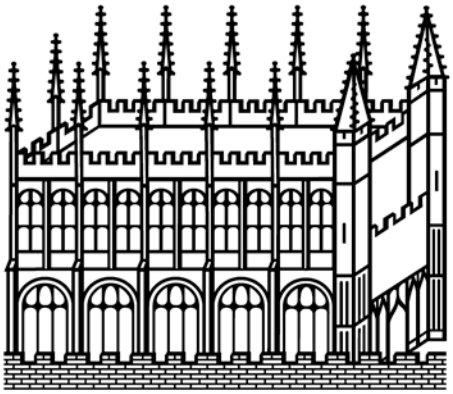

AN

EXPERIMENT

IN

EDUCATION,

MADE AT THE

MALE ASYLUM AT EGMORE,

NEAR MADRAS.

Suggesting a System by which a School or Family may teach itself under the Superintendence of the Master or Parent.

By the Rev. Dr. ANDREW BELL,

A.M. F. As. Soc. F.R.S. Edin:

Rector of Swanage, Dorset; late one of the Directors and Superintendent of that Establishment, and Chaplain of Fort St. George.

10

SECOND EDITION;

To which is prefixed the Scheme of a School on the above Model, alike fitted to reduce the Expense of Education, abridge the Labour of the Master, and expedite the Progress of the Scholar. The Process of teaching the Alphabet in Sand, of Reading, Spelling, and Writing, is explained; and a Board of Education and Poor-Rates suggested.

Jesus stooped down, and with his finger wrote on the ground.

JOHN viii. 6.

LONDON:

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1805.


BIBLIOTHECA BODLEIANA

TO THE

HONOURABLE THE CHAIRMAN,

THE DEPUTY CHAIRMAN,

AND

THE DIRECTORS,

OF

THE EAST INDIA COMPANY;

THE PRESIDENT IN COUNCIL

OF FORT ST. GEORGE;

AND TO

THE DIRECTORS OF THE MALE ASYLUM

AT MADRAS;

THIS SCHEME

OF THE

MODE OF TEACHING PRACTISED AT

THEIR ESTABLISHMENT,

IS RESPECTFULLY INSCRIBED,

BY THEIR MOST FAITHFUL, AND

VERY OBEDIENT SERVANT,

A. BELL.

ADVERTISEMENT.

On my arrival from India in the year 1797, the first edition of this humble essay, on practical Education, was published. Fraught with the enthusiasm, to which this experiment owes its origin and its event, I was exceedingly solicitous to give currency to the system of Education practised in the Male Asylum at Madras; a system which, I flattered myself, would, in the course of ages, become general.

Aware, however, of the natural and often just prejudice entertained by men of sagacity and experience against every novel attempt, I was apprehensive that the report of what had been done in India might be regarded in Europe as a speculative doctrine rather than a practical fact. To guard against this imputation, it was thought advisable to publish the entire despatches of the Government of Madras relative to the success of this institution. In consequence of this resolution, documents were

introduced for the sole purpose of establishing the reality of the details recorded.

In narrating an experiment of a very extraordinary complexion, my object was, by authenticating the facts on which it rested, to induce others to repeat the experiment. Nor have I been disappointed. In the metropolis and various parts of the kingdom, the general principle of the system has been acted upon, and, in some instances, improved upon; but the details, by reason of their brevity, have not always been fully understood.

Leaving, then, the original documents where they may readily be found, the following extracts are, for the most part, confined to facts and to the details of the system. A familiar scheme is prefixed. Illustrations sought for by those who interest themselves in Charity, Sunday, and other free Schools, and by Parents who charge themselves with the superintendence of their children's education, are annexed; and a suggestion of a board of education and poor-rates is subjoined.

PREFACE

TO

THE FORMER EDITION.

In the education of youth three objects presented themselves to my mind: to prevent the waste of time in school; to render the condition of pupils pleasant to themselves; and to lead the attention to proper pursuits. In other words, my purpose was to make good scholars, good men, and good Christians.

In charge of a new institution, and by situation free from any bias or trammel that might warp the mind or shackle exertion, I tried every method, which a long and earnest attention to the nature and disposition of youth suggested, to accomplish these ends to my own satisfaction. After many attempts with various success, I rested in a system surpassing in its effect any expectation I had formed, and "far exceeding the most sanguine hopes" of the directors[a] of the institution, and others interested in the event.

The experiment, thus made at Madras, has appeared to those who have witnessed the result, convincing and decisive in regard to charitable

[a] See their testimony in the despatches of the Madras Government to the Court of Directors. Former edition.

establishments; and the plan of education there adopted has, after the experience of several years, been, by those[b] whose opinions are likely to have the greatest weight, recommended to similar establishments. How far such a system will apply to education in general, may be inferred from the tenour of the following report. That farther and similar trials may be made, and the success in every instance ascertained by experience, is the aim of this publication.

[b] See the Government of Madras to the Governor-General, and to Bombay. Ib.

THE

SCHEME OF A SCHOOL

ON THE

MODEL OF THE MALE ASYLUM

AT MADRAS.

The School is arranged into six or eight Forms or Classes. This Classification is essentially requisite to facilitate the labour of the Teacher, and to excite the diligence of the Scholar. It requires no more time for the Teacher to instruct a Class of twenty boys, or hear them say a lesson, each a portion by rotation, than it does to instruct a single boy, or hear him say the same lesson by himself. And the scholar is continually stimulated to obtain pre-eminence in his Class; and even to rise above it, and be promoted to a superior; and especially not to sink below it, and be degraded to an inferior Class.

When a boy has held a high rank in his Class for some time, he has an option of being advanced to a superior Class, where he is placed at the foot; and, if in a few days he rise near the middle, he maintains a permanent footing in this Class; if not, he must revert to his original Class; as a Scholar is far more profitably employed in learning easy or short lessons, which he gets well,

than difficult or long ones, of which he does not make himself master.

Also a boy, who fails, for some time, in saying his daily lessons well, is degraded to an inferior Class, where he is placed at the head; and, if he sink to its level, he is doomed to permanent degradation: but, if he maintain a high rank, he is allowed to resume his original Class on a new trial; when it often happens that, by redoubled exertion, he can now keep pace with them.

