also tar and a disinfectant, which may be needed. A free use of them is always desirable. After cleaning time, teach the pupils to arrange the furniture properly. They should be trained to have that artistic bent of mind, that with a few ornaments a tasteful but simple drawing or sitting-room could be arranged. Do not forget the pictures. In hanging them the pupils should observe mathematical proportion as to space and artistic effect. Their eye for colour should be trained, so that they will hesitate to hang in their houses the glaring monstrosities we so often see.

*Washing and Ironing.*—There is another very important lesson which every Ceylonese lady should learn, and that is washing of fine linen, dresses, curtains, and laces, and the ironing of these articles. This is very easily learnt, and many ladies would save their pretty dresses and lace, which otherwise would be easily ruined. Therefore let us give our pupils a few lessons in washing and ironing, and they will never regret the time they have spent in learning them.

*Needlework.*—The next industry we have to teach our pupils is "needlework." This subject has been already handled by another speaker in this hall, and therefore this paper will only give the headings under which our pupils should be trained. They are:—

- (a) Hand Sewing.
- (b) Crocheting.
- (c) Knitting.
- (d) Marking.
- (e) Practical Darning.
- (f) Mending and Patching.
- (g) White Embroidery.

*Dressmaking.*—Dressmaking should form a very interesting subject. A knowledge of "Freehand and Geometrical Drawing" is indispensable for this department, for the patterns are to be made by the pupils themselves.

We should begin the course of dressmaking with the sewing of under garments, together with machine sewing. The blackboard, with square lines drawn all over it, each square to represent an inch, should be freely used for drawing the patterns, which have to be copied in a book by each pupil. Then a paper pattern should be made according to the measurement of the drawn pattern, and each pupil must cut out the garment herself and sew it. If the pupils keep their drawn patterns with the measurements marked, then they can always make a well-fitting garment.

Now will follow lessons in "dressmaking" on similar lines. We must not confine our time to European dressmaking only, but due attention should be paid also to native costumes. By that means we shall be helping to bring about a rational dress for the Sinhalese women, and at the same time helping the spread of the art of dressmaking.

*Lace-making.*—There is much to be said in favour of lace-making as an industry. Very much depends on the quality of the cotton used and on the patterns. Our pupils would use here their knowledge of drawing to advantage, and travel beyond the stereotyped patterns of the ordinary lace woman. New and artistic patterns would certainly be an improvement, and this industry is capable of infinite expansion.

*Fancy Work.*—It may be mentioned here that wool and silk embroidery taught at present in some schools is all very well in its way. But as an industry suited to Ceylon its usefulness is open to doubt. It may do very well for those on whom time hangs heavily, and to whom money is of no consequence. In its place it may be suggested that *Indian embroidery* be taught, which as an art belonging to the East would be more suitable as an industry to the Ceylonese, and create a profitable market for itself abroad.

*Basket-making, &c.*—We have another useful channel to work through, in order to encourage and foster a love for industrial work among girls, and that is by means of the village school. You all know what a Kalutara basket is, and also you have perhaps seen cigar cases and fancy mats. They are made in the villages. The baskets are made from the boiled tender leaves of the *indí* palm, and the mats, etc., from a kind of rush called *paug*, which grows in paddy fields. The industry and the trade in these articles are not what they ought to be. They need development.

Let us introduce the art of making these articles into our "Village Girls' Schools." Let the pupils who attend these schools have one or two hours' work twice or three times a week in this line. Managers or teachers should furnish the pupils with artistic designs to imitate. Fast vegetable dyes should be used and better finish given to the articles. The work thus turned out ought to be sold, and the proceeds realised should be divided between the pupils. There is some demand already for these articles, and jewellers always keep a stock of them for the passenger trade; but if better work than what exists were supplied to the trade on the lines suggested, a larger demand for it could be created, to the mutual advantage of the schools and the jewellers.

From these *indí* leaves are also made pretty little baskets with quaint designs to hold tea in lead packets of a pound or half a pound. This is quite a novel idea, and it is believed that tea in these attractive baskets has already been exported as an experimental measure to Europe. A number of similarly useful articles could be made from the *paug* and *indí* leaves by our village schools for the trade. As such we should not only be developing a useful and artistic industry among our village girls, but also we should be helping to preserve an art which is quite native to Ceylon, and which, if neglected, will die out.

Such, then, is the line of work respectfully submitted for consideration, and may our united desire to help the progress of the Ceylonese have the desired effect.



## (II.)—NATURE STUDY AND CHILDREN'S GARDENS.

BY MR. J. C. WILLIS. (Extracts from.)

As doubtless most of you know, our Department of Public Instruction, having closed the old school of Agriculture in Colombo, is about to begin a new departure in Agricultural Education in the Colony, and it may be well therefore at this stage to try to see clearly how and where we stand and what we propose to do. I say we, because, though the new departure is inaugurated by Mr. Burrows, and will be carried through by his Department, I am myself much interested in the work, and the Department over which I preside will have a good deal of help to give towards the practical carrying out of the scheme. The general thesis which I propose to expand is this: The improvement of agriculture in Ceylon is desirable and possible; much may be done by aiding and teaching cultivators already engaged in actual field work, especially in connection with "new products" and their introduction, and with the prevention of disease; more, probably, may be done in the long run by influencing the young children who will afterwards succeed to their work. Children properly trained will be better material upon which to work when they grow up, will be more interested in country life, and less anxious to migrate to the towns. The methods of agricultural teaching in elementary schools have hitherto mostly failed. Why is this? What do we desire to do? What can we do? And in what method may we best set about it?...

To possess the capability of observing at all is a most valuable endowment in the race of life, but it is yet more important to have the power of observing accurately, and of drawing conclusions from what is observed, or in the homely English saying, putting two and two together. As with all other faculties, men are born with different degrees of endowment in this respect, but probably all have in some degree these faculties, which can be, and must be, developed by training, and if early in life, so much the better. Those in whom, from hereditary gifts or by excellent early training, these faculties are very highly developed, tend to devote their lives to the advancement of Science, using the term in its widest sense of knowledge; but all men in whatever calling or branch of life may possess with advantage some of the power that is given by these capacities if properly trained and developed. The man who can observe accurately and reason accurately from what he sees, holds in his hands one of the most important keys of the gate of success, and one of the most potent influences in making life worth living.

These faculties, which when trained to their highest degree produce such extraordinary results, are the very life blood of Science. We cannot all hope to possess them in the highest degree, nor is it desirable that we should, but we can all do our best to cultivate them, and their possession in an average degree constitutes a large part of that valuable quality—common sense, of which Huxley has said, and truly, that Science is simply organised common sense. To return to the main line of the thesis we are dealing with, we want, then, to train our youngsters in the methods of observation and of reasoning from observation. In my remarks this afternoon I desire it to be clearly understood that I am making no attack on other subjects of teaching when I say that to attain the end we have at the moment in view we must give the children some scientific teaching in the natural sciences. No other training can so well give that which we are now in search of, and no system of education is complete which makes no provision for the training of the faculties we have mentioned.

Children of the present generation trained in the art of observation, and capable of drawing reasonable and simple deductions from what they see, will be far more capable of deriving benefit from my successors at Peradeniya than are their parents from anything that I can do to help them. There is in many quarters a strong popular prejudice against any application of scientific knowledge to practice, expressed in the well-known adage, "An ounce of practice is worth a ton of theory." There is a basis of truth underlying this saying, as is always the case. . . .

