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I

BOARD OF EDUCATION.

SPECIAL REPORTS
ON
EDUCATIONAL SUBJECTS.

VOLUME 13.

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

PART II.

WEST AFRICA: BASUTOLAND: SOUTHERN RHODESIA;
EAST AFRICA PROTECTORATE: UGANDA: MAURITIUS: SEYCHELLES.

Presented to both Houses of Parliament by Command of His Majesty.



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PREFATORY NOTE TO VOLUMES 12, 13, 14
OF
SPECIAL REPORTS ON EDUCATIONAL SUBJECTS.

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

* 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
SYSTEM OF EDUCATION
IN THE
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APPENDICES.

- A. The Education Ordinance, 1887.
B. Rules passed by the Board of Education and approved by the Governor under Section 4 of the Education Ordinance 1887. [1898.]
C. Scheme for Government Scholarships.

(3)

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,

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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

The System of Education in the Gold Coast Colony. 5.

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 System of Education in the Gold Coast Colony. 7

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,

* 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, £6 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	6	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	3,875	11	5

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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 Higher Education.

IV.—TECHNICAL EDUCATION.

In 1897 a school for instruction in carpentry was established in connection with the Acera 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 :—

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- (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, correspondence 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.

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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 :— Attendance.

- (a) During one hour and a half in the case of a day scholar in a school or class for infants ;
- (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.

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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 :—

- (a) Pupil Teachers.
- (b) Assistant Teachers.
- (c) Certificated Teachers.

Classes of 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.

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.

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- (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.*
- (a) 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 the 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 for 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, of 5s. 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 grant.*
- (b) A fixed grant, calculated upon the average daily attendance, of 2s. where the above special conditions are not satisfied.

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

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69. To each successful candidate who passes the examination for a certificate, a grant of books of the following value will be made :—

- | | |
|---|---------|
| 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 of a school supported by voucher to the satisfaction of the Department to have been expended in the maintenance of the buildings, furniture, 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 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 the children in the best manner for being taught. The second point is to group the rooms together in a compact and convenient manner. The 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, Grammar School, or Secondary School, provided such school has been 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, 1898, 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 blackboard the capital and small letters of the alphabet.	To copy from the blackboard the small letters of the alphabet.	To copy from the blackboard 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.

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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 55 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 rulers.	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 <i>(Girls.)</i>
1st Stage. For Standard V.	To write from slow dictation (at the rate of at least 30 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 1½ 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 ¾ 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 1.

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 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

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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 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 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 fe and ta in stepwise progression, used thus : s fe s—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 se 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.

APPENDIX C.

SCHEME FOR GOVERNMENT SCHOLARSHIPS.

1. Provision is also made by the Government for the encouragement of Higher Education in the form of —

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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 5s., 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.

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SYSTEM OF EDUCATION
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THE SYSTEM OF EDUCATION IN LAGOS.*

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, Leckie, 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 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. Duxton (then lately dead) had supplied money for the material improvement of the Africans, and by means of

* 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 recaptives 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 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.

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 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.
1889	28	2,500	1,799	786	0	9	953	13	4	711	4	0	2,450	18	1
1890	30	3,085	2,155	1,016	11	2	3,258	3	6 $\frac{1}{2}$	1,075	19	2	5,350	13	10 $\frac{1}{2}$
1891	30	3,£16	2,291	1,052	11	1	1,391	15	7 $\frac{1}{2}$	967	9	6	3,411	16	2 $\frac{1}{2}$
1892	30	2,991	2,259	1,072	13	8	1,625	18	4 $\frac{1}{2}$	1,138	3	0	3,836	15	0 $\frac{1}{2}$
1893	33	3,315	2,408	1,208	4	7 $\frac{1}{2}$	1,682	14	2 $\frac{1}{2}$	1,307	7	2	4,198	5	11 $\frac{1}{2}$
1894	33	3,308	2,458	1,228	12	7 $\frac{1}{2}$	2,310	19	11 $\frac{1}{2}$	1,192	10	11	4,732	3	6 $\frac{1}{2}$
1895	29	3,276	2,427	985	16	10	1,583	18	6	1,064	14	10	3,634	10	2
1897	38	3,543	2,589	986	14	11 $\frac{1}{2}$	2,096	12	1 $\frac{1}{2}$	1,229	13	0	4,313	0	1
1898	41	3,943	2,910	881	11	6 $\frac{1}{2}$	2,492	7	4 $\frac{1}{2}$	1,511	8	9	4,885	7	8
1899	41	3,929	2,974	893	6	8	843	6	0	1,439	19	8	3,176	12	4
1900	44	4,176	3,215	974	14	10 $\frac{1}{2}$	1,426	15	10 $\frac{1}{2}$	1,340	16	1	3,742	6	10
1901	41	310	3,341	1,063	7	3 $\frac{1}{2}$	1,480	7	9 $\frac{1}{2}$	1,609	18	5	4,153	13	5 $\frac{1}{2}$

The System of Education in Lagos.

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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
School Fees.	grants. School fees are extremely low, being from 4d. to 1s. a week, according to the standard of the scholar.
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 Schoolfees 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.

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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, Mahomedan, 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 - - -	20,000	600	3
Pagan - - - - -	10,000	500	5
Total - - - - -	40,000	3,500	8·75

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 outlying 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.

* 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.

* The weights and measures taught to children should 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 Train-
ing, Appoint-
ment 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.

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.

[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.

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, 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 300,000. 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 CARR,

Inspector of Schools.

Education Office, Lagos,

April, 1901.

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 Preamble.
the promotion of education ;

Be it enacted by the Governor of the Colony of Lagos, with the advice Enactment.
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 its disposal, first, to assist schools and training institutions, and, secondly, to institute scholarships for the purposes mentioned in the 21st Section of this Ordinance.
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 infants 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:—

Additional conditions in the case of Primary Schools.

(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.

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 debar 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 he 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 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 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.
- Schedule A.
- Schedule B.
- 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:

- (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.
- 11. The standards of examination for teachers' certificates shall be those comprised in Schedule E to these Rules. Standards. Schedule E.
- 12. Candidates for teachers' certificates shall give to the Inspector not less than seven days' notice of their candidature. Notice of 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.
- 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. Certificates obtainable by examination.

- 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 *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.

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 Tukinan 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 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.

[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 1792.

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 1792. While

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 language.

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 Missionary 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."

THIS VOLUME IS TIGHTLY BOUND

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 halfpence 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:

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."

Defects of the school system pointed out by Mr. Miller, Inspector of Schools, in 1841.

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 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.

The "Chris-
tian Institu-
tion" at
Fourah Bay.

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 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.

Recommen-
dations of
Education
Commission-
or 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:—

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. Education Ordinance, 1882.

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. 389. Sierra Leone. Report for 1992 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 £28 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 Limitation 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."

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 Annis 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	5,954
1892	8,102	5,943
1893	8,389	5,956
1894	8,337	6,033
1895	8,280	5,926
1896	8,416	5,883
1897	8,855	6,096
1898	8,358	5,797
1899	8,103	5,660
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.

EXTRACT FROM COLONIAL REPORTS. ANNUAL. No. 339. 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.”

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 the promotion and assistance of Education in the Colony :

Be it therefore enacted by the Governor of the Colony of Sierra Leone with the advice and consent of the Legislative Council thereof as follows :

I. In this Ordinance unless the context otherwise requires :

"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, and such other educational officers as may be requisite for the purposes of this Ordinance.

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.

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.

V. Primary Schools, Industrial Schools, and Training Institutions shall be entitled to receive from the public funds of the Colony under this Ordinance.

Preamble.

Enacting Clause.

Interpretation of terms.

Appointment of educational officers

Constitution of Board of Education.

Power to appoint substitutes during absence of approved members.

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 Schools. VIII. Until otherwise provided by rules made under this Ordinance as 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.

- Estab-
lish-
ment 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.
- Commence-
ment 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 local 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 <i>a</i> , 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 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, 1905, may be recognized as Assistant Teachers.

Provisionally Certificated Teachers.

29. The following persons may be recognized 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) c).

(c) Persons who hold a second class certificate under the Education Rules of 17th January, 1895.

Lapse of recognition.

30. [Temporary Certificates issued to provisionally certificated teachers.]

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.

Examination.

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.

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.

33. (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. Parchment certificate.

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 for every subject pass obtained by each proficient in that standard.

Grant for a "good pass."

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. Proviso.

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 lat-pests 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 34, 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 :

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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 £60 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 £25 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 12; 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- Scholarships under the provisions of Section 13 of the Ordinance, provided that under section XIII. of Ordinance. sufficient funds have been voted by the Legislature for the purpose.