By these means, no Class is ever retarded in its progress by idle or dull boys; and every boy in every Class is fully and profitably employed. By these means, too, the Classes naturally form themselves in point of numbers as well as proficiency: and, if any become numerous and unwieldy, or the reverse, a subdivision or consolidation takes place, by uniting the higher boys of an inferior Class with the lower of a superior, or otherwise amalgamating them according to their proficiency.

So much for the general Formation of a School.

Now more particularly of the Asylum.

1st. Each Class is paired off into Tutors and Pupils. Thus, in a Class of twelve boys, the six superior tutor the six inferior, each each. Of course in their seats the boys take their places in different order from that in which they stand in their Class, as each pupil sits by the side of his tutor.

Mark, at the outset, how many advantages grow out of this simple arrangement.

First, the very moment you have nominated a boy a Tutor, you have exalted him in his own eyes, and given him a character to support, the effect of which is well known.

Next, the Tutors enable their Pupils to keep up with their Classes, which otherwise some of them would fall behind, and be degraded to a lower Class, or else, continuing attached to their Class, forfeit almost every chance of improvement, by never learning any one lesson as it ought to be learnt. This is the reason why some boys in most schools are declared incapable of learning. As often as this was said to me of any of our pupils, in the beginning of my essay, by such Ushers as I then had, my reply was, "It is you, who do not know how to teach, how to arrest and fix the attention of your pupil: it is not that he cannot learn, but that he does not give the degree of attention requisite for his share of capacity." I then gave an experimental proof, that by just exertion on the part of the teacher, and fixing the attention of the pupil, this imaginary impossibility, like most others created by ignorance and indolence, was surmounted. When I had in the course of time established this point, I was wont to say before all the school, to those who honoured them with a visit, "You have often heard that there are boys at every school who cannot learn their lessons distinctly and accurately. Examine every Class in this school,

and shew me a boy of this description." Or, if in a hurry, "Lay your hand upon any Class, and any boy in that Class; let him say how far he is advanced: open his book at any prior place, and hear him read and spell," &c.

Another advantage, attending this arrangement, is, that the tutor far more effectually learns his lesson, than if he had not to teach it to another.

Still another advantage is, that here is a grand stimulus to emulation: for what disgrace attaches to the boy who, by his negligence, is degraded into a pupil, and falls perhaps to be tutored by his late pupil, promoted to be a tutor!

2. Each Class has an Assistant-Teacher, whose sole employment it is to instruct that Class; to see that the Tutors do their part; that they not only get their own lesson, but assist and forward their pupils; and, under the Teacher, hear the whole Class—Tutors and Pupils—say the lessons which they have assisted them in preparing.

The Assistant sees, at every instant, how every boy in his Class is employed, and hears every word uttered.

This is a station of great emulation; for distinctions,[a] fitted to take a strong hold of the youthful mind, are conferred upon such as perform their tasks with diligence, fidelity, and suc-

[a] What were these distinctions? Some of them were local, and regarded their daily food and dress; some pecuniary; some honorary. Silver medals, of different numbers and size, were distributed at the annual examination by the President.

cess; and the degradation, consequent upon ill conduct or ill success, is deeply felt. This observation applies, with still greater force, to the next link of the chain,

3. The Teachers, who have each charge of one or more Classes. Their business is to direct and guide their assistants, inspect their respective Classes—the Tutors and the pupils,—and see that all is maintained in good order, strict attention, and rigid discipline. The Teacher is also either to hear the Class say their lessons, or intend his assistant, while he hears them. And, when he has more than one Class under his care, he occasionally leaves this task to his assistant, if himself happen to be engaged with another Class at the same time.

It often happens that the Assistant-Teacher proves himself fully equal to the entire charge of his Class, in which case he is promoted to the rank of a Teacher, and performs the double office of Teacher and Assistant.

There were fourteen in all of these Teachers and Assistants, for two hundred boys, at the Asylum, none of them less than seven, or more than fourteen, years of age.

Next (and last if there be no Superintendent) comes the Schoolmaster, whose province it is to watch over and to conduct this machine in all its parts and operations, and see the various offices, which I have described, carried into effect.

From his place (chair or desk) he overlooks the whole School, and gives life and motion to

every member of it. He inspects the Classes one by one, and is occupied wherever there is most occasion for his services, and where they will best tell. He is to encourage the diffident, the timid, and the backward: to check and repress the forward and presumptuous: to bestow just and ample commendation upon the diligent, attentive, and orderly, however dull their capacity, or slow their progress: to stimulate the ambitious, rouse the indolent, and make the idle bestir themselves: in short, to deal out praise and displeasure, encouragement and threatening, according to the temper, disposition, and genius, of the Scholar. He is occasionally to hear and instruct the Classes, or rather overlook and direct the Teachers and Assistants while they do so.

The advantage is, that not being perpetually occupied, as at most Schools, in hearing and instructing one or other of the classes, which necessarily withdraws his attention for the time from the rest of the School, he has leisure to see that all are employed as they ought. The great advantage is, that it is his chief business to see that others work, rather than work himself; and that he is most usefully employed in doing what men in general are most ready to do.

Last of all comes the Superintendent (who may be the Chaplain of the Seminary, or any gentleman who delights in such pious offices) whose scrutinising eye must pervade the whole

system, whose active mind must give it energy, and whose unbiassed judgment must maintain the general order and harmony.

For these important purposes there is lodged in the hands of the Schoolmaster (to whom, supposing there is no Superintendent, I have attributed some of the offices peculiar to the latter), a most powerful operator, the black book, as the boys call it, or register of continued idleness, negligence, ill-behaviour, and every offence which requires serious investigation and animadversion.

To this simple instrument I attach immense importance in preserving order, diligence, good conduct, and the most rigid discipline, at the least expense of punishment, of which it is a great object to be frugal and a good economist. The manner in which this instrument is employed may appear to some despotic, partial, and unjust. To me, who tried it on a preconceived opinion of its utility, and witnessed, on trial, its wonderful operation in producing diligence, truth, contentment, and happiness, it wears a widely different aspect. Suppose an offence committed by a Pupil, deserving a place in the black book, and known at the time of commission to his Tutor, who yet failed to mark it to the Assistant; the Schoolmaster, on discovery, puts down the Tutor for neglect of duty. In like manner, if the Tutor gave notice to the Assistant, and the Assistant did not to the Teacher,

the Assistant is noted on the book: and so of the Teacher. Also if the Assistant be guilty of misbehaviour, the Teacher who witnessed, and did not report it, is made responsible, and so on. Nay, there was no obstacle to prevent any of the inferior orders from doing what often happened, noting, in their turn, the offences of their superiors, as these last had no other means of punishing the former than by registering their offence in the black book, when the accused is generally tried by his peers, as will be seen in the sequel, and is sure of a candid hearing and an impartial award.