The idea dates largely from the early part of the last century, before the rise of modern inductive science had progressed to any great extent, and when people were still in the habit of drawing deductions, even on the most important subjects, from *a priori* views or from statements in the ancient classics or similar sources. Modern science works on a different principle; it recognises no authorities, and works steadily from the known to the unknown. Its life blood is the method which has been mentioned above; the collection of accurate facts and observations, the classifying of these facts and the drawing of deductions from them, and the applications of experimental tests to these deductions. When a deduction is first drawn from a large number of facts, which seems to indicate some general principle, or law underlying them, we speak of it as an hypothesis; this hypothesis is then tested by applying it to all the new facts that turn up, and by making further deductions from it, and testing these against facts, and so on. If the hypothesis comes triumphantly through the ordeal, it gradually rises to the rank of a theory, and we begin to base more important deductions upon it. No theory in the natural sciences can hope to rise to the rank of an absolute certainty, but such theories as those of gravitation, light, and evolution have risen to the rank of what we may call practical working certainties.

Nothing can replace in the practical work of an art or profession the laborious training in details that is necessary and customary; but the man who, besides learning the details, learns the reasons, the principles that underlie the details, is far better equipped than he who has merely learnt everything by rote and works by "rule of thumb." Other things being equal, the former will soon surpass the latter, and from him will come, by his putting of two and two together, improvements in practice and methods which will soon enable him to far outstrip the merely "practical man" so-called.

It follows from all this that school is the place to learn principles rather than details of practice, but the pupils must learn them by the rational method of collecting their own facts and drawing their own deductions, testing them themselves, with the least help possible from the masters, who should guide rather than preach. Children thus trained to observe for themselves and to inquire into the why and wherefore of things, to record accurately, and to put two and two together, will, when grown up, be less conservative and more reasonable, but at the same time they will be far less liable to delusion by quacks, or to accept statements and recommendations on mere authority. In my official capacity I have to do with a very large number of inquirers on agricultural topics, to whom I have to make recommendations, which are in fact deductions based on my own knowledge, added to that obtained in other countries. I may divide the receivers of these recommendations into two classes, which will include all but a very few. The members of the one say, "An ounce of practice is worth a ton of theory;" and taking for granted that as I have not the detailed practical knowledge of the subject that they have, my recommendations (if they happen to differ from their own views) must be of no value for practical application, conclude that science applied to agriculture is all humbug. The others go to the opposite extreme, and say, "The Director of the Royal Botanic Gardens says so and so, therefore it must be right under all circumstances." Many of the latter class act on recommendations made for particular circumstances under totally altered circumstances (forgetting the old adage that "circumstances alter cases") find the result to be failure, and promptly go over to the first class that I have mentioned, thereby among other sins committing that of drawing sweeping deductions from one fact, and not testing their deductions by applying them to other cases.

The truth, as so often is the case, lies between these two extremes, and how few there be that find it! Even the youngest of us, in the words of the famous Master of Trinity, is not infallible, and no man's recommendation should be accepted as dogma. The man who has learnt to observe and to reason from his observations will take these statements, like all others on controversial topics, as simply representing the best deduction that their author could

make from the facts at his disposal, but before he proceeds to any action upon them he will criticise the facts upon which they are based, and then proceed to test them by applying them to any facts with which he is himself acquainted, and to the altered circumstances of his own case. If our agriculturists of the future have been trained in their youth to such habits of mind and thought, the progress of agriculture in Ceylon will be rapid. We cannot hope to do much in one generation, but every little helps; and unless we are to be left hopelessly behind in the world's progress we must make the attempt.

One great problem which constantly confronts the statesmen of Europe, and even of young countries like America and Australia, is the constantly growing tendency for the young men and women as they grow up to maturity to forsake the country with its healthy life and go to the big towns. Desire for greater social opportunities doubtless has something to do with this, and the increase of improved means of locomotion will help to check it, but one great cause, if not the greatest, is no doubt the growing dislike to the simple life and pleasures of the country, largely fostered by an unsound system of education. The children in a number of country schools in America were recently asked where they would live when they grew up, whether in the country or in the town, and voted almost unanimously in favour of the latter. Too much stress must not be laid on this result, but it goes to prove the general contention.

Were our children properly educated in observation of the countless objects and phenomena of interest around them, and did they understand the principles underlying the arts of agriculture and of other country occupations, there can be little doubt that the tendency to move to the towns would be to some extent checked; and this in a purely agricultural country like Ceylon, and one in which, one is ashamed to realise, is in many respects one of the most richly endowed by Nature, would be pure gain.

Agricultural teaching in the rural schools in Ceylon, as in England, has hitherto been nearly always a failure, and in the light of the preceding remarks it is not difficult to see the reason for this failure. We have tried to do too much; and, to use the popular saying, we have also got hold of the wrong end of the stick. We have exactly reversed the scientific method which I have endeavoured to describe, and have taught by didactic methods, giving dogmatic information, not allowing criticism by the pupils, not helping them to find out things for themselves, not asking them to draw their own deductions, nor to test those deductions, but teaching them the deductions that in the view of the teacher they ought to draw from the facts which have been crammed into them, and which the teacher himself has often "crammed." We have set the teacher, who, as a rule, has had little or no practical knowledge of agriculture or horticulture, to teach the complex and difficult arts to the sons of the very people who have the largest practical knowledge of them. The result, where it has not been disastrous, has commonly been at least laughable or pathetic. The teacher, in consequence of his incapacity to do better than, or even to do as well as, his pupils' relatives, and as well as the village critics expect, has become more or less of a laughing-stock to the village, and has lost prestige and influence with his scholars. And nothing else was to be expected. The worst of it is not this, however, but the fact that such failures bring disrepute upon all teaching of agriculture or science; the teaching has been that of science falsely so called, but this the common people can hardly be expected to see. It follows, therefore, that we cannot teach agriculture or horticulture as such in our elementary schools, unless perhaps in the rare cases in which we have an expert available to do the teaching. Even in this case such teaching is not to be recommended. The special training in the practice of an art or profession should not come till later in life than early childhood. The general faculties should first be trained—education, not information, is the first to be desired. The educated child, who has learnt to think and to observe, will acquire special knowledge more readily and intelligently afterwards.

We desire, however, to train our children in such a way that when they grow up they may be as intelligent agriculturists or horticulturists as possible;

that they may be receptive, but critical, towards new ideas and improvements in agriculture or in horticulture; that they may understand the reasons of the acts or operations they perform in the practice of these arts; that they may be able to think for themselves over their actions, observe accurately and draw proper conclusions from what they see; that they may be thus able to find out the principles that govern these operations, and further able to think out improvements in them, and to test those improvements before applying them on a large scale. If this ideal be granted, let us now proceed to consider how we may best attain it.