- (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 : 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 50 per cent. of the aggregate marks allotted to the subjects taken up by him and not less than $33\frac{1}{3}$ 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 £5 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 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 slate from dictation, not more than twelve common words of one syllable commencing with capital letters. Copy books, large or half-text hand, to be shown.
WRITING.	To know numbers up to 50. Very simple mental calculations.	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 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.
	ARITHMETIC.	Knowledge of numbers up to 100. Very easy calculations on slate or black-board or mental.		
GRAMMAR.				Nouns and Verbs: the limits as in Mason's First Notions of Grammar, pp. 5-34, 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.
To read with intelligence a short paragraph from a more advanced reading book than under Standard III.	To read with intelligence and expression a few lines of poetry or prose at the choice of the Inspector.	To read with intelligence and increased expression a few lines of poetry or prose at the choice of the Inspector.	To read with intelligent appreciation, from any book or periodical selected by the Inspector, passages of ordinary difficulty.
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.	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.	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.	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.
Sums in the compound rules, reduction, tables of weights and measures.*	Vulgar Fractions, Practice (simple and compound).	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.]	Simple and Compound Interest, Discount, Profit and Loss, with a general knowledge of the principles of Averages and Percentages.
Previous requirements and the remaining parts of speech with elementary parsing as treated in Mason's First Notions of Grammar, pp. 35-66.	Previous requirements with conjugation of Verbs and Parsing. Mason's First Notions, pp. 67-120.	The same as for Standard V. with analysis of simple sentences. First Notions of Grammar, pp. 121-146.	The same as for Standards V. and VI. with more difficult analysis. First Notions of Grammar, pp. 147-166. Mason's Word Framing.
English History up to Norman line (1066), Meiklejohn's Short History, pp. 1-19.	History of territories adjacent to the Colony. English History up to 1422, Meiklejohn's Short History, pp. 19-62.	English History to 1660, Meiklejohn's Short History, pp. 62-109.	English History to present time. Meiklejohn's Short History, pp. 109-172.
Preceding requirements and Collins' New Code Standard Geography, pp. 5-18. Map pointing.	Preceding requirements and pp. 19-35 British Possessions in Africa, more fully. Map pointing.	Preceding requirements and pp. 36-51. Map pointing.	Preceding requirements and pp. 52-80. British possessions more fully. Blank maps. Map pointing.

c.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.

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 1902.)

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.

The System of Education in Southern Nigeria. 117

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.

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.

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

Finance :
Total Cost of
Education.Government
Contribu-
tion.
Fees.Voluntary
Contribu-
tions.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 declassification 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.	
Private Schools: Elementary.	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.
Higher grade.	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.
Teachers:	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 <i>alumni</i> 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
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.

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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.

C. J. M. GORDON,
Inspector of Schools.

March, 1903.

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 Ogugumanga: 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 Ogugumanga 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."

THE
SYSTEM OF EDUCATION
IN
BASUTOLAND.

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THE SYSTEM OF EDUCATION IN BASUTOLAND.

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 ^{Inhabitants.} 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 ^{History.} 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-

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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; these 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

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."

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 System of Education in Basutoland.

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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	4,660	£ 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	141	7,930	5,427	3,869
1897	153	8,458	5,827	3,810
1898	163	9,714	6,910	3,746
1899	169	10,348	7,224	4,449
1900	177	11,131	7,801	4,354
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 $4\frac{1}{2}$ per cent. of the population are at present under instruction.

In addition to grants to Mission Schools the Government makes an annual grant to the 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.)

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.)

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.

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. 380. Basutoland. Report for 1901-1902. Cd. 1385-4 and No. 408. Basutoland. Report for 1902-1903. Cd. 1708-13.

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 Leloleng 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. Leloleng 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 XX. 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, Mlotse (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 Basutöland 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 Basutöland 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. 403. 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 in Standards III. and IV. was established. Since then this examination has been carried on from year to year. Establishment of Annual Examination.

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. Use of Vernacular.

The total cost of the educational work of the Mission and the amount of such cost borne by :— Cost of Educational Work.

- (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.

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.

Besides this a class for Theological Training exists, the admission to which is a pass at the teachers' examination.

Statistics. Comparative Returns for a few years only:—

Year.	No. of Schools.		Enrolment.	Average Attendance.	Total Amount of Grants.
	Institutions.	Day Schools.			
1833.	Mission Work started by the P.E.M. Society.				
1837.	Schools started on the Mission Stations.				
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.

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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	Kueneng	"	179	20	23	146·5	92·4	119·1
8	Cana	"	572	122	79	465·3	347·3	402·8
7	Berea	"	670	109	70	477·6	347·4	418·2
3	Maseru... ..	"	576	216	69	485·0	319·6	405·7
13	Thaba Bosigo...	"	876	131	80	649·3	464·0	565·3
16	Morija	"	1,225	220	111	975·6	718·2	853·9
5	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	815·6	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	315·8	342·4
8	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	Qachas Nek	"	83	27	1	74·8	67·0	72·4
4	Schonghong	"	33	3	10	26·0	11·8	17·9
3	Molunong	"	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	32
	Morija 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
	Lelotaleng Industrial	"	40	8	0	40	39	39·6
			251	29	1	250	238	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 Magis-
tracies. 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 Morija in the practical part
of the Teachers' Examination.

Government
Examina-
tion arrange-
ments.

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 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 educa-
tion, 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	£670 0 0
Native Boarding „	- 500 0 0	Government Grants	- 460 0 0
School Requisites	- 100 0 0	S.P.C.K. Grant	- 100 0 0
Three European Day		Fees (Native)	- 100 0 0
Schools	- 250 0 0	Fees (European)	- 150 0 0
Superintendent's Salary	50 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
	Total	- - - - - 20
	Number of Teachers in European Schools	- - - - - 5
	" " Native "	- - - - - 22
	Total	- - - - - 27

Teachers. Total number of names at present on School Books—1,076; of which sixty-two are European pupils and forty native boarders. 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. Grant 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.

The only regular industrial training for boys is at St. Mary's, Industrial
Hlotse, where they are taught carpentry, cobbling, and gardening. 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 Secondary
St. Mary's, Hlotse, and Masite Boarding School. Education.

There are two European Schools at Maseru, one for better, the European
other for poorer class children. Schools.

At Mafeteng there is one European School.

XI. THE UNDENOMINATIONAL 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 Mhales 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 Mhales 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 isitse 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 tšuarella ho cona, 'me a thaba ha a bona nguana a anya yualeka hoya 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.

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Ka baka leo, ba motse ba phahamisa mantsue ho ba omanyana. 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 tsuara le ho botsisisa ba etsesoang lerata taba tsa bona. Eaba ba isoa khotla, 'me ba khotla ba ba botsa moo ba tsuang le moo ba eang.

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 \div 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 £600 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 SESUTO.

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. Tlisa katiba eo ea ka. Lebese le felile. Ke hatlela matsoho. A nke ke bone setsuants'o seo. Se k'a 'na ua nkhatlatsa 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 tsamile libakeng tse ngata tsa lefatše, 'me hohle moo ba fihlileng teng, ba ile ba etsetsona mekete e meholo ea kamohelo, le ea hlomp'ho. Marena a lichaba tse ngata a ne a phuthelhetse ho ea tana le ho bonana le bona, 'me a khutia a bolela botle ba kamohelo ea baeti bao ba ileng ba e etsetsona.

APPENDIX B.

CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

ELEMENTARY SCHOOL COURSE.

[Note in regard to the Standards in all subjects. Pupils may pass their Standards either in English or Dutch. If both English and Dutch be taken only the half of the English and the half of the Dutch Reading Book need be prepared.]