In every instance, every serious offence is either noted by, or carried to, the Schoolmaster, who is to judge whether it deserves a place in the register, or whether an immediate reprimand, or threat, may suffice.

Our language, when enforcing his duty on the Tutor, is, that it is the business of the Pupil to be idle, if the Tutor will allow it; and so on.

This register is solemnly inspected and scrutinised once a week, in presence of the whole school, drawn up in a circle for that purpose; when the nature [b] and consequence of every

[b] Abstract lectures, which my Schoolmaster tried for a while, are little attended to, and still less understood, by children. To reach their minds, and touch their hearts, you must give a visible shape and tangible form to your doctrine. When a meritorious conduct is displayed, or a crime perpetrated, and you can thus give a body to your lecture, it is listened to, understood, and felt. My lectures were all of this sort, with the subject under my

omission or commission is explained in the language of the school.

Mark the advantage of this process. An offence is committed, the punishment of which, if the superior officer do his duty, cannot reach beyond the culprit; but if he fail, he becomes himself involved, not for the offence of another, but for his own omission of the task assigned to him. The facility, which this process affords to the detection of every crime, and consequent prevention, must be obvious at first sight. Mark, also, that no one in this link is called upon to do more than to report what he sees and knows to be done, contrary to the rules of the School, in the department committed to his charge, and for which he stands responsible.

But what are all these advantages compared with the last I have to mention? It is the grand boast of this system, not that it thus detects, convicts, and corrects the offender, but that, by the perpetual presence and intervention, as well at play as in school, of our Teachers and Assistants (not to say Tutors) who are tried and approved boys, aided by their (emeriti) predecessors, who

hands, and before the eyes of all his schoolfellows, assembled on the occasion. "Jesus called a little child unto him, and set him in the midst of them, and said, &c." Mat. xviii. 1—6; See also Mat. xii. 48—50; xxii. 15—22; xxii. 34—40; xxiv. 1—2; Mark, ii. 27; xii. 41—44; Luke, x. 40—42; John iv. 9—26; and gospels passim. How much might we learn, if we read our Bibles as we ought to do?

acquitted themselves, while in office, with credit and applause, it prevents the offence, and establishes such habits of industry, morality, and religion, as have a tendency to form good scholars, good men, and good Christians.

Such is the general outline of the system. How far it is fitted to produce undiverted and uninterrupted application, and proportionate progress, the attentive reader may now form a judgment. He has before him the scheme, and the principles on which it is founded. On this ground its claim might perhaps be rested. And if from any cause whatever, it had failed of producing an adequate effect, still it may not be thought unworthy of another and better trial. But then, too, it might, perhaps, be ranked with those visionary projects, with which the press teems, and which, however plausible in theory, do not admit of being reduced to practice. Far remote from the lofty tone, which these assume, of deep investigation and profound speculation, the humble claim of this humble essay is, that of being founded on obvious principles, and even suggested by the occasion, and the circumstances, in which I was placed. Its claim is, that it has been reduced to practice; nay, was suggested by, and arose out of, practice. The experiment has been made, and facts must now speak for themselves. The following facts, recorded in the official documents referred to above, will enable the reader to ascertain how far the effect cor-

responds with the judgment he has formed. He will also find interwoven some practices, in the conduct of the School, which will serve to illustrate the system, and others, which might have been incorporated into the scheme, but that I sought rather to simplify it, and reduce it within a narrow compass.

EXTRACTS OF REPORT,

DATED 28 JUNE, 1796.

&c. &c. &c.

In compliance with the direction of the committee nominated to take into consideration the remarks I took the liberty to offer in regard to the revision of the code of regulations for the Male Asylum, I have the honour to submit to your lordship, the vice-presidents, and directors, a short recital of the mode of teaching practised at this school. In following the instructions of the committee, it is my wish to recount, in the plainest terms, the economy of this school, that the scheme of education, which has frequently been honoured with your approbation, may be so marked out, as may enable you, in future, to make such use of it as may be thought most conducive to the well-being of this institution.

It will be noticed, that the most part, if not the whole, of the plan of this school is gradually developed in the several reports entered on your minutes, which I have had the honour to make to this society. In these are to be seen the origin and progress of those measures which, as often as they have been found to succeed on a fair and full trial, have been adopted, and are incorporated into the system, which is now di-

gested. In these is recorded the manner in which it has been attempted to 'lay a solid foundation for this fabric, to establish such a work as may deserve to be permanent, and to give it that form and consistency, which time and experience can alone produce for any human institution; and which, when attained, can only be secured by wise precautions and salutary checks.' In these are to be traced 'the gradual and secure steps' by which this object has been prosecuted, 'according to the capacity, ability, and disposition, of the masters or ushers, and according to the assistance I could derive from the scholars acting as teachers[c].'

On the establishment of the military Male Asylum in the year 1789, I entered upon the superintendence of that institution. To be more particularly useful in my station, than I could otherwise be, was my motive for engaging in this arduous task.

Upon men advanced in years, and confirmed in their habits of thinking and of living, it is always difficult to make any great impression, so as to produce a change, or work a reformation; and perhaps this difficulty is increased in foreign parts. But in the instruction of youth, the case is far otherwise. Here is a field for a clergyman to animate his exertion, and encourage his diligence. Here his success is certain, and will bear proportion to the ability he shall discover,

[c] Report, 1st January, 1795.

the labour he shall bestow, and the means he shall employ. It is by instilling principles of religion and morality into the minds of the young, that he can best accomplish the ends of his ministry. It is by forming them to habits of diligence, industry, veracity, and honesty, and by instructing them in useful knowledge, that he can best promote their individual interest, and serve the state to which they belong; two purposes which cannot, in sound policy, or even in reality, exist apart.