Agriculture and horticulture are as yet arts, not sciences, but like all other arts have sciences underlying them. An art must be learnt by constant and laborious attention to minute details and by incessant practice, but the learning is much easier if the learner be acquainted with the reasons why the operations are carried out in those ways that are found best in practice. Nothing can replace this laborious technical training, but it can be rendered easier and more interesting by a study of principles. The man who learns purely by rule of thumb may become an extremely skilled and successful practical man, but he has very great limitations. Circumstances alter cases, and if the circumstances attending a particular operation which he has been accustomed to perform in a particular way be altered, so that his method is no longer applicable, he is, unless he has the faculty of observation and deduction, at a loss to adapt himself to the new circumstances. He occupies much the position of the student in the poem: "And though he wrote it all by rote, he did not write it right." I may mention as a concrete example the case of a farmer transferred from the winter and summer climate of England to the perpetual summer of Ceylon, or from the wet climate of England to the dry one of California. He is almost compelled to learn his whole art over again. We can now partly understand why the agriculturist is so conservative, why he so strongly resists alterations or improvements in his art, and himself makes so few of these. So long as he is confined to his one little groove, and circumstances remain unchanged, he may be a very successful man, but with altered circumstances, and in these days of world wide intercourse and competition circumstances change when least expected, and from unforeseen causes, he is very apt to come to grief. There can be no doubt that if he understood the reasons of things he would be the better man, and less at the mercy of his circumstances. The man whose circumstances are too strong for him is the man who goes to the wall when the time of stress comes.

No man, therefore, should learn an art without at the same time or previously learning the principles or sciences underlying it. But here, again, it is more important to learn the principles than the details. A man may have a wonderfully complete knowledge of chemistry or botany, and be utterly unable to apply it to his art. The important thing, as we have already seen, is that he learn how to observe and draw conclusions; that is, that he learn the methods which are common to all sciences and how to use them, not that he learn a mass of the facts of the sciences. A young child should learn not science as commonly understood in school teaching work, but the methods of science as already described. At a later period he may, if he will, learn actual sciences such as chemistry or botany, and finally, if he be intended for an art or profession, he must learn, laboriously and thoroughly, the details of the practical work of that art or profession. The better his preliminary training, the easier and more interesting will be this part of his work, and the better practitioner will he be for it. There is another important point that must be mentioned in this connection before we assume the main line of our thesis. There is a great difference between the various arts that are underlain by sciences in their relationships with those sciences. It must never be forgotten that the art as practised by good workers represents a very large mass of real knowledge of facts and of the results to be expected from certain causes. The rules of work are largely empirical, but before science can really be of much help in the art, she must, so to speak, overtake these empirical rules and facts and explain them in the light of more general rules and principles. In such arts as dyeing, telegraphy, or medicine, this has for some time

been the case, and often scientific knowledge is far ahead of practice. In such cases a training in the underlying sciences is already recognised as a necessity for the would-be practitioner, and the man who is not scientifically trained is often stigmatised as a quack. The same evolution is going on in the art of teaching, which not many years ago was one of the great refuges of the failures in other walks of life. The growth of psychology and of the other sciences underlying the art is leading to an increasing demand that teachers shall be properly trained before being allowed to practise their art. So it is again with agriculture, the oldest of the arts, and the most important in the history of mankind. Owing to its age, its importance, and the wide differences in the countries and climates in which it is practised, and also to the fact that it is underlain not by one science, but by many, *e.g.*, chemistry, physics, geology, botany, zoology, bacteriology, political economy, engineering, etc., agriculture, and to a less degree its offshoot horticulture, is a very complex and difficult art, requiring much laborious training for its successful practice in any of the older established agricultural industries. Industries new to the countries in which they are practised or favoured by political circumstances require, in general, less training for their successful practice, until, by lapse of time or other change of conditions, they come into line with the older industries. Most tropical planting industries come at first under this category, and a year's apprenticeship is considered to give as good a grasp of the work as the three to five years required in most of the old agricultural industries.

The empirical rules of agriculture are very complex, very numerous, and by long experience in different countries have become wonderfully adapted to varying circumstances. Hence, science has been long in overtaking practice, and in many departments is still behind, but she is gaining daily, and in some respects, *e.g.*, in the application of manures, the applications of science have completely revolutionised agricultural practice. Although owing to its complexity and to its requiring considerable capital, agriculture has attracted perhaps fewer of the incompetent than the other arts, still there are many who must inevitably be ousted as the competition becomes more severe; and it is becoming daily more evident that the agriculturist of the future must be trained, not only in the practice of his art, but also in the underlying principles, if he is to practice it successfully. Those who neglect the science of their arts must fall behind. I may instance the somewhat hackneyed, but none the less significant case of the loss by England of the aniline dye industry, and the severe attack now being made by a powerful and successful scientific manufacturing company in Germany on the indigo industry of India, and again the conquest of the world's cinchona market by the Java planters by means of the steady improvement of their barks by selection of the best trees in each generation.

In devising a practical working scheme for the attainment of the ends we have been considering, we must remember the limitations imposed upon us, especially those of science itself, of the teachers who have to conduct the working of the scheme, of the pupils we have to deal with, and of practical convenience and efficiency in working. Take first those of science. We must always be most careful to avoid the pitfall indicated in the "ounce of practice" saying. Science rests on observation and experiment, and nothing should be taught to pupils if it can possibly be avoided which they cannot themselves, with a certain amount of help as required from the masters, test by actual observation and experiment. Most stress should be laid on those branches of work in which the underlying principles involved are simple and capable of scientific explanation without too great a demand on the previous knowledge of the pupils. In the case of staple crops, which have been grown with success in the country for long periods, the empirical rules are generally very perfect for the conditions under which the crops are usually grown, and science is often incapable of explaining many of them. Hence the cultivation of such crops in school gardens is not to be recommended for this as well as other reasons to be explained below. Only the simplest features of the agriculture of such crops should be dealt with; they cannot well be totally ignored and

when the teacher is ignorant of the reason underlying a particular action, he should never hesitate to confess as much, and if it be possible for him to devise experiments to test any suggested reasons, he should do so, and refer to the superintendent or other higher authority when he has the chance.

Now, consider the limitations of the teacher. As a general rule, he has had no training in the art of agriculture or horticulture; often he is a town-bred man, with comparatively little familiarity with the common sights and operations of the country. No one can properly teach these difficult arts without a thorough personal acquaintance with them. The teacher may, however, have, and often has, a love or taste for Nature and outdoor life and work. In that case, and that only, he should teach the children under his charge (on the lines we have indicated above and shall describe further below) some of the simple facts and phenomena of the natural life around them, and the simple operations and their principles involved in the arts of agriculture and horticulture, avoiding so far as possible dealing with staple crops of the district, and testing, and causing his pupils to test, every statement made. If he attempt to teach the actual arts of agriculture or horticulture, or to interfere with the methods in local use in cultivating staple crops, he courts failure, and departs from the principles of education laid down above, and will be fortunate if he do not become an object of scorn to the neighbourhood.

Consider, again, the limitations of the pupil. Most of the scholars of our rural schools are very young, and consequently must be very simply taught. On the other hand, it is a matter of daily remark that children have the faculty of observation more developed than adults, and very often, in Eastern races especially, have more also of the capacity of drawing deductions from what they observe. We must be careful in our training of them to encourage and draw out these natural capacities, rather than to discourage or repress them, as is too often done. Teaching, therefore, should be as little didactic as possible, especially in dealing with natural objects and with the subjects under consideration, and every attempt on the part of the children to observe and reason for themselves must be encouraged. Even when the observation or deduction is wrong, they should not simply be told so, but made to prove it for themselves by simple experiment or further observation. Again, the lessons must be as interesting as possible, and consequently should, if possible, not exceed half an hour at a time. They should never be made the subject of direct examination in the ordinary sense; indeed, this will hardly be possible owing to their informal nature and the variety from which the teacher may choose if he take an interest in such work or in the world around him. On the other hand, the older pupils should be encouraged to write accounts of things observed by themselves, and if they can illustrate these by drawings, so much the better.