	SUB-STANDARD B.	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.	STANDARD V.	STANDARD VI.	STANDARD VII. 4
READING.	To read with ease from an Infant Reader containing sentences composed of monosyllable words.	To read intelligently from a Standard I. Reading Book.	To read intelligently from a Standard II. Reading Book.	To read intelligently from a Standard III. Reading Book.	To read fluently and intelligently from a Standard IV. Reading Book, or an ordinary narrative from any other source.	To read fluently and intelligently from a Standard V. Reading Book, or a passage from any standard historical author.	To read fluently and intelligently from a standard VI. Reading Book, or a prose dialogue from any standard author.	To read fluently and intelligently from a standard dramatic verse from any standard author.
RECITATION.		To repeat 12 lines of simple verse, with knowledge of the meaning.	To repeat 20 lines of poetry, with knowledge of the meaning.	To repeat 32 lines of poetry, with knowledge of the meaning.	To recite 50 lines of poetry, with knowledge of the meaning and allusions.	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.
WRITING AND SPELLING.	To write on slate between lines simple words from the Infant Reader. To write the figures 1 to 9.	To write on slate a line, containing at least one Capital letter, dictated word by word from the reading-book. To show a finished copy-book in large hand, containing at least one page of figures.	To write on slate three lines dictated phrase by phrase from the reading-book. To show a finished copy-book, in large hand and medium hand, containing at least one page of figures.	To write on slate six lines dictated from the reading-book, and ten other words selected from a single page of the same. To show a finished copy-book in large hand, medium hand, and small hand, containing at least one page of figures.	To write on slate of paper six lines dictated from the reading-book, and fifteen other words selected from a single page of the same. To show a finished copy-book in medium hand and small hand, containing at least one page of figures.	To write on paper to dictation three lines dictated from the reading-book, and three consecutive pages of the reading-book. To show a finished copy-book and a home-exercise book.	To write on paper to dictation thirty words selected from the reading-book. To show home-exercise books.	To write on paper to dictation thirty words selected from a work of any well-known modern author. To show home-exercise books.
ARITHMETIC.	(1) <i>Written</i> .—Reading and writing of numbers of not more than two figures. (2) <i>Mental</i> .—Addition of 2, 3, and 4 to numbers not greater than 35. Subtraction of 2, 3, and 3 from such numbers. Multiplication and division not involving any number greater than 12.	(1) <i>Written</i> .—Reading and writing numbers of not more than four figures. Addition of five numbers of not more than three figures. Subtraction of one such number from another. (2) <i>Mental</i> .—Exercises in addition, subtraction, multiplication, and division, not involving acquaintance with any number above 25.	(1) <i>Written</i> .—Reading and writing of numbers of not more than seven figures. Addition of six numbers of not more than six figures, subtraction of one such number from another, multiplication of any two numbers whose product contains not more than seven figures, and division of such a number by any number under thirteen. (2) <i>Mental</i> .—Exercises in addition, subtraction, multiplication, and division, not involving acquaintance with any number above 100.	(1) <i>Written</i> .—Addition, subtraction, multiplication, and division of whole numbers, and sums of money. (2) <i>Mental</i> .—The same as the written work. Use of the fact that 12. per unit is the same as 1s. per dozen, and the similar facts. Knowledge of the relations between the common weights and measures, with easy exercises. <i>Tables of Weights and Measures</i> .—Ounce, pound, cwt., ton; inch, foot, yard, mile, sq. inch, sq. ft., sq. yd.; pint, quart, gallon; second, minute, hour, day.	(1) <i>Written</i> .—Addition, subtraction, multiplication, and division of weights and measures. Different ways of expressing a given weight or measure. The principle involved in the process known as "Practice" with easy exercises. Easy "Proportion" exercises. (2) <i>Mental</i> .—The same as the written work. Easy operations with very simple fractions (halves, quarters, eighths, thirds, sixths, twelfths). <i>Tables of Weights and Measures</i> .—Dram, ounce, pound, quarter, cwt., ton; Cape cwt., Cape ton, inch, foot, yard, pole, furlong, mile; square inch, square foot, square yard, square pole, rood, acre, square mile; Cape sq. ft., Cape sq. rood, morgen, acre; cubic inch, cubic foot, cubic yard; gill, pint, quart, gallon, bushel; anker, half-sam, languer; bushel, quarter; bushel, muid; second, minute, hour, day, week, month, year.	(1) <i>Written</i> .—General notation for fractions, and the usual operations with fractions expressed in this notation. More difficult "Proportion" and "Practice" exercises. Making out of tradesmen's accounts. (2) <i>Mental</i> .—The same as the written work, with special attention to exercises regarding tenths, hundredths, thousandths, &c.	(1) <i>Written</i> .—Short notation for decimal fractions and the usual operations with fractions expressed in this notation. Calculation of percentages, including interest. Measurement of rectangular surfaces and solids. (2) <i>Mental</i> .—The same as the written work.	(1) <i>Written</i> .—Practical applications connected with Interest (Simple and Compound), Proportion (Direct, Inverse, Rule of Three), Stocks, Measurement of the triangle and circle. (2) <i>Mental</i> .—The same as the written work.
GRAMMAR.				To tell the <i>subject and predicates</i> of a simple sentence. To point out <i>nouns, verbs, adjectives, and adverbs</i> .	To analyse a simple sentence, and to tell the grammatical senses of the words in it. To know the inflection of nouns and verbs. To correct grammatical errors in a simple sentence.	To analyse an easy sentence containing one subordinate clause, and to parse fully the words in it. To correct grammatical errors in a similar sentence.	To analyse a complex prose sentence containing at least two subordinate clauses, one of which may be subordinate to the other, and to parse the words in it. To correct grammatical errors in a similar sentence. To tell the meanings and use of the principal prefixes and suffixes.	Analysis and parsing; rules of syntax; correction of grammatical errors; word-formation from the common and more important roots.
COMPOSITION.					To reproduce, after hearing it read twice, a simple story of about 10 lines in length.	To reproduce after hearing it read twice, a short narrative.	To describe some familiar natural object, or write a business letter, the general scope of which is given.	To write an essay, of about 80 lines in length, on one of three given subjects.
GEOGRAPHY.			To know the chief natural features of the country in the vicinity of the school; to know the cardinal points; to draw a plan of the school-room; to be familiar with a plan of the immediate neighbourhood of the school.	To know the mode of representing on a map the different surface features; to be familiar with a map of the Division in which the school is situated, and with the position of the Division on the map of the Colony.	The form of the Earth; Day and Night; Latitude and Longitude. To know the map of the Cape Colony, including features of coastline, chief mountain ranges, chief rivers and their basins, chief states or territorial divisions and their capitals; situations and chief industries of towns.	The Seasons. Africa and Europe, including features of coastline, chief mountain ranges, chief rivers and their basins, chief states or territorial divisions and their capitals; situations and chief industries of towns.	Climate, Winds, Rainfall. The remaining continents, including features of coastline, chief mountain ranges, chief rivers and their basins, chief states and their capitals, situations and chief industries of towns having over 250,000	The chief Ocean Currents. The British Isles, British Colonies and Dependencies in greater detail. Geographical distribution of the principal commercial products.

GRAMMAR.				To tell the <i>subject</i> and <i>predicates</i> of a simple sentence. To point out <i>nouns, verbs, adjectives, and adverbs.</i>	To analyse a simple sentence, and to tell the grammatical names of the words in it. To know the inflection of nouns and verbs. To correct grammatical errors in a simple sentence.	To analyse an easy sentence containing one subordinate clause, and to parse fully the words in it. To correct grammatical errors in a similar sentence.	To analyse a complex prose sentence containing at least two subordinate clauses, one of which may be subordinate to the other, and to parse the words in it. To correct grammatical errors in a similar sentence. To tell the meanings and use of the principal prefixes and suffixes.	Analysis and parsing; rules of syntax; correction of grammatical errors; word-formation from the common and more important roots.
COMPOSITION.								To write an essay, of about 30 lines in length, on one of three given subjects.
GEOGRAPHY.			To know the chief natural features of the country in the vicinity of the school; to know the cardinal points; to draw a plan of the school-room; to be familiar with a plan of the immediate neighbourhood of the school.	To know the mode of representing on a map the different surface features; to be familiar with a map of the Division in which the school is situated, and with the position of the Division on the map of the Colony.	The form of the Earth; Day and Night; Latitude and Longitude. To know the map of the Cape Colony, including features of coastline, chief mountain ranges, chief rivers and their basins, chief states and their capitals, chief industries of towns having over 250,000 inhabitants, commercial relations with Cape Colony. To draw said map from memory. Position of South Africa on the Globe. Names and situations of the various continents and oceans.	The Seasons. Africa and Europe, including features of coastline, chief mountain ranges, chief rivers and their basins, chief states and their capitals, chief industries of towns having over 250,000 inhabitants; commercial relations with Cape Colony. Map drawing from memory.	Climate, Winds, Rainfall. The remaining continents, including features of coastline, chief mountain ranges, chief rivers and their basins, chief states and their capitals, situations and chief industries of towns having over 250,000 inhabitants; commercial relations with Cape Colony. Map drawing from memory.	The chief Ocean Currents. The British Isles, British Colonies and Dependencies in greater detail. Geographical distribution of the principal commercial products.
HISTORY.								English: the period 1820-1850. Cape Colony: the period 1820 up to present time.
NEEDLEWORK.	Drills. Simple hemming with coloured cottons. The knitting stitch.	Hemming; sew and fell seam. A simple article of use, in which only hemming and sewing are needed. Some simple knitted article.	The work of the previous Standard, with greater skill. Any garment or other useful article as for Standard I. Knitting. Two needles, plain and purl, e.g., cuffs.	Work of previous Standards. Stitching, feather-stitching and herring-boning on canvas and suitable material. A single garment. Use of four needles in knitting.	Button-holing on canvas. Tapes for fastening, for hanging, and for strengthening an opening. Run and fell seam. Gathering and setting in. A finished garment. Some useful knitted article.	(a) Making and Stitching—hemming, gathering and setting in and sewing as for underlining, plainfolds and other outside garments, and frocks; an untrimmed garment, applying above processes. (b) Mending—patching in flannel (herring-bone stitch), plain darning as for thin places on stocking-web. (c) Knitting—a simple knitted garment. (d) Cutting out—flat patterns of a chemise and a pinafore for a child.	(a) Making and Stitching—work of previous year, button-holing and sewing on of buttons, a simple garment to be cut out by maker. (b) Mending—plain darning of a hole on stocking-web. (c) Knitting—a simple knitted garment. (d) Cutting out—flat pattern of a baby's first shirt, drawers for a child, and garments set in previous year.	(a) Making and Stitching—work of previous year, tucks, gussets, and garments showing stitches of this and previous years, to be cut out by maker. (b) Mending—patching in calico and print, darning on coarse linen (diagonal cut) and on woolen material (hedge tear). (c) Knitting—any ordinary garment. (d) Cutting out—flat pattern of garment made for the year, of pattern set for previous years, of chemise for an adult, and of night dress for an adult.
WOODWORK.								(1) Practical Woodworking—Exercises 11—20 of Young's <i>Working Diagrams for Manual Training</i> . (2) 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) Theory.—(a) To name a few common kinds of hard and soft wood, and to tell where they are chiefly grown. (b) The construction and use of the tools required in the exercises for the year.
DRAWING. §	Horizontal and perpendicular lines, leading to figures and patterns drawn on slates ruled in squares.	As for Sub-Standard, on slates or on paper, with slanting lines in addition.	More difficult figures and patterns on paper, involving horizontal, perpendicular and slanting lines.	Drawing up to Standard I. in Morris's book.	Drawing up to Standard II. in Morris's book.	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.

* Besides the ordinary Reading Book for each Standard, a special Reading Book (say) on Geography, History, or Science will be found very helpful. The copies of the latter book need not belong to the pupils, but to the school.
† The style of handwriting approved by the Department is that sometimes known as "Semi-upright," and is exemplified in Ramage's *Systematic Handwriting*, and in Philip's *Semi-upright*, Nelson's *Royal*, Chambers' *Government hand*, Collins' *New Graphic*, Vere Foster's *Method*, and other Copy Books.
‡ Attention is particularly directed to C. S. Young's *Manual Training for the Standards*.
§ In connection with Drawing, attention is particularly directed to I. H. Morris's *The Teaching of Drawing*.
¶ To Pupils who pass in Standard VII, a Certificate is awarded by the Department.

THE
SYSTEM OF EDUCATION
IN
SOUTHERN RHODESIA.*
(1890-1901.)
ITS ORIGIN AND DEVELOPMENT.

SOME EVENTS IN RHODESIAN POLITICS DURING THE YEARS 1890-MARCH 31ST, 1901.

PREFACE.

PART I.—FROM THE OCCUPATION OF MASHONALAND IN SEPTEMBER, 1890, TO THE PROMULGATION OF THE "EDUCATION ORDINANCE" IN DECEMBER 1899.