It has long been said, that the half-cast children of this country shew an evident inferiority in the talents of the head, the qualities of the mind, and the virtues of the heart. I will not enter into the question, How far government, or climate, and perhaps complexion, as connected with climate, influence the character of the human race? Whatever may be the opinion on these heads, I believe that the effect of education will not be denied. All, however, will not allow the same influence to this cause, which those do, who have had frequent occasion to witness its effects in different situations. I think I see, in the very first maxims, which the mothers of these children instil into their infant minds, the source of every corrupt practice, and an infallible mode of forming a degenerate race.[d] To

[d] 'The school promises fair to present to me the sole reward I have sought of all my labours with my young pupils, by giving to society an annual crop of good and useful subjects, many of

rescue these boys from this condition, if possible, were an object worthy of the utmost ambition. The difficulties, which presented themselves to my mind, were sufficient to stimulate the utmost exertion. The prejudices, entertained on this subject, were not the least; and still more the chance, that many of those youths, when reclaimed or trained in good habits, would again fall into such company, as would corrupt the best morals, and keep up the notion, that the fault lay in the nature of the children, rather than the condition in which they were placed. Under all these circumstances, however, the expectation I entertained of success seemed to me to deserve the sacrifice, and to warrant the attempt, I was willing to make by way of experiment; for I did not, at the outset, foresee that I should bring myself to devote so many of my years to this work.

The history of the school of the Male Asylum, from its first establishment, is a detail of diffi-

them rescued from the lowest state of depravity and wretchedness. If the spirit I have tried to infuse into the minds of our youths do not evaporate, I despair not of proving, to the observant spectator, that it is the perversion of every right principle of education, which has hitherto, more than any other cause, stampt the characters of the half-cast children. Suppose only deceit and trick, taught by the parent, who has generally the charge of the infant mind, as well by example as by precept, and you will readily imagine the consequence. To correct this radical error will ever be the most difficult part of my task; and it is therefore I have bent my utmost endeavours to root out this perversity.' Extract, 15th June, 1794.

culties. Among the teachers every thing was to be learnt relative to the conduct of a school. The boys were, in general, stubborn, perverse, and obstinate; much given to lying, and addicted to trick and duplicity. And those, who were somewhat advanced in age, or had made any progress in reading or writing, were, for the most part, trained in customs and habits incompatible with method and order. Among these, however, there were happily several, who were industrious and attentive in a high degree; and would have taught themselves writing and arithmetic at any school, at which they had happened to be placed.

I soon found that, if ever the school was to be brought into good order, taught according to that method and system, which is essential to every public institution, it must be done either by instructing ushers in the economy of such a seminary, or by youths from among the pupils, trained for the purpose. For a long time, I kept both of these objects in view; but was in the end compelled, after the most painful efforts of perseverance, to abandon entirely the former, and adhere solely to the latter. I found it difficult beyond measure to new model the minds [e] of

[e] It is a more difficult task to train ushers—men grown up in different habits, and drawn from occupations widely different, to that knowledge, order, method, and inflexible but mild discipline, essential to the right conduct and just improvement of their pupils. And it is not less difficult to inspire them with that constant and earnest attention to the conduct and behaviour of the

men of full years; and that whenever an usher was instructed so far as to qualify him for discharging the office of a teacher of this school, I had formed a man, who could earn a much higher salary than was allowed at this charity, and on far easier terms. My success, on the other hand, in training my young pupils in habits of strict discipline, and prompt obedience, exceeded my expectation; and every step of my progress has confirmed and rivetted in my mind the superiority of this new mode of conducting a school, through the medium of the scholars themselves.

Of the Alphabet and Writing in Sand.

One of my first essays, for I thought nothing beneath my attention that was to promote the welfare of the rising generation, and perhaps establish a seminary of public utility for ages to come, was to instruct beginners in the alphabet. I had, at first sight of a Malabar school, adopted the idea of teaching the letters in sand [e] spread over a board or bench before the scholars, as on the ground in the schools of the natives of this country; a practice which, by the bye, will

boys which is necessary to wean their infant minds from the pernicious maxims and habits of their earliest youth, and the contagion of evil example; and to inculcate upon them, at every turn, as occasion offers, the value of truth, rectitude, honesty, morality, and religion, both as affording them the best chance of success in this life, and ensuring the certainty of happiness in the future state." Report, 1st Jan. 1795.

[e] See P. S.

elucidate a passage[f] in holy writ better than some commentators have done. But till I had trained boys, whose minds I could command, and who only knew to do as they were bidden, and were not disposed to dispute or evade the orders given them, I could not fully establish this simple improvement, which has since recommended itself to every person who has seen it. The same obstacles I found in every attempt I made to give the shape and form of method to this school, to adopt such practices as were established in the best regulated seminaries, or to introduce, as I went along, such as appeared to me improvements in the usual mode of instruction.

The advantages of teaching the alphabet, by writing the letters with the finger in sand, are many. It engages and amuses the mind, and so commands the attention, that it greatly facilitates the toil both of the master and scholar. It is also a far more effectual way than that usually practised, as it prevents all learning by rote, and gives, at the instant and in the first operation, a distinct and accurate idea of the form of each letter, which, in another way, is often not acquired after a long period, as may be seen in those who write letters turned the wrong way, and other instances familiar to every one. It likewise enables them, at the very outset, to distinguish the letters of a similar cast, such as b,

[f] "Jesus stooped down, and with his finger wrote on the ground." John viii. 6. We see here every day customs and practices illustrative of the Scriptures.

d, p, and q, the difficulty of which is known to almost every person who has taught or learnt the alphabet as it is commonly taught and learnt. While it thus removes every obstacle, which at first puzzles a beginner, and interrupts his progress,[g] it at the same time forms the best preparation, which the scholar can have for the ensuing branch of his education—writing.

The same manner of writing on sand is prac-

[g] Experience has evinced here the success of these measures, and I am persuaded the experiment will never fail, when it is fairly made, and with just attention to circumstances. But I am often told it will not be believed that children are taught as is done at this school, and make a progress so far beyond what is usual in the same time. When one of our masters had his son entered last year into this school, he came, after a while, and told me, that the boy could not learn his alphabet in the manner practised in the school, and he would be obliged to me to allow his son to be taught after the common mode. My reply was, I have long seen that all the boys educated here learn their alphabet far sooner and better in this way; but I know that your son, and most men's own sons, cannot be taught like other children; go and give your own directions as to his education, only let there be no interference with the other boys. In about a fortnight he came to me again, and requested I would allow the boy to be taught as the other boys, and along with them. My answer was, Do as you please with your son, only let there be no interference with the other scholars. It was all I wanted, that he should prove, by experiment, that no other mode, which he could try, was so easy, so pleasing, or so successful, either for the scholar or the teacher. I am particular in these points, because I am often told, by those who visit this school, that they believed it impossible to teach children to read and write as these do in the course of twelve months; and that it will not be believed if reported in Europe.

tised with the double letters and words of two letters. In like manner, the digits and numbers are taught.