The lessons should never when practicable be arranged as a definite course, but taken up as occasion offers. When the seeds of some particular plant are sown in the school garden in the ordinary course of the seasons, the occasion should be taken to deal with seeds and their germination and growth; when a caterpillar attacks some of the trees or plants in the garden or the neighbourhood, the occurrence may be made the subject of study by the teachers and pupils, and so on in a variety and extent limited only by the capacity of the teacher. Having now at some length defined our position, let us briefly consider details of working. I have been at pains to make the position and policy clear, because this is an important departure, which, if successfully started, will place Ceylon in many respects ahead of most other parts of the Empire in the matter of agricultural education in the village schools. The district in which the principles we have been considering are most clearly understood and acted on is the State of New York, where what is often known as the Cornell Nature Study system of teaching is carried on upon a very large scale by the Agricultural Department of Cornell University, the chief spirit in the movement being Professor L. H. Bailey, so well known for his horticultural and botanical works. It is a modification of this scheme to suit our local requirements that it is proposed for trial in Ceylon. We propose to combine with the teaching of Nature Study the formation of school

gardens, in which masters and pupils may work with their own hands at simple horticultural and agricultural operations under the occasional direction of a travelling superintendent, who may also help the work by the giving of simple lessons. We propose to open at first a few such school gardens, and mainly near Colombo, where supervision is easy, and afterwards to extend as experience may dictate. These gardens will be small and informal, and contain only a very limited number of kinds of plants. These will be both ornamental and useful; we must not be too utilitarian with our children, and a pretty and well-laid out school garden may have a very great influence both upon the children themselves and upon the neighbourhood. With regard to the useful plants, the principle laid down above, that no direct agricultural teaching be given, and that as little interference as possible be made with staple crops, will be acted on in this way, that so far as practicable the useful plants distributed to a given garden will be such as are not commonly cultivated in the neighbourhood, but seem likely to do well there. Thus, in the school gardens of the western districts many kinds of yams, whose cultivation is simple, may be introduced, and those that succeed will doubtless spread in time to the gardens of the villagers. Not merely annual crops will be planted in the gardens, but also a certain number of trees for shade; and here, again, kinds will be introduced which are likely to prove of value in the district.

One great difficulty against which we have to contend in this country is the great tendency for boys who have received a smattering of English education to desert country life for the towns, and handicrafts for the far less profitable and less healthy occupation of clerkship. The sooner we recognise that the latter is also the less honourable, because less exacting from mind and body than skilled manual labour, the better. One important feature in the new departure will be that it will as far as possible be conducted by aid of vernacular teaching. It is also an important point that the working of the gardens attached to the schools is to be done purely by the labour of masters and pupils, without the aid of garden coolies. One-third of the produce will be the property of the masters, one-third that of the boys, and the remaining third will be taken by the Public Instruction Department for seed for the next crops in this and other schools. The quality of the plants distributed will be secured by sending them out, in the first case, from the Royal Botanic Gardens, through the intermediate agency of a small stock garden in Colombo in charge of the travelling superintendent.

Every scholar in the school should help in the garden, and if possible grow a few plants all by himself. We want all the children to learn something about plants at first hand, to grow them as well as they can, to make mistakes and learn by further trial how to avoid them in future, and to come to love the plants. The school garden should be as ornamentally laid out as possible, and masters and scholars should take a pride in their garden, and do all they can to improve it continually. A circular, containing hints on laying out of gardens, will shortly be issued by the Royal Botanic Gardens, and every effort should be used to make the schools gardens pretty and attractive. All but a very few of even the purely economic and useful plants sent out to the gardens may be made to serve in the matter of ornamental planting. A pretty school garden will be a benefit to the neighbourhood, and more attractive to the scholars themselves. There is much room for improvement in this respect in Ceylon.

The general principles of ornamental gardening and laying out of land should be first considered, and then the particular piece of land in question should be looked at carefully from every point of view, and a general working plan of a very simple kind drawn up for the guidance of the workers. Here a path is to be made, here an ugly building to be hidden by a shrubbery or some trees, there is a pretty view to be opened out, here a rockery or a flower-bed, there a clump of trees, and so on. Such and such ornamental plants will be available, and their positions should be chosen when the general plan has been decided; such and such economic plants are to be tried here, scattered among others; such and such to be planted there in special beds. Let the children go out into the lanes and woods and bring back plants from

them and try to grow them in the gardens, choosing the places for them which are most like those from which they came. This is one of the very best ways of fostering a love of gardening in children, and their mistakes and failure will be productive of much benefit to them if properly treated as a stimulus to further observation with a view to finding out the reasons for them. Never laugh at a child's mistakes or failures, but try to help him to find out why he failed, and then let him try again in a different way till he succeeds.

The contents of the school gardens and the animate and inanimate natural objects around will be used as object lessons for the Nature Study method of instruction which we have indicated above. To aid in this work leaflets will be issued by the staff of the Department over which I preside for the use of the teachers, or, in cases where they are ignorant of English, of the travelling superintendent of the work. The proper use of these depends entirely upon the teacher, and where he is not in sympathy with the general principle, or takes no interest in the world around him, it will be better to discontinue the experiment, except perhaps for an occasional lesson from the superintendent. In any case the lessons should be informal, and take place when occasion offers in the shape of something of interest, and they should never last more than twenty minutes or so, as the attention of children soon flags. A good teacher will be able to find countless objects of interest, and to help his children in devising many interesting experiments to test their deductions or the reasons for doing just such and such operations in the garden. At first it may perhaps be well to keep to the lessons described in the leaflets and to other similar ones prepared by the superintendent, but as the teachers get into sympathy with the method and experienced in its working, they should make lessons for themselves.

The teacher need not necessarily know anything about the objects to be dealt with at first, but may bring them in and study them for himself and try what he can find out about them, and refer to the superintendent on his tours for confirmation or correction of his ideas. Only the best teachers, however, should try so much, and the majority should at first rely on the leaflets and on the lessons given by the superintendent. In no case should the teacher give a lesson on any common object or phenomenon until he has first carefully studied it himself and become familiar with it, and with the likely mistakes into which the scholars may fall. He should, however, never be afraid to confess ignorance to his pupils, nor to tell them that so and so is all he knows, and he should never under any circumstances give invented reasons; let him, if he can, suggest possible reasons, and try to test his ideas with his pupils' aid. As he gains in familiarity with the natural objects about him, let him sometimes take his pupils into the field or the jungle, or along the road, to look for objects of interest, which may be brought in for study, and planted, if necessary, in the school garden. Let him seize every opportunity of getting his pupils to observe for themselves. Let him, for example, sometimes ask them to describe what they have seen at the roadside on their way to school; this will form an excellent theme for essay writing, and accuracy of observation should be highly marked: let the descriptions be as brief as possible consistent with accuracy. If the pupils make mistakes in descriptions or observations, let him refer them back to the original objects, not simply tell them that they are wrong, nor correct their answers. With the view of aiding the teachers in such directions of work, questions for answer are appended to the leaflets issued by the Royal Botanic Gardens. The teachers are left to find out for themselves the answers to these questions, and they should refer to the superintendent in cases of doubt.

Such, in brief, is the general scheme which is now beginning operation. We must be content to hasten slowly, and not expect results too soon. Hitherto we have tried to go too fast, with the result that we have scarcely progressed at all, and in future we must try to avoid this error.