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Education Department and Inspectorate.

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Grants to Government-aided Schools.

Maintenance Allowances.

Extra Grants.

Loans of Money.

Native Schools.

Holidays.

Appointment of Teachers.

Attendance of Pupils.

School Fees.

Pupil Teachers.

* The word "Rhodesia" is often used in the sense of Southern Rhodesia and bears this sense wherever it occurs in this report.

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Agricultural and Technical Instruction.
Secondary Education.
Religious Instruction.
Note upon the School Regulation concerning Religious Instruction.
Criticism of the Education Ordinance of 1899.
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Acceptance of Dutch Reformed Church Schools.
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Proportion of school-going children to children of school age.
Education not compulsory.
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- A. Map showing the position of the principal Schools in Southern Rhodesia in March, 1901.
- B. The Education Ordinance, 1899.
- C. The Education Ordinance, 1903.

SOME EVENTS IN RHODESIAN POLITICS DURING THE YEARS
1890-MARCH 31ST, 1901.

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	-	-	-	-	-	11,032

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	-	-	-	-	490,940

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.

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THE SYSTEM OF EDUCATION IN SOUTHERN
RHODESIA, 1890-1901.*†
ITS ORIGIN AND DEVELOPMENT.

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 1895. 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

* 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 undenominational. 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 necessaries 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 Gaul, D.D., who had just succeeded Dr. Knight Bruce.

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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 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 Chishawasha 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 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 Melssetter, 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, 1898.

† It was determined to transfer the old township of Umtali to its present site right upon the Portuguese border in March, 1896.

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

* 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 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 are usually paid, but as yet on no fixed scale. School Fees.

Pupil teachers have been trained in St. John's School, Bulawayo, and in the Convent School, Bulawayo. 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, Bulawayo, and by the Sisters O.S.D. in Bulawayo. 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.

* 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.).	35 + 12*	352
Bulawayo - -	St. John's (Church of England).	93	450
†Salisbury - -	U n d e r n o m i n a t i o n a l Public School.	30	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. Mc-
Ilwaine.

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 accommodate 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 maintenance 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

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. ^{Boarding Schools.} 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. ^{Instruction should be in English.} 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 Afriander 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 heaven 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 Shanghan 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

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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 Untali 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 sodden 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.

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 Revenue 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,

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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.	<i>Be it enacted by the Administrator of Southern Rhodesia with the advice and consent of the Legislative Council thereof as follows :—</i>
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 <i>Gazette</i> . <i>Provided :</i> (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. Interpretations.

(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 Allowances 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
accommoda-
tion 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.

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(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.

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| 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 <i>bona fide</i> 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.

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| 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. |

The System of Education in Southern Rhodesia. 179

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 Native Schools.
- (1) There are at least forty pupils who have attended 150 days of four hours during the year ;
 - (2) industrial work is systematically taught ;
 - (3) the pupils are taught to speak and understand the English language ;
 - (4) the pupils are taught habits of discipline and cleanliness ;
 - (5) the institution is carried on in every respect in a satisfactory manner.
2. The amount of grant shall depend on the efficiency of the school, but 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 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, and which would not exist but for the initiative of the Government, it shall be in the power of the Administrator to sanction the establishment of any 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 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.

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| Advance-
ment 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, the principal amount shall be held to have been redeemed, and the land and buildings thereon shall be vested in the managers of the school, to be held by them in perpetuity for educational purposes, and to be subject to the requirements or provisions of any law relating to education. |
| Earlier re-
payment. | 4. Should it be the wish of the managers to pay off the principal sum and interest before the expiry of fifteen years, the amount to be refunded at any particular date shall be such as shall be then arranged. |
| Mortgage of
buildings. | 5. Should the school buildings be on the property of the body whom the managers represent, the owners thereof shall execute in favour of the British South Africa Company a first mortgage bond upon such property, which bond shall be discharged when the whole of principal 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.

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| Contri-
bution towards
rent school
buildings. | 1. As often as the managers of any school receiving aid by way of maintenance in accordance with these Regulations shall take any building on 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. |
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NOTE ON EDUCATION IN THE EAST AFRICA
PROTECTORATE.

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 whitelabour 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.]

E D U C A T I O N

I N

U G A N D A.

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EDUCATION IN UGANDA.

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.

VICARIAÏT 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 Teru, 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.

* 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 nsambya 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,

* 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 Métiers*, 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

Education in Uganda.

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.

* * * * *

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 language, 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

* 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

* 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 "*pétrie 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. 1830.)

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 or 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.

III. THE NSAMBYA 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.

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 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. Historical Sketch.

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.

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.

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.

Number of schools in association and of pupils presented for examinations.

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.)

Amount of grant-in-aid, 1900.
Higher Education of Girls.

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. ^{First Code in 1876.}

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. ^{Code of 1877.} 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, 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 ^{Code of 1882.}

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 Code of 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. Provision of Primary Education.

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. Government schools.

They were divided, before the introduction of the Code of 1902, into four categories :— Classes of Government schools.

(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. 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 Government Schools 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). Number of Government schools in

- 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 un-salaried 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.
- Inspection of Primary schools. . . . 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.
- Subjects of instruction. . . . 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 :

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.

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, that 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. 412, Mauritius. Report for 1902. Cd. 1768—17).

*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.

The System of Education in Mauritius.

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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	- - - - - 62	
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* : 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 berring-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.

Apprentice-
ships at
Government
railway
workshops.

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.291,590.09. See Colonial Reports, Annual. Mauritius. Report for 1902. No. 412. Cd. 1768-17.

Horticultural
Apprentice-
ships.

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 batches, 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 batch 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.

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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 1860 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.

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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

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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 Unbrought 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. 42 of 1897-98.

Provided that the provisions of Ordinance No. 35 of 1875, articles 8, 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.

APPENDIX B.

CODE B.

(PRIMARY INSTRUCTION.)

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	30
Women ...	60	30	25
Certificated Monitors.	6th Standard 20	6th Standard 12	5th Standard 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 120 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 79.

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 can 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 0·20 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 20 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 exhibitioner; 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
											<hr/>
										Total	350
											<hr/>

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 20 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.)

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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.)

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- 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.

Hemming, 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 slate 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.

SCHEDULE C.

Examination for Monitor's Certificate.

Max : Marks.	English.	French.	School. Manage- ment.	Penman- ship.	Arithmetic.	Geography.	History.	Drawing.	Elementary Science.	Needle-work for Female Teachers.	Total.
	150	150	150	50	100	50	50	50	50	50	Maximum Marks. Males: 800 Females 850
	Grammar, Reading and Conversation, Dictation, Translation, Composition : To reproduce the substance of a narrative slowly read by the examiner. — Text Books recommended. West's English Grammar for beginners, Laurie's Easy Steps in English Composition.	Grammar, Reading and Conversation. Dictation, Translation, Composition as in English. — Text Book recommended. Larousse's Lexicologie I year entire.	Notes of Lessons. Keeping of School registers.	To write a specimen of the penmanship used in setting copies of text-hand and small hand.	Exercises involving the English & metric Systems of weights and measures, and the English and Colonial currencies. Vulgar and Decimal Fractions. — Text Book recommended. C. Smith's Arithmetic.	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. — Text Books recommended. Hughes' Class Book of Modern Geography. Geography of Mauritius. Gill's Atlas.	History of England : From the reign of William I. to the close of the reign of Henry III. History of France : To the death of St. Louis, 1270. — Text Books recommended. Lingard's abridgment of the History of England (by Burke.) Houdard's Histoire de France. Cours Elementaire.	First Grade Freehand Drawing. — Text Book recommended. Kennedy's I Grade Freehand Copies.	Dick, Ventilation, clothing, soil and climate (Blackie's Tropical Reader, No. 2.) The shirt sleeve test to include the following : A seam by running and felling ; hemming, gathering, breaking gathers, setting in or sewing in gathers, button-hole, the gusset, an eyelet hole, a loop of 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 patches put in place by the candidates themselves. A sample of herring-bone work on flannel or woollen material and used as a hem or to finish a seam.		

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.

SCHEDULE D.

Examination for Teacher's Certificates.

Max : Marks:	English.	French.	School Management.	Penmanship.	Arithmetic.	Geography.	History.	Drawing.	Algebra.	Geometry	Needle-work.
	200	200	300	100	200	100	100	100	100	100	200
Examination for Third Class. Certificates.	Grammar, Reading and Conversation, Composition, Translation. Text Books recommended. Morell's Grammar and Exercises, Parts I. & II. Laurie's Practical Text Book of English Composition.	Grammar, Reading and Conversation, Composition, Translation. Text Books recommended. Larousse's 2nd. year to page 66 ; and Grammaire complète II year.	Methods of teaching. Reading, Writing and Arithmetic, Time Tables. Text Book recommended. Manual of the Science and Art of Teaching.	To write a specimen of the penmanship used in setting copies of text hand and small hand.	Miscellaneous questions involving the English and Metric Systems of Weights and Measures and the English and Colonial Currencies. Fractions and Proportions. Text Book recommended. C. Smith's Arithmetic.	General outlines of the World. Outline questions of Physical Geography, Map Drawing. Text Books. recommended. Hughes' Class Book of Modern Geography, Hughes' Physical Geography, Johnston's Political Atlas, or Gill's Victoria Atlas.	History of England : From Edward I. to the close of the House of York. History of France : To the accession of Louis XIV. (1643). Text Books recommended. Lingard's abridgment of the History of England (by Burke). Brouard's Histoire de France, Cours Moyen.	1st Grade Practical Geometry. 2nd Grade Freehand. Text Books recommended. Gill's First Grade. Practical Geometry. Kennedy's II. Grade Freehand Copies.	Substitutions, Addition, Subtraction, Multiplication, Division, Simple equations in one unknown quantity, and easy problems producing them. Text Book recommended. Hall and Knight's Elementary Algebra.	Euclid I. 1—20, with easy deductions. Text Book recommended Hall and Stevens.	The work of the Monitors' examination. Sewing on a string. Sewing on a button. Whip stitch. Setting on a frill. Marking.