Of (Spelling, as it is commonly called, by which is meant) previous Spelling on Book.

The scholar now begins to read monosyllables of more than two letters, by spelling them both on and off book in the usual way thus, "b-l-u-n-t, blunt: blunt, b-l-u-n-t." And here notice that he must, on no account, advance a single step farther, till he can distinctly spell any monosyllable both on and off book.

Of Reading.

Next he learns to read single syllables without previously spelling, thus, "blunt," continuing to spell them as before off book, a practice which must be followed throughout. From this time forward, there is no more previous spelling, in which so much time is wasted; except, indeed, he happen to meet with a syllable which puzzles him, when he resolves that syllable, and that only, into letters, by previous spelling, to help him to read it.

In reading monosyllables without previous spelling, and afterwards spelling them off book, the scholar is made perfect; and then the toil of the teacher, and the difficulties of the scholar, in a great measure, cease: for what follows is

no more than practising what he has already learnt.

Having learnt to read any monosyllable readily and off hand, observe how easy and simple his future progress is rendered to him. When he begins to read words of more than one syllable, he continues to read one syl-la-ble-af-ter-a-no-ther, in which he finds no difficulty, as he has already learnt to read single syllables. The only difference, between his reading now, and in monosyllables, is, that he is taught to pause somewhat longer at the end of a word, than between the syllables of which the word is composed. "Thus-he-pro-ceeds-through-the-child's-book-part-first-and-se-cond-and-a-spel-ling-book-and-is-ne-ver-al-low-ed-to-pro-nounce-two-syl-la-bles-to-ge-ther."

The object of all tuition is to simplify. What else was the invention of an alphabet, if I may call it by this name, of syllables, which is said to have preceded the alphabet of letters? And what else is the invention of the alphabet of letters? Yet in the common mode of teaching we begin to read words before we can read syllables, and syllables before we know our letters, defeating, in a great measure, the facilities, which these improvements afford. The Chinese have no alphabet, and their language is said to consist of 70,000 written characters. With them it is the labour of the life of a man to learn to read. In some African and Eastern Countries, there is said to exist an alphabet of syllables, which, com-

pared with the Chinese language, where there is a specific sign for every word, or rather for every object or idea, greatly abbreviates the number of written characters, and abridges the task of reading. But the last improvement reduces these signs into a far narrower compass, by an alphabet of letters.

The history of these improvements naturally points out to us our process in teaching to read. Let us avail ourselves of these invaluable discoveries in their full extent, by teaching every letter perfectly in the first instance, then each syllable perfectly. The facility, which this gives to teaching, is beyond belief of those, who never tried it, and experienced its effect. For how many fewer letters are there than syllables? And how many fewer syllables than words? And how much easier is it to read a syllable than a word? Suppose we have no more than the letters to learn, and we could read; how soon were it accomplished? Now, in this way, we have only syllables to learn: the rest, the reading of a word at once, &c. always follows of its own accord, and often in despite of your efforts to prevent it. Be-sides-the-ve-ry-act-of-read-ing-thus-may-be-con-si-der-ed-as-in-some-mea-sure-the-act-u-al-prac-tice-of-spel-ling.

Having gone through his spelling book in this manner, he is now, for the first time, allowed to read lessons in it, word by word, which indeed he has already learnt insensibly. He next begins his psalter, which he reads word by word:

and now again let it be observed, that he is, on no account, allowed to join two words together, but is made to pause at the end of each word, as if there was a comma, thus, "Blessed-is-the-man that-hath-not-walked-in-the-counsel-of-the-ungodly, &c.

The advantage is manifest; for the moment you allow the scholar, he will put the syllables together and pronounce the word at once; to which, indeed, every learner is of himself disposed. The only difficulty is, to teach them to read syllables by themselves, and words by themselves, and not a whole sentence at once, as many boys, who have come to this school after some progress at other schools, do. And in this case, they make continual blunders, not only in the beginning and middle, and especially the termination of words; but also constantly mistaking one word for another, leaving out and introducing words at random. It is on this account that the scholar is not allowed, for some time after he reads a word at once, to join two words together, as in the usual mode of speaking and reading, but is directed to pause awhile at the end of every word; and as before, when reading by syllables, if at a loss, he resolved the syllable into letters; so now, if he be puzzled with a word, he resolves that word, but that word only, into syllables, thus, "com-men-da-ble."

When the scholar has learned, which is soon done, to read distinctly in this manner, he is at last permitted to read leisurely in the usual

mode: and this, which he was ever ready to do without leave, costs no trouble, but is done without instruction: only he must now more particularly attend to his stops, which he before learned in the child's book, Part II.

Of Spelling.

At the end of every lesson read, each class is required to spell off book every word, with which they can be supposed not familiar. But this is not done in the common tedious mode, calculated to waste the time of both master and scholar. Not thus, m-i-s, mis, r-e, misre, p-r-e, misrepre, s-e-n, sen, misrepresen, t-a, ta, misrepresenta, t-i, ti, misrepresentati, o-n, on, misrepresentation; but briefly thus, m-i-s, r-e, p-r-e, s-e-n, t-a, t-i, o-n; here are 102 letters repeated instead of 17, or 6 for 1. And how many such devices are there to waste our time, not only unprofitably, but prejudicially, in school? Yet with those wedded to their early custom, this and every similar practice will find not only apologists, but advocates. They will speak of the facility it affords the scholar in spelling a long word, and the habit derived from it, &c. I answer once for all to such objections, that no plea can be urged in its favour, but must recoil upon the mode, in which the scholar has been taught. It can only be owing to his imperfect progress, that he can require such stepping-stones. These

aids, if they be aids, can never be necessary to the scholar, who has been taught to spell every word perfectly as he goes along. Notice, that by spelling I always mean spelling off book. Notice also, that by requiring the scholar to spell every word, he learns much sooner, and far more effectually to read, than in the common careless and hasty mode, by which, if he should go over twice the ground at first setting out, it is in a wrong road, which he must either retrace, or wander, far wide of his object, in a by-path, which grows every day more and more intricate, and more and more fatiguing; while the traveller, on the high road, finds comfortable stages to refresh and recruit; gains fresh strength every day, and advances, with redoubled speed, to the end of his journey.