I need hardly point out that this method of teaching is equally well adapted to the teaching of young children by their parents independently of the school course. Let parents start their children with little gardens of their own and teach them on these lines. They will find a new interest in life, a thing much to be desired.



## NOTE II.

CEYLON ADMINISTRATION REPORTS, 1902. PART  
IV. MISCELLANEOUS. PUBLIC INSTRUCTION.  
(EXTRACT FROM).XXIV.—REPORT OF MR. C. DENBERG, SUPERINTENDENT OF  
SCHOOL GARDENS (Extract from).

The utility of the gardens cannot, particularly at this early stage, be gauged by receipts or profits, as in most cases they are situated in remote parts of the Island, where they are calculated to do more good than if close to market centres. In such cases, therefore, a market has yet to spring up for the products introduced through and grown in the school gardens. It is indeed one of the objects of the scheme to create a demand for such products, and better financial results are bound to follow as the scheme matures. It should be further borne in mind that, besides the implements and seeds supplied to them, the teachers receive no financial aid, and are not permitted to employ and charge for hired labour: all the operations in the garden have to be performed by the scholars themselves. The additional work demanded of teachers in connection with this scheme is of a special and, in most cases, of an exacting nature, and it is not unreasonable that they should expect some recognition of that work when satisfactorily performed: for if ornamental gardening among railway station masters is considered worthy of encouragement by the offer of prizes, much more so is economic gardening among schoolmasters deserving of recognition and reward. At the same time the school children must also be encouraged, and an annual distribution of prizes should act as a great incentive to good work.

The resolution of the Colombo Agri-Horticultural Society to hold village shows (the benefits of which it is unnecessary for me to enlarge on) and to award prizes for school gardens will materially help on the scheme. I am also sanguine of raising a fund for providing prizes for school children. So that there is a prospect of the good work of both teachers and scholars being recognised from outside the Department.

I shall now proceed to deal with the question, "What practical purpose do these school gardens serve?" They constitute in each Province so many centres from which the people can obtain seeds and plants of edible and otherwise useful products. Whether from lack of energy or opportunity, it is beyond the power of the villager to procure for himself such seeds and plants from the Botanic Gardens or other local or foreign source as it would be to his advantage to have. The occasional distribution of seeds through headmen is attended by very uncertain results, and only where a Government agent or his Assistant has taken a personal interest in seed distribution has any definite advantage followed. In consequence there has been no appreciable change, either as regards variety or quality of produce, in village cultivation for many years past, and such improvement as there has been is of a local nature, as arising from special local influences. Now, however, the school gardens serve as agencies between the village and the central stock garden, and, through the latter, all other possible sources of seed supply.

In this way each garden is a means of bringing to the notice of the people such improved and new varieties of plants as are suitable for cultivation by them. The multiplication of food crops, particularly in districts where the ordinary diet of the people is lacking in quality and variety, is, it will be readily admitted, an important factor in sanitary reform, and the school garden scheme has provided the organisation for effecting this.

Further the school garden serves as an object lesson, inasmuch as it gives the people an opportunity of seeing the actual cultivation of the seeds distributed; and this is of the greatest importance, as the village cultivator, proverbially conservative, could not afford, even if he desired, to indulge in experiment.

Through the central stock garden the school gardens provide for the exchange of seed, so important an element in the improvement of crops, by which the best seeds of one district are introduced into another and *vice versa*. In terms of a Circular I have issued with reference to the selection and preservation of seed, one-third of the selected seed is retained for future use in the school garden, one-third distributed among the children and their parents, and the remaining third transmitted to me.

In this connection I might mention that the collection and selection, drying and storing, packing and distributing of seed, constitute one of the chief duties of the manager of the stock garden, who also keeps a record of all seeds distributed.

My travels in the interior have brought to my knowledge many little known facts, and afforded me the opportunity of discovering and supplying the wants of particular localities. In some parts such invaluable trees as jak and bread-fruit are not seen, though the people can ill-afford to be without them, the radish has never been heard of, and no use is being made of such common vegetables as bandakkai (*Hibiscus esculentus*) and alanga (*Ipomoea muricata*); and yet the people are content to eat the flower buds of kahata (*Careya arborea*) and other wild products of unknown food value. A visitor from the Gold Coast, whom I supplied with a collection of native vegetable seeds, recognised among them species that were found in West Africa, but the uses of which were unknown. The same state of affairs exists in parts of the Island, which for want of exploiting by an agricultural official have so long remained ignorant of the value of many edible products. But the constant supply of seed of native vegetables, exotics possible of cultivation, and new varieties introduced from abroad (some of which like Australian spinach—*Chenopodium album*—have taken to the soil with the people) that has gone out to the school gardens has done a great deal towards meeting the wants of the country districts. The useful work done in this way it is of course not possible to gauge at present, but should be soon apparent.

In 1896 the Indian Government felt justified in expending a sum of no less than Rs. 108,000 in the purchase of carrot seed for free distribution throughout India. With the knowledge—through printed reports—of the unfortunate history of this magnificent experiment, I venture to think our system of supplying seed through the agency of the school gardens, where, however, their cultivation is demonstrated, is a surer, if less conspicuous means of inducing the village cultivator to grow a larger variety and better quality of food crops.

In the stock garden I am making as complete as possible a collection of native and foreign varieties of the yam, the cultivation of which cannot, I think, be too largely taken up in the outlying parts of the Island.

Besides vegetables, the school gardens are growing fruits suitable for cultivation in the different localities, so that it will not be long before there will exist at each school garden so many agencies in the shape of fruiting trees for the extension of fruit cultivation in the Island.

At present fruits like the sapodilla (*Achras Sapota*), which, as in Calcutta, should when in season be found in quantities in our markets, are rarely seen, and the tree is only found growing in old gardens.

The plants for the nursery of fruit trees in the stock garden were supplied by the Royal Botanic Gardens, as well as raised from seed. From Mr. W. H. Wright of Mirigama I received seeds of the excellent mangosteens grown

by him, from the Trinidad Botanic Garden seeds of a highly recommended guava, from the Agricultural Department of Queensland eight of the best varieties of bananas grown in that Colony. The bananas are now well established in the stock garden, and are already throwing out shoots, which will be shortly available for distribution. The varieties received are named "Ladies' fingers," "Sugar," "Moku," "Butter," "Delana," and "Decca." I am expecting a further supply of banana plants from Fiji. From the Director-General of Agriculture for India I have received three varieties of American sweet potatoes found suitable for cultivation in India, viz., the "Nancimond," "New Jersey," and "Virginia." These I hope to gradually spread about the country.

The Ceylon goiya is not, as is generally supposed, an expert market gardener. The contrary is only true of special communities and districts, where a knowledge of horticulture, as of carpentry or basket-making, may be said to be hereditary. So that technical instruction in this, as in other industrial occupations, must be recognised as supplying a want which, though it may not be popularly admitted, really exists.

In addition to the advantages of school gardening as a desirable occupation for children from a physical, sanitary, and recreative point of view, there is the advantage that must follow a study of plants and the details of their cultivation and growth, and the opportunities afforded for observation and reasoning on lines suggested by such study. I am convinced that the children who work in school gardens are acquiring much useful information of a practical character.