Max : Marks.	200	200	300	100	200	100	100	100	100	100	200	
Examination for Second Class Certificates.	<p>Grammar, Analysis, Essay, Translation.</p> <p>Text Books recommended.</p> <p>Morell'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 entire, and Grammaire Supérieure III. year.</p> <p>Pellissier's Premiers Principes de style et de composition.</p> <p>A Book by a Standard Author to be set each year.</p>	<p>School Organization.</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 book 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, 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>To</p> <p>The work of Class III: Feather stitch or coral stitch. Ornament linen garments. Tuckings, marking on table linen, towels, &c., crochet.</p>	

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- 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 of the Higher Education of Girls or who can produce certificates from the Tec or of the Royal College to the effect that they have obtained half the total number of marks at the December examination 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 only in School Management in order to obtain a 3rd 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 passing 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 candidates 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 candidates: 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 Ire année.</p> <p>To write from dictation a passage containing about 100 words taken from a book unknown to the candidates: 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. 162; 160 to 202; 202 to 207; 273 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 :—Lingard's abridgment of the History of England by Burke.</p> <p>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 Classics, 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 academical 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 is regulated by Ordinances, printed copies of which are hereunto 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 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.S.L. A/1743 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 1892.

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
<hr/>					
<i>Modern side</i> :—Total number of marks	-	-	-	-	2,000
English (Including History and Literature)	-	-	-	-	300
French (" ")	-	-	-	-	300
Mathematics	-	-	-	-	700
Chemistry	-	-	-	-	400
Physics	-	-	-	-	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 I., 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.

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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.

h. 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...	Rs. 7
2nd & 3rd School	6
4th & 5th ,,	5

* 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 Hindustance.

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...	Rs. 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 *bona 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.

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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.B.

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	
Latin ...	Books	200	
	Grammar and Philology	100	
	Latin Prose and Sight Passages	150	
Classical.	Greek ...	Books	200
		Grammar and Philology	100
		Sight Passages	150
		Roman and Greek History	100
Mathematics.	Arithmetic and Algebra	100	
	Euclid and Solid Geometry	100	
	Trigonometry and Co-ordinate Geometry ...	100	
	Problem Paper	100	
	Higher Algebra and Trigonometry	100	
Modern.	Mathematics.	Arithmetic and Algebra	100
		Euclid and Solid Geometry	100
		Trigonometry and Co-ordinate Geometry ...	100
		Conic Sections	100
		Mechanics and Dynamics	100
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
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THE SYSTEM OF EDUCATION IN SEYCHELLES.*

The Seychelles, which were for some time the residence of General Introduction. 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 1880, 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 House, Cannon Row, Whitehall, London, S.W.

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.

Ordinance of 1900.

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.*

Administration.

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

* These can be seen at the Board of Education Library, St. Stephen's House, Cannon 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 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.

- 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.120 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. Drawing.

Cookery, Laundry work, Ironing and Needlework of almost every description are taught in the Convent to thirty-five orphans. Cookery, &c.

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. Manual Training.

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. Drilling.

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. 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. Exhibitions.

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. Scholarships.

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.

† These 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.
- Conclusion. The common language is a mixture of the Bourbonese and Mauritian patois—a corruption of the French language. 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 Preamble.
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 Education, established by Regulation No. 2 of 1873, Creation of
is hereby abolished, and in lieu thereof there shall be created a Board of Board of
Education for the Seychelles Islands, which shall consist of the Adminis- Education.
trator in Executive Council.

2. It shall be lawful for the Administrator to appoint an Inspector of Insp
Schools whose salary shall be fixed by the Legislative Council. Schools

3. The Board of Education shall have power to frame Regulations in Regulations.
respect of the following matters, and from time to time to amend or repeal
the same :—

(A) With regard to the Victoria School, as to—

- (i.) The conditions for admission, fees payable by the pupils, and, generally, the administration and management of the said school.
- (ii.) The curriculum of studies.
- (iii.) The 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 a Committee to be styled the Education Committee, which shall be composed as follows :—

- (i.) The Judge, Chairman.
- (ii.) The Inspector of Schools.
- (iii.) The Head Master of Victoria School.

(iv.) The following members appointed by the Administrator in the month of December in every year :—

- (a) Four members chosen by the Administrator himself, two of whom may respectively be the Bishop of Victoria and the Civil Chaplain.
- (b) Two members on the nomination of the Bishop.
- (c) One member on the nomination of the Civil Chaplain.

(2) The Head Master of Victoria School, or such other person as may be appointed by the Administrator, shall act as Secretary to 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 Victoria 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 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 instruction.

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

(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.

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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.

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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 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 the next civil year.

18. For the purposes of Section 16, the school hours shall be from 9 a.m. 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 28th 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
<ol style="list-style-type: none"> 1. Reading. 2. Conversation. 3. Dictation. 4. Parsing. 5. Grammar. 6. Letter writing. 7. Recitation. 8. Analysis (Simple sentence). <p>TEXT BOOKS.</p> <p>Chambers's Fluent Reader, Book VI.</p> <p>Mason's Outlines of English Grammar.</p> <p>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>	<ol style="list-style-type: none"> 1. Reading. 2. Dictation. 3. Parsing. 4. Irregular Verbs. 5. Translation into English. 6. Easy letter writing. 7. Conversation. 8. Recitation. <p>TEXT BOOKS.</p> <p>Grammaire Larive et Fleury, 1ère année. The whole.</p> <p>Hachette's First French Reader. Passages for translation :—</p> <ol style="list-style-type: none"> 1. " Le Chaudronnier." 2. " Le Turban Blanc." 3. " L'Alabama." 4. " Naufrage sur l'île Royale." <p>Recitation : 1. La Vieille Men- } in Hach- dante. } ette. 2. Souffrance } d'hiver } 3. Songe d'Athalie—Racine. Athalie, Act II., Sc. V. " était pendant...consulter."</p>	<ol style="list-style-type: none"> 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. d. (Exchange). 10. Metric System. <p>TEXT BOOKS.</p> <p>For 1—3 Pendlebury's Elementary Arithmetic, pages 1 to 107, and pages 118 to 123.</p> <p>For 4—6 as set in Pendlebury's Graduated Arithmetic, Part V.</p> <p>For 6—8 as set in Graduated Arithmetic, Part VI.</p>	<ol style="list-style-type: none"> 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>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>	<ol style="list-style-type: none"> 1. General outline of the Five Divisions of the world. 2. United Kingdom and India. 3. Seychelles Islands. <p>TEXT BOOK.</p> <p>Cornwell's Geography for beginners, pages 1 to 38; 52 to 56; 63 to 66; 71 to 76; 90 to 96.</p> <p>Maps of England, Europe and Mahé.</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>

The System of Education in Seychelles.