Of Writing.

The management of the pen is of itself attended with no small difficulty, which should not be increased to the pupil, by his having at the same time the form of the letters to learn. On this account, he is now taught to trace the written, as before the printed, characters in sand. When he takes the pen into his hand, new attentions must be paid. Every scholar is made, at the first, to rule his own paper; and this he is at once taught to do, as well as any master. No teacher, or other person, is ever allowed, at any

time, or under any pretext, to write a single letter in the scholar's copy, or cyphering, or other book, but himself; and, as soon as can be, he must make his own pen, and do every thing for himself, with the direction only of a teacher. The difficulty of preventing masters, who have had all these things done for them at school, from doing them themselves, instead of teaching their pupils to do them, is wonderful to me, when I reflect upon it after the event. A detail of the obstacles, which were experienced from this quarter, to every step of the progress in improvement of this school, would display the most useful lessons of the baleful effects of that prejudice and custom, the universal law of this country, which will not allow a man to attempt any thing, but what has been done by his forefathers.[h]

[h] At the establishment of the school there were appointed a schoolmaster and two ushers. At this time I found every thing wanting, which properly constitutes a school, except exemplary manners, and a great degree of external decency and inoffensive qualities in the teachers. The boys were not arranged into classes; or, if any of them were, it was told to me that they could not be taught to take their places in the classes, nor the beginnings and endings of their daily lessons; and that they would often do no more than say one lesson a day, and sometimes only in two or three days. I desired one of the ushers to shew me the class which he thought could be taught none of those things as I directed. And as I found their habits of education and of thinking were altogether those of the country, I told him I would convince him that what I required could be done with facility. That though there would be some difficulty in the first attempt, yet I would engage to do with these boys, in one hour, what I had

Each boy writes in the first page of his copy, or other book, ruled for that purpose, from a large to a small hand, a line of each; when the teacher, on comparing this specimen with his former book, singles out that hand which it is fittest the scholar should write. The boy then copies, in the next page, an example of that hand in these words: "This hand I am to keep to in writing throughout this book; and should I deviate from this rule wilfully and through carelessness, I am to be brought to punishment according to the regulations of this school." And in the books of cyphering, this sample page contains the signs in arithmetic, examples of their application, and the manner in which fractional numbers are expressed; so that the learner may never be at a loss for the pattern by which he is to go.

Of registering the daily Tasks.

Every day the scholar puts down in his books, with a pencil or otherwise, the day of the month, at the termination of his day's task. And, on a page, ruled into thirty-one columns, at the end of his copy or cyphering book, he daily registers the number of lessons said, pages written, sums wrought, tasks performed, &c. &c. &c. which the teacher compares with what he did the day

required of him in one day. Accordingly I desired him to attend me with them in my room; and, placing my watch on the table, finished in one hour the task I had prescribed of five lessons for one day; and taught them, at the same time, what I had been told was impossible, to take their places in order in the class.

before, and what the other boys do; and, at the end of each month, these are all added by the scholar, and compared by his teacher with the former month, and what has been done by others in school. This simple contrivance is admirably fitted to prevent idleness, or detect negligence in its origin, as also to bear permanent testimony of merit or demerit, even if overlooked in passing.

In all this, there is nothing but what is simple, easy, and beautiful. The teacher of every class, and his assistant, are answerable that in the performance of the daily tasks one single, invariable rule be observed; and it is rendered familiar by daily practice to every boy in the school, who is made sensible of its utility and advantage. The nice sensibility among the teachers, when the least error is detected, is astonishing, and almost always supersedes the necessity of punishment.

The school is thus rendered a scene of amusement to the scholar, and a spectacle of delight to the beholder; from which I feel it will be difficult for me to wean my mind. And such is the effect, that, in a late report I had from one of the masters, it was said that the boys were now all of them so familiar with, and so instructed in, the system, and felt it so well calculated to promote their welfare, to advance their learning, and to preclude punishment, that they did not require looking after, as they of themselves habitually performed their daily tasks. But this must be received with a grain of allowance, as I have

ever observed, that the smallest inattention to the preservation of any part of the system occasions a proportional falling off.

Some of the facts, to which a reference was made above, are as follow:

William Smith, a youth of seventeen years of age, attended the embassy to Tippoo Sultaun, when the hostage princes were restored, and went through a course of experiments [i] in natural philosophy in the presence of the Sultaun; and was detained nineteen days by the Sultaun, after the embassy had taken leave, to instruct two of his arz begs (lords of the requests) in the use of an extensive and elegant philosophical and mathematical apparatus, presented to him by the government of Madras.

Boys of twelve years of age have been instructed in arithmetic vulgar and decimal, book-keeping, grammar, geography, geometry, mensuration, navigation, and astronomy.[k]

Several boys of twelve years of age, and only two years in school, have learnt arithmetic, as far as vulgar fractions, grammar, and geography.

[i] See Appendix.

[k] In regard to several of these sciences, little more is meant in general, than that some of the boys, for whom it seemed eligible, are initiated in their first elements, that if their future destination require it, they may build on the foundation here laid.

Boys of nine years of age, and only two years in school, have learnt grammar and geography.

Charles Hancock, a boy of fourteen years and one month, has assisted in teaching the first class, with diligence and success, for a year.

Stevens, a boy of fourteen years and three months, has, for the same time, taught the second class of twenty-eight boys, who are instructed in geography, grammar, and arithmetic as far as vulgar fractions, with great ability and success. This youth has the sole charge of this class, with the assistance only of the boys of the first class, who each in rotation act under him for a day.

Friskin, of twelve years and eight months, with his assistants of seven, eight, nine, and eleven years of age, has taught boys of four, five, and six years, to read the Spectator distinctly, and spell every word accurately as they go along, who were only initiated into the mysteries of their A, B, C, eight months before, and have read the Child's First and Second Books twice over, and gone through two spelling books, the Psalter, a great part of the Old Testament, and all the New; and who can make numbers with their fingers in the sand to one thousand; and who have learnt hymns, stops and marks, catechism, tables in arithmetic, and to write.

This boy has been employed in teaching the lower classes for two years; and his department in the school was first brought to that form,

which I had set my mind upon; and has ever since been uniformly conducted with great attention and effect.