With the idea of developing the educational side of the scheme, pamphlets and leaflets in English and Sinhalese have been printed and freely circulated. The first, prepared by the Director of Botanic Gardens, treats of school gardens and nature study. The laying out of a garden was the subject of a leaflet written by me, and I have also prepared a junior and senior course in the study of plant life. The Government entomologist has contributed a paper on the silkworm and silk.

An attempt is being made (through the agency of school gardens) to popularise sericulture as a home industry in the villages. I have supplied twenty-eight schools with mulberry cuttings for providing a stock of food for the silkworms. A few schools were also supplied with silkworm eggs provided by Mr. Green, but these failed to hatch out owing to the eggs not having been previously subjected to refrigeration. It is intended to shortly distribute a fresh lot of eggs after the necessary refrigeration. In the meantime I have placed myself in communication with Professor Mukerji, an Indian authority on sericulture, as well as the Principal of the Sericulture School at Rampur Boalia, Rajshahi, with a view to drawing supplies of eggs from India.

In apiculture the experimental working of a frame hive is still being continued. Through this means I have gained some useful information in the management of Ceylon bees. Though my efforts to induce the bees to store honey in a "super" have proved unsuccessful, it is a satisfaction to know that they can be sufficiently domesticated to build in frames, and that there is a prospect of rational method of keeping bees for honey and wax, displacing the rough and ready devices in vogue among the natives, necessitating the employment of drastic measures for securing the honey and resulting in the loss of valuable insect life. The garden honey I have produced has proved to be infinitely superior to ordinary wild honey. Not the least important aspect of the experiment in apiculture is the possible advantage of bee-keeping to the planting industry, as insuring more certain fertilisation in the case of fruit-bearing crops.

A complete set of grafting and budding tools was procured from Messrs. Carter & Sons, London, and they are at present being used in the stock garden before utilising them for demonstrations at school gardens.

I have made a number of experiments with insecticides and fungicides and the means of applying them, and have devised a convenient hand pump with "cyclone nozzle" attachment for delivering sprays in the form of a mist. I was led to do this in consequence of "knapsack" spraying machines proving too cumbersome for work out here. I am keeping a stock of materials for making up kerosine emulsion and Bordeaux solution for use in school gardens whenever necessary. As a cheap and non-poisonous insecticide I recommend a mixture of castor oil and soap, emulsified with the aid of carbonate of soda. As both the oil and the soap are procurable by teachers, it would only be necessary to supply them with the carbonate, which is cheap enough and can be forwarded in parcel form through the post, thus doing away with the inconvenience of having to send fluid preparations.

The treatment of betel disease has also received my attention. In December I took in hand a diseased plot of betel in Jawatta, situated at a convenient distance from my office, and visited the garden often while it was under treatment. I am glad to report that the measures adopted by me were attended with very satisfactory results.

## APPENDIX 8.

### THE EDUCATION OF THE INDIANS OF CANADA.

How to educate—to lead up to a higher intellectual, social, and moral standard—the aboriginal, or, as we like to call them, the inferior races, is always a problem of no little complexity. The difficulty varies partly with the motives and ideas with which we set out to attempt to accomplish that object, and partly with the natural habits and the environments of the people themselves. In the more distant tropical countries where the Aborigines, when first brought into contact with white men, were more or less in a state of barbarism; where there is no white permanently-resident population with whom they may be brought into business competition or social comparison, where consequently they can be treated as a separate unit, the problem is a comparatively easy one. But in the temperate zone, where they may have been for some time con-sorting with civilised people, where there is a "poor white" population, and where it is a question whether or not the two races can fuse one with the other, the problem becomes one of complexity. It is a question no less for the politician than for the educationalist whether or not the attempt should be made so to raise the lower race, that the dividing line between it and the higher grade of civilisation may eventually be obliterated. Education, however, of some sort we all admit it to be our duty to provide for our less civilised brother, though we may have to wait a long time for an answer to the question, "What will he do with it" ?

Do we get even now from the oldest of all our Colonies any satisfactory answer? In considering the prospects and the result of the education of the Aborigines—wrongly, but universally called "Indians"—of Canada, we must bear it in mind that there are two Canadas, the old and the new, the East and the West; that, while the bringing of the latter within the area of civilisation and education is a matter of little more than thirty years, in the greater part of the former the Indians have been Christians at least in name, and more or less civilised, for between two or three centuries. For the further understanding of the position one must touch on history, statistics, and religion.

Prior to the creation of the Dominion the care of the Indians was in the hands of the Government of each Province, and as in the Eastern or Acadian Provinces—Quebec, New Brunswick, Nova Scotia, and Prince Edward Island—the early settlers had been French and the early missionaries Jesuits, their education—if education it could be called—was practically left to the supervision of the Roman Catholic Church. Very little indeed, it must be confessed, was done towards the raising of the race to a higher

social or intellectual level. True, they were all nominally Christians, and each settlement of any size has its little church dedicated to St. Anne. The Indians wear white men's clothes, to a considerable extent they follow white men's pursuits; they have shed most of the relics of their vagrant, and all those of their purely savage, life; but they remain, if a quiet and harmless, still a distinct and an inferior race. Since they passed under the care of the Dominion Government more seems to have been done in the establishment of day schools; but in looking through the agents' reports in the Blue Book one finds very little of an encouraging character.\* The attendance is very slack and irregular. "The parents take no interest," is a constantly recurring remark. There are, for instance, three schools in one district in New Brunswick, with 100 Indian children on the books, and the average attendance is only twelve. In the Province of Quebec some of these day schools seem to be excellently managed, and the results very good; notably so among the Iroquois of Caughnawaga, and the Hurons of Lorette. Whether it is due to the absence of competition as to the welfare of the Indians, or to the fact that such institutions are comparatively modern, whereas the settlement of the east of the Dominion is relatively old, it is a fact that in none of these four Provinces is there one boarding or industrial school for the Indian children, and consequently there are no official data available as to their progress, if any, in technical education.

To understand the problem of dealing with its Aborigines as presented to the Canadian Government, one must get some idea of the vast size of the country. The eastern edge of the Dominion in Labrador is in Long. 55 W.; the western edge north of Vancouver Island, is in Long. 135 W. Its most southerly point, in Lake Erie, is in Lat. 41.30 N. (about that of Florence, in Italy); its northern limit is—well, the Pole. Leaving the Esquimaux out of the reckoning, there are about 100,000 "Indians" scattered over this enormous area. While the original nations or tribes may have been comparatively few, the present sub-divisions into "bands" are almost innumerable, while the various languages or dialects have not yet been tabulated. It must be remembered that thirty-five years ago all the country to the west of Sault St. Marie was, speaking broadly, unoccupied and unknown. The Indians were wild, untamed, and in some cases dangerous, and it is very much to the credit of the Government that they have all been brought under control, and have accepted supervision without any serious disturbance or expression of dissatisfaction.