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
<ol style="list-style-type: none"> 1. Reading. 2. Grammar. 3. Analysis of sentences (easy complex sentences). 4. Composition. 5. Letter writing and narration. 6. Conversation. 7. Recitation. <p>TEXT BOOK.</p> <p>C. P. Mason's Shorter English Grammar.</p> <p>Recitation:—</p> <ol style="list-style-type: none"> 1. The Beggar — Thomas Moss. 2. The World Compared to a Stage—Shakespeare (As You Like It). 3. The Fireside—N. Cotton. 	<ol style="list-style-type: none"> 1. Reading. 2. Grammar. 3. Dictation. 4. Analysis of sentences (easy complex sentences). 5. Translation. 6. Letter writing. 7. Conversation. 8. Recitation. <p>TEXT BOOKS.</p> <p>Grammaire Larive et Fleury 2me année pages 1—136.</p> <p>Hachette's First French Reader.</p> <p>Recitation:—</p> <p>Le Chateau de Cartes—Florian.</p> <p>Clémence d'Auguste—Cornelle.</p> <p>"Prends un siège....parle, il est temps."</p>	<ol style="list-style-type: none"> 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>TEXT BOOK.</p> <p>Pendlebury's Graduated Arithmetic, Part VII. (the whole).</p>	<ol style="list-style-type: none"> 1. Same as for Fourth Class Certificate. 2. Class teaching. 3. Methods of teaching reading, writing and arithmetic. <p>TEXT BOOK.</p> <p>Manuals of the Science and Art of Teaching.</p>	<p>Houses of Tudor, Stuart and Hanover.</p> <p>TEXT BOOK.</p> <p>Chambers's Senior English History, page 108 to end of book.</p>	<ol style="list-style-type: none"> 1. Same as for 4th class certificate. 2. British Colonies in Asia. <p>TEXT BOOKS.</p> <p>Cornwell's Geography for Beginners.</p> <p>Hewitt's British Colonies., pages 31—84.</p>	<ol style="list-style-type: none"> 1. Same as for 4th Class. 2. Stitching and sewing on strings, gathering, setting in, button-holing, sewing on buttons. Garment, a pinafore, shift, apron, a plain night-shirt, night-gown, herring-bone stitch on canvas or flannel. <p>Darning, simple, on canvas.</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. Summarising. 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 tuck, 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. P. Mason's Shorter English Grammar. Laurie's First Steps in Composition.	Grammaire Larive et Fleury. The whole of the 2 ^{me} année.	Pendlebury's Arithmetic.	Manuals of the Science and Art of Teaching.	Cyril Ransome's History of England.	Hewitt's British Colonies, pages 85 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. MENTAL ARITHMETIC. 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 spelt twice and slowly.	To read and write numbers up to 100 (notation only). Addition on slate of numbers up to 100. MENTAL ARITHMETIC. Addition up to 100 (starting at any number below and increasing by using figures 1, 2, 3 only). Book: Pendlebury'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, spelt once and slowly.	Notation: Numbers of 3 digits. Numeration up to 100. Addition } Numbers of Subtraction } 3 digits. Multiplication tables 2 to 6. MENTAL ARITHMETIC. Addition of numbers up to 100 (starting at any number below and increasing by using figures 1 to 6 only). Book: Pendlebury'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. MENTAL ARITHMETIC. Addition and subtraction to 100 (using figures 1 to 10). Book: Pendlebury'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 Rs. and Cts. Addition and Subtraction (£. s. d.) MENTAL ARITHMETIC. Multiplication and Division of numbers of 2 digits by any figure of the Multiplication Tables. Book: Pendlebury's Graduated Arithmetic Part III., pages 65 to 76 and exercises 69 to 73; 75 and 76; 78 to 80; 82 to 90.</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 (£ s. d. and Rs. and Cts.). Books: Pendlebury'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. Books: Pendlebury's Graduated Arithmetic Part IV., pages 97 to 122 and 131 to 144; and Part V., pages 157 to 160, and 166 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 Rs. 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. Books: Pendlebury's Graduated Arithmetic, Part V., the whole; and VI., pages 193 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 CLASSIFICA- TION.	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 draw- ing 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 pen- insula, 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: Guyau: "J'apprends à lire."	Hemming:— A child's pinafore, a pillow-case, a pocket handker- chief.
Standard IV.	Three pieces taken from Chambers's Book I. at the op- tion of the Teacher.	Definitions of geo- graphical terms. To show on the map of Europe the position of the names mentioned in Cornwell's Geography for Beginners, Nos. 23, 29, and 32 to 39.		Fluent and intelli- gent reading. Verbs avoir and être. Dic- tation from Text Book spelt once and slowly. Book: Guyau: "Je lis."	Hemming and Seaming: a child's pinafore, a pillow- case, a pocket handkerchief.
Standard V.	Four pieces taken from Chambers's Book II. at the op- tion of the Teacher.	To learn defini- tions, 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. 31 to 41 and pages 19, 21 and 22.	The Ancient Britons to the Saxon line restored. BOOK: Chambers's Junior English His- tory, pages 1 to 35.	Reading, Dictation, exercices, verbs être and avoir. Parsing. — Easy simple sentence with verb être. Transla- tion into French, passages from Cham- bers's Book II. Books: Grammaire Larive et Fleury— Année préparatoire (the whole). Guyau: Année En- fantine de Lecture Courante.	Hemming, Seam- ing, Felling, Mark- ing on canvas, sew- ing 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 35 to 70.	Reading, Dictation, Exercises, Regular Verbs. Parsing: Simple sentence with regular verb. Translation into French, passages from Chambers's Book III. BOOKS: Grammaire Larive et Fleury, 1ère année, pages 1 to 101. Guyan: Année préparatoire de Lecture Courante.	Stitching, setting-in, gathering, plain darnings 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 160.	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). Guyan: 1ère Année de Lecture Courante.	The running tuck, button-hole stitch, marking on linen, cutting out and making a pinafore, shift, 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 160 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.

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>CLASS A. Reading and Spelling. Copies on slate or copy book. Book:—Chambers's Fluent Readers, First and Second Primers. Recitation: I'll Try. Merry Spring. Writing:—Vertical Series, Nos. 1 and 2.</p>	<p>CLASS A. Notation numbers up to 100. Addition " " " " on copy book or on slate. Also Mental Arithmetic, addition up to 100 (using figures 1 to 5).</p>	<p>CLASS A. Oral Lessons on Test Map (without names) to acquaint pupils with drawings meant to represent any of the geographical terms.</p>			
	<p>CLASS B. Quick Spelling and Reading. Copies and Dictation. Book:—Chambers's Fluent Readers, Standard O. Recitation: Pieces set for Recitation in Standard O. (at end of book). Writing:—Vertical Series, Nos. 1 and 2.</p>	<p>CLASS B. Notation, Addition, Subtraction numbers of 4 digits. Numeration numbers of 3 digits. Mental Arith.: Addition and Subtraction (using figures 1-10). Book:—Pendlebury's Arithmetic, Standard I.</p>	<p>CLASS 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>			
CLASS I. STANDARD I.	<p>Reading, Dictation, Verbs to Be and to Have. Writing: Vertical Series, Nos. 3 and 4. Book:—Chambers's Fluent Readers, Book I. To learn the meaning of all the Nouns, Adjectives, Verbs, &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. P. Mason's First Notions of Grammar, pp. 1-34 with exercises</p>	<p>Notation and Numeration. Simple Addition, Subtraction, Multiplication and Division. Book: Pendlebury's Elementary Arithmetic pages 1 to 45.</p>	<p>Europe and England. Book:—Cornwell's Geography for Beginners pages 1 to 23 and 32 to 36 orally on Test Maps.</p>			

8375.	STANDARD II.	<p>Reading, Dictation, Regular Verbs, Parsing.</p> <p><i>Writing:</i> Vertical Series Nos. 5 and 6.</p> <p>BOOKS:—Chambers's Fluent Readers, Book II. To learn a vocabulary of all the parts of Speech as well as of the Locutions and Idioms, and Verbs with appropriate prepositions, used in the book.</p> <p><i>Recitation:</i> Pieces of Poetry at end of book.</p> <p>C. P. Mason's First Notions of Grammar, pages 1 to 64, with exercises.</p>	<p>Notation and Numeration. The First Four Rules. Compound Addition and Subtraction (Money). Reduction (Money).</p> <p>BOOK:—Pemberton's Arithmetic (Elementary), pages 1-73.</p>	<p>Geographical Terms. The United Kingdom and Europe, with Maps.</p> <p>BOOKS: Cornwell's Geography for Beginners, pages 1 to 38. Chambers's Geography Manuals, Standard IV.</p>	<p>The Ancient Britons to the Danish Conquest.</p> <p>BOOK: Chambers's Junior English History, pages 1-56.</p>	
	STANDARD III.	<p>Reading, Dictation, Parsing, Irregular Verbs, Easy Composition.</p> <p><i>Writing:</i> Vertical Series Nos. 7 and 8.</p> <p>BOOKS:—Chambers's Fluent Readers, Book III. (same as for Standard II.).</p> <p><i>Recitation:</i> Pieces at end of book.</p> <p>C. P. Mason's First Notions of Grammar, pp. 1-120, with exercises.</p>	<p>Same as for Standard II. Plus: Compound Multiplication and Division. Measures of Weight and Length.</p> <p>BOOK:—Pemberton's Elementary Arithmetic, pages 1-107.</p>	<p>The British Isles.</p> <p>BOOK: Chambers's Geography Manuals, Standard V.</p> <p>Outlines of Europe. 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 57 to 60.</p>	<p>Reading, Dictation, Parsing, Verbs, Avoir et Être, Regular verbs. Translation from French into English and from English into French.</p> <p>BOOK: Larive et Fleury's 1ère Année de Grammaire, pp. 1-35. M. Guyau's Année préparatoire, for translation into English.</p>
11 88710	STANDARD IV.	<p>Reading, Dictation, Parsing, Analysis, Irregular Verbs, Easy Composition, Easy Letter-writing.</p> <p><i>Writing:</i> Vertical Series Nos. 9, 10, 11.</p> <p>BOOKS:—Chambers's Fluent Readers, Book IV. (same as for Standard III.).</p> <p><i>Recitation:</i> Pieces set at end of book.</p> <p>C. P. Mason's First Notions of Grammar (the whole).</p>	<p>Same as for Standard III. Plus: Measures of Area, Solid, Capacity and Time.</p> <p>BOOK:—Pemberton's Elementary Arithmetic (the whole).</p>	<p>Physical and Political Geography of Australia, Canada, South African Colonies, India and Ceylon.</p> <p>BOOK: Chambers's Geography Manuals, Standard VI.</p> <p>Maps of Europe and Malé, with Islets to be filled up.</p>	<p>Houses of Lancaster, York, and Tudor.</p> <p>BOOK: Chambers's Junior English History, pages 70 to 100.</p>	<p>Reading, Dictation, Parsing, Verbs, &c. Translation from French into English and from English into French.</p> <p>BOOKS: Larive et Fleury's 1ère Année de Grammaire, pages 36-137. M. Guyau's 1ère Année de Lecture Courante, for translation into English.</p> <p>(Classical side.) 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. First Latin Reader Sentences 1-233.</p> <p>(Modern side.) Natural Science. Paul Bert chapter on animals.</p>

* Taken from the Regulations for the Victoria School, under Section 3 of the Education Ordinance, 1902. These regulations can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

APPENDIX

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><i>Writing</i>: 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><i>Recitation</i>: Pieces at end of book.</p> <p>Mason's Shorter English Grammar.</p>	<p>First four rules. Roman system of Notation, Factors, G.C.M., L.C.M.; Measures of Money and Weight. Fractions—Vulgar and Decimal, Practice, Invoices, Ratio, Proportion.</p> <p>BOOK.</p> <p>Pendlebury'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 Manuals, Standard VII.</p>	<p>The Houses of Stuart and Hanover.</p> <p>BOOK.</p> <p>Chambers's Junior English History, page 106 to end of book.</p>
Standard VI.	<p>Same as for Standard V.</p> <p><i>Writing</i>: Vertical series, Nos. 13 & 14.</p> <p>BOOKS.</p> <p>Chambers's Fluent Readers, Book VI. (same as for Standard V.)</p> <p><i>Recitation</i>: 4 pieces at end of book.</p> <p>Mason's Shorter English Grammar.</p>	<p>Pendlebury's Arithmetic, pages 1-152; 160-202; 262-267.</p>	<p>Mathematical, Physical & Political Geography of Great Britain and Ireland, and the Colonies.</p> <p>BOOK.</p> <p>Cornwell's School Geography, pages 1-120.</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>Meiklejohn's English Grammar, pp. 8-85.</p> <p>Tennyson's Death of the Duke of Wellington.</p> <p><i>Recitation</i>: from Palgrave's Golden Treasury: Part II., poems 2, 14, 22, 32.</p>	<p>Pendlebury's Arithmetic, pages 1-152; 160-202; 262-267; 273-294.</p>	<p>Mathematical, Physical and Political Geography of the whole of Europe and as in Standard V. Maps of Europe and Malé.</p> <p>BOOK.</p> <p>Cornwell's School Geography.</p>	<p>The Houses of Stuart and Hanover.</p> <p>BOOK.</p> <p>Chambers's Senior English History.</p>

* Taken from the Regulations

C. (continued).

CLASSES OF THE VICTORIA SCHOOL (PAYING BRANCH).