Many of the boys write an excellent hand, and all of them learn to write well. Their books are all fair; and some of the boys copy charts, &c. wonderfully for their age, and make globes for themselves, by which they teach one another the first principles of geography and astronomy.

There is scarce a boy, unless retained as a teacher, now left on the foundation of this school, more than twelve years of age. There is a constant demand for boys grown up to a just age and size for apprentices, and a choice of masters and of employment for such boys.

Out of the complement, to which this school was heretofore restricted, of an hundred boys on the foundation, there have already been bound out no less than seventy-four boys, who, at an average, were each of them less than twelve years of age when bound out, and had been each, on an average, less than four years in school.

Every person has observed how much time is usually trifled away by children in school; and no one will doubt of the advantage which would be gained by preventing this unprofitable waste of time; nor would any one but wish that his son should be instructed in such a manner as would employ all, or the greatest part, of the time he spends in school usefully, provided this can be done, and the school not rendered more irksome to the scholar. All this I have had in

veiw, and had formed a resolution, notwithstanding my ill health, not lightly to quit this charge, until I had made every effort, within the compass of my abilities, to accomplish these points.

So many teachers, each having only the tuition of such a number of boys, as he can at once have under his eye, and within his reach, command a constant and perpetual attention on the part of the scholar. In most schools, the want of this perpetual agency, on the part of the master, is attempted to be supplied by a system of terror. But the fear of punishment has neither so constant nor so certain an operation; and the one mode is as far superior to the other, as the prevention of delinquency is preferable to the punishment of delinquents. Beside, the master, who has a number of classes under his sole charge, cannot always distinguish between the deficiency, which arises from want of capacity and memory, and that which is owing to idleness and inattention; though the latter of these only should be treated with asperity. The business of our little teachers (and they perform it to admiration) is not to correct, but to prevent faults; not to deter from ill behaviour by the fear of punishment, but, by preventing ill behaviour, to preclude the use of punishment.

The utmost benefit arises from the consideration, that the teachers being so young have no means of influence, by which they can deter or prevent those over them, or their schoolfellows, from noting and remarking their omissions or

commissions of every kind. A single master, when employed as a teacher, by neglecting his duty, interrupts the whole school in succession, and often throws the scholars back as they pass through his hands. And as the masters cannot so readily be brought to interfere with the tasks of one another, or to put one another right; so amongst them, jealousies continually arise, and they often connive at the neglects of each other. Besides, an indifferent usher often remains an incumbrance upon the school, whom you cannot readily get rid of, and still less readily fill up his place, when he has left you. But amongst our pupils, there is no hesitation in degrading a teacher, who fails in any of the tasks required of him, and making trial of another, till, by repeating the experiment, you find such as will best suit your purpose. After this manner the school teaches itself;[k] and, as matters now stand, the schoolmaster alone is essentially necessary at this

[k] "It will scarcely be believed how much attention, diligence, and uniform perseverance, these youths (the teachers) display, and how much readier, easier, and greater, the progress of the scholars is under the mode of tuition which they follow, and with which alone they are acquainted, than under the delays and loss of time incident to the common modes of conducting the schools, which I have had occasion to see. The motives, which operate upon them, are more powerful than those you can employ with grown men. In boys, the slightest inattention is immediately detected, and corrected as soon as detected. An order, once given, is carried into effect, without hesitation and without difficulty. The countenance of a superior, the slightest rewards, and the fear of punishment, for punishment is seldom necessary, have a perpetual and instantaneous effect." Report, 1st Jan. 1796.

school. He has the charge of the daily disbursements and monthly expenses under the treasurer, and is to attend the school, so as to maintain the observance of the rules.

The great advantage of the system is, that you have a teacher and an assistant for every class, who have not yet begun their career of pleasure, ambition, or interest; who have no other occupation, no other pursuit, nothing to employ their minds, but this single object. Add to this, that your ascendancy and dominion over the young mind is complete, and easily maintained; that these children can only do what is assigned them to do, and succeed the better in teaching others, that they themselves know no more than what is level to the capacities of their pupils, and therefore lose no time in teaching what is beyond the comprehension of their scholars, which is often no small impediment and hinderance of education. Beside all this, every class is paired off[1] into teachers and scholars; so that a boy has always an instructor at his elbow, who is, in the first instance, answerable for his progress, then the assistant, then the teacher, then the schoolmaster, and last of all the superintendent, whose scrutinising eye must pervade the whole system, whose active mind must give it energy, and whose unbiassed judgment must maintain the general order and harmony.

The rule of the school is (for such is our

[1] See Scheme.

language), that no boy can do any thing right the first time; but that he must learn, when he first sets about it, by means of his teacher, so as to be able to do it himself ever after.

When the generality of these teachers and assistants have spent a year in that character, they return to their place in the school. Their progress next year is beyond what it would have been, had not they taught themselves, when they taught others.

By these means, a few good boys, selected for the purpose, as teachers of the respective classes, form the whole school, teach their pupils to think rightly, and, mixing in all their little amusements and diversions, secure them against the contagion of ill example, or the force of ill habits; and, by seeing that they treat one another kindly, render them contented and happy in their condition.

The consequence has been, that the black book (as the boys call it), or register of offences and ill behaviour, which is regularly kept and examined once a week, is now of such a sort, that, for months together, it has not been found necessary to inflict a single punishment upon any of the culprits.

'In almost every case of ill behaviour I make the boys themselves judges of innocence or guilt, and have never had reason to think their decision partial, biassed, or unjust, or to interfere with their award, otherwise than to remit or mitigate the punishment, when I have thought that

the formality of the trial, and of the sentence were sufficient to produce the effect required—the amendment of the culprit, and the deterring of other boys from the same practice.' Report, 1st Jan. 1796.

When a bad, lying boy comes to school, the teacher of the lower classes must find a good boy to take care of him, teach him right principles like the other boys, treat him kindly, reconcile him to the school, and render him happy, like the rest, in his situation, and in his school and playfellows. It is no less beneficial to the commonweal, that whenever a boy behaves ill, and loses his name with you, the boys, to whose minds you give the lead, behave in the same manner you do to him; and whenever he shews any degree of that obstinacy, which it was so long and so difficult to eradicate from these children, they even refuse to admit him as their playfellow, and chase him down, till he is brought to his senses and to good conduct, far more successfully, than the severest punishment inflicted in school, but disregarded, or even gloried in, out of school.