One cannot dispense with statistics, and these are supplied profusely in the report made annually by the Deputy-Superintendent of Indian Affairs to the Minister of the Interior, the Parliamentary head of the Department. From it we learn that, "of the 290 Indian schools of all classes in the Dominion, 40 are classed

\* The Blue Book referred to is, "Dominion of Canada: Annual Report of the Department of Indian Affairs."

as undenominational; 104 are conducted in connection with the Roman Catholic Church; 90 with the Church of England; 40 with the Methodist, and 13 with the Presbyterian Churches. The number of children (in 1900) was 9,576 as against 9,634 in 1899, and the average attendance 6,117, as against 6,193, a slight decrease in both directions." Of these 290 schools 226 are day, 42 boarding, and 22 industrial schools, and these are apportioned among the several Provinces and Churches, and according (roughly) to the number of Indians, as follows: For the 4,000 Indians in the three Maritime Provinces there are 17 day schools; for the 11,000 Indians in Quebec there are on record but 18 day schools; and, as said above, no boarding or industrial schools. In the Maritime Provinces the Indians are exclusively Roman Catholic, and in Quebec almost entirely so. Of the 20,000 Indians in Ontario one-third are Roman Catholic, one-fourth Anglican, and one-fifth Methodist, while there are still 3,000 registered as pagans. For the 1,459 children there are 74 day, 1 boarding, and 5 industrial schools. In Manitoba and the North-West Territories—i.e., the country as far west as the Rocky Mountains—there are 24,500 Indians, 5,000 being Romanists, rather more than that number Angloans, 4,000 Methodists, between six and seven thousand pagans, and 3,000 unaccounted for. The 2,900 children have 79 day, 34 boarding, and 10 industrial schools. In British Columbia—parts of which are really unexplored—there are nominally 24,500 Indians, of whom (roughly) 11,000 are claimed by the Church of Rome; 4,000 tabulated as Anglicans, and 3,000 as Methodists; while for the 1,500 children there are 28 day, 7 boarding, and 7 industrial schools. In these two latter districts, and still more so in those designated as "Outside Treaty Limits," the figures and details in the Blue Book are necessarily approximate only.

It is sad to read in many of the Indian Agents' Reports such words as these: "There is no school in this reserve." "Few of the children on this reserve have any education." But this must necessarily be so at present, considering the enormous size of the country and the absolute impossibility of providing schools and teachers everywhere and for every "band." Many of the "bands" are very small, and in some of them, owing to the diseases which come from the change in their manner of living, the number of children has been very much reduced. Of the value of the education given in the day schools it is exceedingly difficult to arrive at any estimate. The attendance is lax and very uncertain, the parents paying no heed to school matters and having no hesitation in carrying their children off on any jaunt they themselves may wish to take. In the Maritime Provinces' day schools ten children reached the sixth standard; in Quebec only four; in Ontario eleven, in British Columbia one, and in Manitoba twenty-five (but as these are all reported from one school with a total attendance of forty-nine the figures must be looked on with suspicion), while the North-West Territories and "outside" report none at all.

In the Boarding and Industrial Schools we are brought into closer contact with the children and are able to come to some conclusions as to what can be done, and is being done, with them. But here, again, the sixth standard test seems to be misleading. For instance, out of 466 children in these schools in Ontario twenty reach that standard. British Columbia shows forty out of 681. Manitoba only one out of 560, and the North-West Territories eleven out of 1,798.

As to practical and technical education we find, of course, that in the Boarding Schools the girls are taught needlework, washing, baking, and cooking, and household duties of all kinds, and the boys farming, gardening, and "chores" generally. In the Industrial Schools little more can be taught the girls than in the Boarding Schools, but among the boys we find returned 160 carpenters, forty-five shoemakers, ten tailors, thirteen blacksmiths, forty-two bakers, five harness makers, two printers, five painters, and one engineer. It may at first be thought that the number of those following any definite trade is rather limited, but it must be borne in mind that the openings for Indian lads in trades, business, or manufactures are exceedingly few. It is held to be undesirable to encourage them—except some exceptional cases—to enter towns, and it is almost everywhere cheaper to buy than to make boots and clothes. There is also, evidently, a feeling in Canada against educating Indians at the public expense in trades which may enable them to enter the market in competition with white labour. It must be borne in mind that all the boys not included in the above list of trades are taught gardening, farming, or stock raising. At some of the schools, where the land and situation is favourable, cultivation is carried on upon a considerable scale; for instance, at the Mohawk Institute on the Six Nation's Reserve in Ontario, which is supported by the New England Company, there were last year 100 acres "under hoe," and a large number of cattle and pigs are raised, and a profitable business done in "products of the hog." Of course, in such cases a farm bailiff and a farm hand or two have to be kept, but all the lighter work is done by the boys on the 410 acres owned by the school. The Mount Elgin School, near St. Thomas, Ontario, in addition to its own 210 acres, leases 300 acres, and reports having over 200 head of cattle. But, on the contrary, the Shingwauk Home, at Sault St. Marie, was located, unfortunately, on such poor ground that it barely pays to cultivate it, and nothing can be raised for sale. Carpentering, has, of course, an attraction for most boys. In a new country, it is essential that every one living on a farm should be more or less of a carpenter, should be able to make gates, repair a wagon, or a sleigh, and do at least all the rougher work of building a house and a barn. Most Indians, excepting, perhaps, those living on the prairies, are by nature workers in wood, and, when things are a little less in the rough than they are at present, it would seem likely that many young Indians would find carving a profitable trade. They should be encouraged to make their own designs, if they show any aptitude



for doing so. Years ago, in New Brunswick, some of the Melicete Indians used to carve very well in soap-stone, their representations of animals being most natural and life-like.

"You asked of the Queen that your children should be educated, and the presence here to-day of the children shows how wise you were in preferring that request, and how faithfully and generously your desires have been met." So spoke the Prince of Wales last year at the great Indian gathering at Calgary. The reports of the various Indian Agents and Commissioners testify to the good work that is being done by the boarding and industrial schools. "The Boarding Schools," Commissioner Laird says, "are, as a whole, more popular with the Indians than the Industrial schools, because they do not necessitate sending their children any considerable distance," an objection that does not tell against the system of the latter, but which merely seems to show that there are an insufficient number of such schools. The difference between the two is not really very clear. An Industrial School, to earn its capitation grant, has to teach four trades; and this is not always very easy to do. Farming, carpentering, saddlery, are obvious trades which are essential; but tailoring and shoemaking require a trained teacher. Few of the schools are near enough to a town to enable them to get the services of an instructor to be hired for so many hours a week, while still fewer have the means of keeping such instructors permanently on their staff, or of finding sufficient occupation for them. Besides, as observed before, it is cheaper to buy than to make clothes and shoes by hand. It would seem, therefore, that the attempt to turn Indian children into skilled mechanics has not so far been successful, and that it is not being followed up.

This paragraph from the Report of Mr. Sinclair, Principal of the Regina Industrial School, may be worth giving *in extenso*:—"Besides the farm and garden work instruction is given in carpentry, painting, glazing, baking, and printing. The instruction in these lines is followed in such a way as not only to teach those disposed to learn trades, but so as to utilise the educational function of manual work. An effort is made to get pupils to think as much as possible by means of tools and materials. This often means loss of time and materials; but a boy thinks harder over his mistakes and failures than over instruction volunteered. To allow trade boys to make mistakes often means loss in money, but gain in thoughtful boy, a commodity beyond value. Recognising that it is only the very small minority of the boys who will follow trades in this distinctively farming country, the instruction is shaped rather towards making "handy" farmers than tradesmen. Of course, at the same time any pupil showing mechanical genius is encouraged to follow his bent, and we have at present one of last year's graduates on the carpenter staff at the Mounted Police Headquarters, giving great satisfaction." The future of all, but especially that of the girl, pupils is a matter of grave anxiety to their teachers. It is natural that their regard should be centered upon the welfare

of the individuals who have been under their care rather than upon the general, but perhaps less obvious, good of the race to which those children belong. Of course, when a child, at the completion of its school course, returns to the ranche there is a great probability, almost a certainty, that its educational attainments as well as its moral tone will deteriorate; but, at the same time, the constant return of such children must, even at the expense of deterioration to individuals, gradually raise the intellectual and moral tone of the ranche; and more especially will this be the case if marriages can be arranged between the educated and Christianized young of both sexes. "I regret that all these girls could not be suitably and happily married before leaving the school. Their homes on the reserve will have many drawbacks, but if they went home as married women they would be safer. Their good principles are too recently inculcated. They *inherit* none of these, which consequently are very superficial and near the surface; and their heredity draws them in the other direction." (Report on St. Joseph's Industrial School).