FRENCH.	DRAWING.	ALGEBRA.	SCIENCE.	CLASSICAL SIDE ONLY.	MODERN SIDE ONLY.
<p>Reading, Dictation, Parsing, Verbs, Exercises.</p> <p>BOOKS.</p> <p>Grammaire Larive et Fleury. 2me Année, pages 1-132.</p> <p>Hachette's First French Reader. Pages 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 C. E. Town. Books 4 and 5.</p>			<p>LATIN.</p> <p>Stedman's First Latin Reader, Sentences 289-333.</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, &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>Reading, Dictation, Parsing, Verbs, Exercises, Composition, Letter-writing.</p> <p>BOOKS.</p> <p>Grammaire Larive et Fleury. 2me Année, pages 133-224.</p> <p>Hachette's First French Reader. Pages 90-168 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 6½.</p>	<p>The First four Rules.</p> <p>BOOKS.</p> <p>Hall and Knight's Algebra (Elementary), pages 1 to 40.</p>		<p>LATIN.</p> <p>Stedman'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, &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>Same as for VI. Standard. Translation of easy passages from English into French, Essay.</p> <p>BOOKS.</p> <p>Grammaire Larive et Fleury, 3me Année, pp. 1-182.</p> <p>Hachette's First French Reader. Pages 110 to end for translation.</p> <p>Chambers's Fluent Readers, Book VI. for 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, 6½, and 7.</p>	<p>The First four Rules, use of brackets, Simple Equations, Highest Common factor, lowest Common multiple, elementary fractions.</p> <p>BOOK.</p> <p>Hall and Knight's Elementary Algebra, pp. 1 to 76.</p>	<p>Paul Bert's 1st year of Natural Science; Physics and Chemistry.</p>	<p>LATIN.</p> <p>Stedman's Easy Latin Exercises 1-50.</p> <p>Stedman: Kings of Rome (Methuen).</p> <p>Revised Latin Primer. pp. 1-130 §§ 1-267.</p> <p>GEOMETRY.</p> <p>Todhunter's Euclid: Definitions, &c., Book I, the first 15 propositions.</p>	<p>Todhunter's Euclid: Definitions, &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>

for the Victoria School.

APPENDIX D.

GENERAL REGULATIONS FOR THE SEYCHELLES SCHOLARSHIPS UNDER CHAPTER IV. OF THE EDUCATION ORDINANCE, 1900.

Conditions for admission to Examination.	<p>1. The conditions under which candidates shall be allowed to compete for the Seychelles Scholarships shall be the following :—</p> <p>(i.) Every candidate shall be a British subject ;</p> <p>(ii.) Every candidate shall be under fifteen years of age on the 30th of June of the year in which the examination is held ;</p> <p>(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.</p>																																																																																																																																																																																																																																																																								
Subject matter of Examination.	<p>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.</p>																																																																																																																																																																																																																																																																								
Laureates must satisfy Examiners.	<p>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.</p> <p>(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.</p>																																																																																																																																																																																																																																																																								
Marks.	<p>The marks allotted for the subjects shall be as follows :—</p> <p>For the Classical side - - - 1,200 marks.</p> <table border="0"> <tr><td>English</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>100</td></tr> <tr><td>English Dictation and Essay, Letter or Narration</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>100</td></tr> <tr><td>English History</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>150</td></tr> <tr><td>French, including Dictation and Composition</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>150</td></tr> <tr><td>Drawing</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>50</td></tr> <tr><td>Geography</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>150</td></tr> <tr><td>Arithmetic</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>150</td></tr> <tr><td>Algebra</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>75</td></tr> <tr><td>Geometry</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>75</td></tr> <tr><td>Science</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>75</td></tr> <tr><td>Latin</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>125</td></tr> <tr><td>Total</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>1,200</td></tr> </table> <p>For the Modern side - - - 1,200 marks.</p> <table border="0"> <tr><td>English</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>100</td></tr> <tr><td>English Dictation and Essay, Letter or Narration</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>100</td></tr> <tr><td>English History</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>150</td></tr> <tr><td>French, including Dictation and Composition</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>150</td></tr> <tr><td>Drawing</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>50</td></tr> <tr><td>Geography</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>150</td></tr> <tr><td>Arithmetic</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>150</td></tr> <tr><td>Algebra</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>75</td></tr> <tr><td>Geometry</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>100</td></tr> <tr><td>Science</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>75</td></tr> <tr><td>Book-keeping</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>100</td></tr> <tr><td>Total</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>1,200</td></tr> </table>	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	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
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* 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 re-

I, having been selected by His Honour the Administrator for the purpose of completing my Education at responsible party.

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 pay 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 :— <i>First Year.</i> —Handling the ordinary implements used in digging, harrowing, sowing, planting, etc., preparing soil, and trimming and cutting trees, hedges, etc. <i>Second and Third Years.</i> —In addition to the above, the preparation of manure, potting, grafting, pruning, and laying out beds, and the organs of plants. <i>Fourth Year.</i> —Classification of plants, laying out of grounds and forestry.												
Rates of wages.	9. The following will be the rates of wages :— <table border="0" style="margin-left: 2em;"> <tr> <td>First Year</td> <td>- - - - -</td> <td>Rs. 10 per mensem,</td> </tr> <tr> <td>Second Year</td> <td>- - - - -</td> <td>15 " "</td> </tr> <tr> <td>Third Year</td> <td>- - - - -</td> <td>20 " "</td> </tr> <tr> <td>Fourth Year</td> <td>- - - - -</td> <td>20 " "</td> </tr> </table>	First Year	- - - - -	Rs. 10 per mensem,	Second Year	- - - - -	15 " "	Third Year	- - - - -	20 " "	Fourth Year	- - - - -	20 " "
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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,

7th March, 1901.

Administrator.

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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.****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 :—

(a) Not only imparted common science, and the knowledge of the English language, but who

(b) By strict discipline and an excellent school organisation, trained their pupils in all good habits ; and

(c) By the manual work enforced upon all their pupils, taught them the value of time, the dignity of labour, and greatly encouraged the cultivation of new products ;

(d) Who in their workshops trained a great many very useful handicraftsmen, not only for the Gold Coast, but for the whole of West Africa ;

(e) Who by their Mission-houses, their well-built chapels, schools and teachers' houses, taught the natives how to erect better habitations, and to strive after a better mode of life ;

(f) Who, by the culture of the native language, deeply influenced the great body of the people, and developed the intellectual powers of the whole race ;

Considering all this, one will not be surprised that all the Government School Inspectors, who annually visit the schools all over the Colony, and inquire carefully into all the details of the educational work done, with one accord state : that the Basel Missionaries, advancing at a slow pace, in their usual persevering manner, are making very sure progress ; that their work is the most real and solid ; that they are the most powerful of all denominations at work in the Colony ; that for more than fifty years they have done immense good to the Colony ; that, to quote the verdict of one of the former Inspectors of Schools, with regard to the Interior, the Basel Mission has alone made a permanent mark on the country.

W. J. ROTTMANN.

Akropong, Gold Coast, July 5th, 1902.

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 necessaries 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

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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.

Yalemba, Upper Congo, 1902.

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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 fairly well used up after a full day's work.

The effects 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.

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.

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 washstand, 3 sets of tressies 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 cwt. 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

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 age 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

NOTE I.

BLANTYRE MISSION EDUCATIONAL CODE.³

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 ulendos.
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.

1st Quarter.—Rough planing and use of jack plane ; use of square and 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.

 OUTLINES OF SUBJECTS TO BE TAUGHT

DURING THREE YEARS' APPRENTICESHIP IN HOSPITAL.

QUALIFICATION AT END OF APPRENTICESHIP—"HOSPITAL ATTENDANT."

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, snakebite, 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.

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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 re-act 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 diverse 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.

Leamington,

April, 1902.

NOTE III.
LIVINGSTONIA EDUCATION CODE, 1896.*

	UNDER STANDARD.—DIVISION 1.	DIVISION 2.	DIVISION 3.	DIVISION 4.	
Reading.	Alphabet ; figures 1—9, 0	Syllables ; figures.	Pang'ono Pang'ono.†	Mkweri.†	
Writing.	Practice in holding slate and pencil : strokes. (B. B.)‡	Strokes ; hooks ; letters o, u, e, d, g, q ; e, l, b, h, k, f. (B. B.)‡	All the letters ; short words ; figures. (B. B.)‡	Short sentences ; capitals ; figures. (B. B.)‡	
Arithmetic.	Vernacular and English numerals, 1—10.	Vernacular and English numerals, 1—50 ; ball frame.	English notation 1—100 ; addition table—10+10 ; addition of 3 lines of units.	English notation and numeration 1—500 ; addition and subtraction tables 1—10+10 and 20—10 ; addition of 4 lines of units and tens.	
Religious Knowledge.	Oral teaching on the Saviour's life upon earth ; the Lord's Prayer ; the Commandments.	Oral teaching on the Saviour's life upon earth ; the Lord's Prayer ; the Commandments.	Oral teaching on the Saviour's life upon earth ; the Lord's Prayer ; the Commandments.	Do.	
(Music)			Knowledge of the Sol-fa syllables.	Familiarity with one octave on modulator.	