That excellent girls' school at All Hallows Mission, Yale, B.C., has laboured under the disadvantage hitherto of there being in the neighbourhood no school for the education of Indian boys, but, thanks to the generosity of the New England Company, this has now been remedied, and a boys' school has been erected close to Lytton, B.C. As this is in the "dry belt," where nothing will grow without water and everything apparently will grow luxuriantly with it, the promoters of the school intend to train the boys in the science of irrigation, so that, when that is more largely resorted to—as will soon be the case both in Alberta and in British Columbia—Indians may be used as irrigators instead of the Chinese, who at present are mostly employed.

The experiment is being tried in the North-West of planting some of the "graduates" (as they call them) of the Boarding and Industrial Schools in a separate colony, apart from the ranches of the old people, each young fellow obtaining a grant of land and an advance to enable him to start his farm and erect a house. It will be interesting to watch the result, which ought to be good, but much will depend on the tact and influence of the agent in charge.

Mr. Vowell, the Superintendent in British Columbia, while chronicling the steady progress made in the Boarding and Industrial Schools, and testifying to the devotion of the teachers to their work, dwells in his report on the absence among Indian children of the same incentive to study as there is among white children, which, of course, is obvious and true. But in one school under Mr. Vowell's supervision this has been, he must be aware, to a great extent remedied. At All Hallows, Yale, there are two schools, Canadian and Indian, quite distinct, but side by side and under one management, and the result is in every way most satisfactory. Not only has the prejudice of Canadians of the better class against being brought into close proximity with Indians been entirely

overcome—no slight gain for both of the races who are to live in the same province—but a healthy stimulus as to school-work is given to the Indian children, who strive to keep stride, not altogether unsuccessfully, with their white compeers. It may be mentioned here that the Indian girls are very musical, and that one of them, who had for some time played for the chapel services, two years ago passed with credit the examination of the "Associated Board," when the Examiner paid what is now an annual visit to Yale.

Though it is not exactly illustrative of technical education, yet perhaps as showing the poetic side of the Indian character it, may be permissible to give *in extenso* a composition by an Indian girl twelve years old, in the Yale School:—

"About music. There is music in everything, but of different kinds. God loves music, so there is always music and singing in heaven. There is music on earth, too, but the music in heaven is the best, and much more prettier. We have a pretty kind of music in us when we dance and sing and play. God made everything, and He gave power to the birds to have music, and to the brook and to the wind, too. If you stand near the telegraph wires when the wind is blowing you will hear lovely music. Some birds have hardly any music. The pretty birds cannot have a nice music, because they have something pretty already, and the birds that are plain have a lovely music in their throats, because they have only dull feathers to cover them; they are not pretty outside.

"Some people can make nice music with their hands; they play good, but they have to keep their hands straight, and sit up straight, too. We have the best music in chapel always, and sometimes I think when we go to heaven we will be able to sing good because we learnt to sing in chapel first.

"Little birds sit on trees and sing their music; only one bird flies and sings too; it goes very high, but I never could see it. Sometimes the wind only blows a little, and then the music is very soft and sometimes it blows hard and then the music is very loud. The thunder makes the loudest music. The river flows fast; there is a lot of water in the river, and its music is nearly always loud. The sea makes the grandest music. There is music in everything. Someone told me there was music, too, when everything was quite still; you could not hear that kind of music, but you could feel it in your heart; all the good people loves the music.

EMMA CHUTATLAN."

It would be more satisfactory if the reports in the Blue Book told us more of the work being done and the positions taken by former pupils of the several schools; but very little is said on this point. Here, however, are a few of the references:—

"The blacksmith's shop is in charge of an ex-pupil of Red Deer Industrial School. He is an expert workman in both wheelwright work and general blacksmithing." "There are many more applications for Indian girls from All Hallows Boarding School

to fill places as domestic servants than can possibly be considered." "Two of our graduates have broken between thirty and forty acres in the reserve. Another has one of the finest wheat crops I have ever seen. Another is giving fine satisfaction as assistant to the Missionary at Lake of the Woods. Another girl has won a reputation as matron in an Indian Boarding School, and two young fellows are efficient members of our own staff." "Our old blacksmith boys do most of the work on the surrounding reserve, and several of our old carpenter boys are working on buildings for white people this summer." "Three of our ex-pupils are now teaching school, and another is attending St. John's College, Winnipeg, studying for the ministry." "Several of our old pupils are engaged teaching reserve schools, and are apparently very successful."

In attempting in this short paper to give a general and readable—though necessarily a somewhat superficial—account of what is being done for the education of the Indians of Canada, one is in no wise bound to refer to the financial position of these several Boarding and Industrial Schools, unless it is of such a character as to create doubts as to the stability of the several institutions. But no one can go over the Blue Book with any attention without being struck with the large deficit shown in the annual balance-sheets of many of these schools. The Government capitation grants vary, according to the geographical position of the school and the increased cost of supplies in very distant places, from 60 dols. to 130 dols. per child—a sum which is, of course, a material help, but which is generally insufficient to cover the expenses of maintenance. But the following figures are sufficiently curious to justify their publication;—The balance-sheets of seven Methodist schools show an equilibrium in three cases, and an aggregate deficit of 4,544 dols. in the other four. In thirteen Anglican schools the accounts of three balance, two showing a credit of 1,685 dols., and the other eight make up a deficit of 6,795 dols. In seven Presbyterian schools, two balance, three carry on a credit of 457 dols., and one a deficit of 400 dols. In twenty-five Roman Catholic schools, two show a credit respectively of 8 dols. and 28 dols., two balance their accounts, but the other twenty-one roll up a deficit of no less than 35,878 dols. The Government requires the production of these balance-sheets.

A study of this "Report on Indian Affairs" certainly creates a strong conviction that the Canadian Government are making a systematic, reasonable, and not unsuccessful effort to grapple with the problem of the education of the Aborigines of their huge Colony. The most satisfactory results are, of course, those that are gained by the Boarding and Industrial Schools, where the children are taken entirely away from what can only be called the contamination of their homes, and are indentured to the Principal of the school for a term of years. Many of the Indians in the ranches and on the reserves are still the old race that, before the advent of the white man and that ubiquitous body the Mounted

Police, roamed at will and owned no master, with no education but the cunning that the fight for existence taught them, and no religion but that vague belief in a Great Spirit, which they had inherited from their forefathers. But in another twenty or thirty years this old generation, whose influence on religious and educational progress is as bad as possible, will have passed away; and their successors will have learnt the value of education and the necessity for knowing the English language; and it may be reasonably hoped that a great proportion of them will be able to hold their own, without doles and allowances, in the struggle for existence, and that they will before long take their place as enfranchised members of the great community that constitutes the Dominion of Canada.

July, 1902.

HARRY MOODY.

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