	STANDARD 1.	STANDARD 2.	STANDARD 3.	STANDARD 4.	STANDARD 5.§	STANDARD 6.§
Reading.	1 Chinyanja Reader.†	2 Chinyanja Reader.†	3 Chinyanja Reader.†	Book of Genesis.†		
Writing.	Sentences from B. B.‡ ; transcription ; 2 lines of dictation ; letters and short words on paper.	Sentences from B. B. ; transcription ; 5 lines of dictation ; sentences on paper.	Transcription ; 7 lines of dictation ; copy books.	Copy Books ; 10 lines of dictation ; ruling of copy books.	In copy books ; dictation in exercise books up to 14 lines ; writing head lines and sums on B. B.‡ and in exercise books.	In copy books and exercise books ; writing head lines and sums on B. B.‡ and in exercise books.
Arithmetic.	Addition (5 lines by 3) ; subtraction of hundreds ; multiplication table—6 ; numeration 1—1000 ; figure circle ; mental.	Rules up to short division ; multiplication table ; numeration 1—10,000 ; figure circle ; mental.	Long division ; addition and subtraction of money ; numeration ; tables of weights and measures ; mental.	All the Compound Rules ; Bills of Parcels ; mental.	Proportion ; fractions ; mensuration ; mental.	Fractions ; interest ; discount ; mental.
Religious Knowledge.	One Gospel to be professed annually ; 4 Parables to be committed to memory ; Katekisma la Hare, 1—5.	One Gospel to be professed annually ; 6 miracles ; Katekisma la Hare, 1—15.	Sermon on the Mount ; Katekisma la Hare, 1—20 ; names of Books in New Testament ; Roman numerals.	An epoch of Old Testament History ; 4 chapters of Scripture ; Katekisma la Hare, 1—20 ; names of Books in Bible.	An epoch of Old Testament History to be professed annually ; 5 chaps. of Scripture ; 3 English metrical psalms or paraphrases.	Do.
Special Subjects :						
English.	An English 2 Primer.	English Standard 1 Book.	English Standard 2 Book.	English Standard 3 Bpogk.	English Standards 4 and 5 Books.	English Standard 6 Book.
Grammar.			Easy translation and version.	Parts of speech ; simple analysis ; easy translation and version.	Analysis ; story and letter ; translation ; version.	Analysis ; letter ; essay ; translation ; version.
Geography.	The cardinal points of compass ; meaning of map ; continents and oceans ; the Lake District and Africa generally.	Do.	Do. ; The Medley " <i>Ishlanqanisele.</i> "	The continents ; Africa specially ; map drawing.	The countries of Europe ; map drawing.	The world physical and political ; map drawing.
History.				Primary outlines of general history.	Outlines of British History.	Outlines of the history of the Christian Church.
Science.	Object lessons on common things, e.g., domestic animals, plants, fruit, and substances in daily use.	Object lessons on common things, e.g., plants, trees, fruits, fuel, and as forests connected with rain and agriculture ; animals domestic and wild.	Object lessons on common things, e.g., plants and animals—relation to industries ; Bark-cloth, Cotton ; Canoes, Parchment, Trees, Glue, Leather ; simpler mechanical appliances, Roller, Skid, Barrow, Lever.	Elementary lessons on animal and plant life, or hygiene, or mechanics.	Elementary lessons on plant and animal life ; hygiene ; mechanical appliances.	Do.
Vocal Music.	Sol-fa modulator ; 2 easy pieces.	Do. ; 3 easy pieces.	Do. ; 4 pieces.	Part singing.	Part singing.	Part singing. Transcription.

* Before the year 1897 the word "Livingstonia" applied to the whole Mission, afterwards the place, Kondowi, where the institution was planted, was called Livingstonia, and appears as such in Government surveys and postal maps, etc. The Mission, as a whole, is still called by the Church "The Livingstonia Mission," but it has occasioned some confusion in British Central Africa, and this may explain the change of title in the Code of 1901 (see Appendix D). Another reason may be that the Code of 1896 was drawn up by the Livingstonia Mission alone, while that of 1901 was, I think, the joint production of several Missions working round Lake Nyasa.

NOTE IV.
EDUCATIONAL CODE OF NYASALAND, 1901.
ANGLO-VERNAacular SCHOOLS.

SUBJECT	INTERMEDIATE CLASS.	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.	STANDARD V.	STANDARD VI.	STANDARD EX VI.
<i>COMPULSORY.</i>								
1. Religious Knowledge.	A Synoptic Gospel: 20 verses of Scripture to be learned (or equivalent from Catechism).	A Harmony of the Gospels: 20 verses of Scripture to be learned (or equivalent from Catechism); Names of books in New Testament: Roman Numerals.	The Acts of the Apostles: 30 verses of Scripture to be learned (or equivalent from Catechism); Names of books in Old Testament.	Gospel of St. John: Names of books in Bible; 30 verses of Scripture: Complete Catechism.	Our Lord's Miracles:	Our Lord's Parables: An Epoch of Old Testament History to be studied each year: Two chapters of Scripture to be learned each year (or equivalent): Revision of Catechism yearly.	One of the Pastoral Epistles:	One of the Pauline Epistles:
2. Reading, Vernacular.	Third Vernacular Primer: Dictation (4 lines).	First Standard Vernacular Reader: Dictation (8 lines).	Second Standard Vernacular Reader: Dictation (10 lines).	Third Standard Vernacular Reader: Dictation (12 lines).	Reading from any book in the vernacular with attention to emphasis, phrasing, etc.			
3. Reading, English.	Infant Reader: Dictation (2 lines).	First Standard Reader: Dictation (3 lines).	Second Standard Reader: Dictation (5 lines).	Third Standard Reader: Dictation (7 lines).	Fourth Standard Reader: Dictation (10 lines on paper).	Fifth Standard Reader: Dictation (14 lines on paper).	Sixth Standard Reader.	Reading from any book in plain English, with attention to emphasis, etc.
4. Arithmetic.	Numeration and notation—1—1,000: Mental addition and subtraction: Addition and subtraction of hundreds on slates.	Complete notation: Multiplication tables: Simple mental work up to multiplication: Addition, subtraction, and multiplication on slates.	Simple mental work including addition of money: Simple rules including division: Addition, subtraction of money on slates.	All rules up to (finishing) money.	All the compound rules: Reduction: Tables of weights, measures, etc. Mental Arithmetic on compound rules.	Bills of Parcels: Simple Proportion: Practice: Mental Arithmetic on compound rules.	Compound Proportion: Interest: Vulgar and Decimal Fractions. Mensuration: Mental problems.	Revision of all rules.
5. Writing.	Sentences on slates copied from Black-board: Short easy words, medium hand, on paper with pens.	Sentences on slates copied from Black-board: Transcription: Medium-hand copy-books.	Transcription on slates: Medium-hand copy-books.	Medium-hand copy books: Transcription on slates.	Small-text copy books: Transcription on paper.	Small-text copy books: Transcription on paper.	Copy-books: Transcription with attention to form and spacing.	Writing with attention to form and spacing on unruled paper.
6. Grammar and Composition, Vernacular.			Writing a story, with proper use of capitals and full-stops.	Writing a story or letter, fully punctuated: Parts of speech.				
7. Grammar and Composition, English.		Oral lessons in Translation.	Oral lessons in Translation.	Lessons in Translation.	Elementary Composition: General analysis: Parts of speech: Inflection, comparison: Translation.	Composition: Story and letter writing: Verb conjugations, moods and tenses: Analysis: Translation.	Composition: Story and letter writing: Translation: Irregular verbs: Analysis: Parsing.	Translation: Story and letter writing: Grammar generally: Analysis: Parsing.
8. Geography.*		Local geography, bringing out geographical nomenclature.	General geography of Africa.	Detailed teaching of geography of Africa.	The Continents of the Eastern Hemisphere: Map drawing on slates from Black-board.	The Continents: Europe particularly: Map drawing on paper.	The World: British Empire particularly: Map drawing.	The World: Africa, Europe, and British Empire particularly: Map drawing from memory.
9. History.	An Epoch of O. T. History.	An Epoch of O. T. History.	One of the greater Epochs of O. T. History.	An introductory text book such as "The Citizen Reader."		An Epoch from British History each year.		
<i>OPTIONAL.</i>								
10. Science.		Object lessons on common things.			Lessons on practical aspects of such subjects as Physical Geography, Dynamics, Chemistry, and Hygiene.			
11. Music.		School Hymns or Songs—Six new pieces to be learned with words each year by the classes unitedly: Elements of Sol-fa theory.			Sol-fa theory: 8 pieces to be learned.	Sol-fa theory: Easy dictation: 8 pieces to be learned.	Sol-fa theory: Dictation: 8 pieces to be learned.	Staff notation: General knowledge of theory.
12. Drill.		School Drill in all the classes unitedly.						

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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

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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. *When 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 meagre amount allotted by the Education Department to such instruction. It is unreasonable to expect that the missionary-contributing public of Great Britain will continue to supply artisans for the advantage of the Colony. These Missionary Societies started the work, have shown 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-

* 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 this 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.

J. M. WILSON.

October, 1902.

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