In all this, however, a great deal depends on every boy in the school being sensible (for every one of them has a judgment of his own) that you have in view only their good; in filling their infant minds, by the uniform interest you take in their welfare and comfort, with a sure confidence, that they will meet with your countenance, support, and favour, which is of great value to

them, whenever they do right; and with your disapprobation, displeasure, and resentment, which they greatly dread, whenever they do wrong; in teaching them, by their daily experience of your conduct towards them, to consider you as their friend, their benefactor, their guide, and their parent.

The grand task here was to inspire into the youths a strict regard to veracity, a hatred of trick and dissimulation, a respect to morality, and just principles of our holy religion. The necessity of uniform attention to this point cannot be too strongly enforced. When I had occasion to be absent, some years ago, for a month from the school, I was greatly alarmed, on my return, at a lie, on a trifling affair, being told me by upwards of fifty boys, who all said they did not do, or see done, what had just passed before their eyes. The steps I took on that occasion have prevented the repetition of any thing similar ever since.

It would perhaps be thought an omission, in this statement, if I were to overlook the particular effects of the system on the finances of this institution. I do not here speak of the very great donations, which have been made to this society, especially of late years, by the liberality of the army, the public, and individuals, though it were fair to say (and equally honourable to the benefactors of this charity and to the institution), that we are indebted, in some degree, to the high favour and estimation, in which this school

is held, for the many acts of munificence, by which the funds have been gradually raised to their present very flourishing condition; I speak only of the internal economy of the school, &c. See first edition.

But such advantages are, in some measure, incidental, as it was my chief object, in raising up my young teachers, to carry into effect the intentions of the Honourable Court of Directors (when they ordered this establishment to be formed) in such a manner as might be most conducive to their views, to the interests of this government, to the benefit of society, and to the good of the pupils committed to my charge; all of which objects have been, and are so blended together in my mind, that I cannot separate them even in imagination.

I am not, indeed, ignorant that a prejudice is entertained by some against such institutions. It is not for me to speak to this prejudice in this place. But it is the grand aim of this seminary to instil into these children every principle fitting for good subjects, good men, good Christians; and they are brought up in such habits, as may render them most useful to their patrons and benefactors, to whom they owe such peculiar duty. And it is my decided opinion, formed upon the uniform experience I have had, that in no other way could I have served them effectually; and that in no other way can they ever serve themselves effectually; and that if the use is made of them for which they are brought

up, and by which they can most profit the public and themselves, it will be attended with the happiest effects; many of which are already as well known to members of this society as to me. Every good in life may indeed be corrupted and abused, and that too in proportion to its real advantage when uncorrupt. But to guard against such abuses will be the care of those who preside over this institution; and I have not a doubt of their success.

Even those objections, which are sometimes made to such charities in Europe, whether well or ill founded I do not inquire, will not apply to these boys in this country. Here the effect of climate on the animal spirits is obvious, and cannot be questioned. The state of society, the rank of these children, the hold you have of them by the mode of education and discipline, by the habits in which they are bred, by every principle and by every prejudice; all is calculated to render them valuable to this settlement, and subservient to the general good. They are instruments in your hands, fitted for your hands, and no other, and can in no ways fail you. But I must not enter upon a question, on which you have heretofore often given your decisive judgment. With every apology, for what I have said on a subject not immediately under discussion, I return to the task assigned me by your committee.

Other measures were directed solely to the purpose of economy; but I need not recount

the steps I was at times compelled to take to check and prevent those abuses, so apt to creep into every establishment as it grows up, from gaining ground here, as they are detailed in my official Report of 1st July, 1795, in a letter to the Acting Secretary, Major Agnew. I shall only observe, that on no occasion, and on no account, has ever any deduction been made from the allowances of the boys. Every alteration in fare, or dress, or treatment, which has been made, has been to add to the comforts, and improve the condition, of the boys at this school. This, indeed, has been done oftener than once, and the expense at the same time reduced. And it is only by a rigid attention to such points, that the charity can be maintained on the frugal and improved footing, on which it stands.

Such is the result of the essay I have made at this school. Whether the success of these measures depends upon circumstances, peculiar to the character or condition of these children, or whether a similar attempt would be attended with equal success in every charity or free school, where the master possesses the same unqualified and unlimited powers over the scholars, so as, in every case, to direct their energy in the way, which seems to him most subservient to the general good, I do not say, 'Nec satis scio; nec, si sciam, dicere ausim;' much less do I presume to say, whether the system might not be so modified as to be rendered practicable in the hands

of masters of talents and industry equal to the task, and possessing the confidence of parents, in the generality of public schools and academies. But I am anxious to see the experiment made in both instances, with due attention to circumstances. If successful, I should indulge the pleasing hope, that a rational foundation were laid for forming the characters of children, and implanting in the infant mind such principles as might, perhaps, continue through life, check the progress of vice and immorality, meliorate the rising generation, and improve the state of society.

The effect, which the Greek and Roman classics produce upon the youthful mind, has been often marked; and the ancient historians, orators, and poets, are known to give a tinge to the sentiments, and a bent to the genius, of those who read them with just relish. For the same reason, the practice of early youth, and systematic arrangements, could scarce fail to produce habits, in advanced years, highly favourable to virtue, religion, and good government. But I must not yield to such speculations, as my object only is to detail, conformably to the instructions of the Committee, what has passed here, with a view to perpetuate this system, at a school, where it has proved so beneficial, and to give it the chance of that diffusion, which may produce a fair trial in other situations; so that its comparative value may be ascertained by experiments fairly made, the only just criterion of every theory of science, or politics, or education;

but which can only be recommended with safety, when the event of ill success can be attended with no serious consequences.

Thus have I endeavoured to perform the part assigned to me at this school. When it shall be my lot to quit this office, as soon it must be, by reason of my ill health, it is a reflection I shall carry with me, that it has been my occupation, for seven years, to rear this favourite child beyond the dangers of infancy. This numerous family I have long regarded as my own. 'I feel all that interest in its welfare and progressive success, which arises from my situation, from the years I have spent, and the toil I have bestowed on this favourite object.' [m]

These children are, indeed, now mine by a thousand ties! I have for them a parental affection, which has grown upon me every year; for them I have made such sacrifices, as parents have not always occasion to make to their children. And the nearer the period approaches, when I must, for a while at least, separate myself from them, the more I feel the pang I shall suffer in tearing myself from this charge, and the anxious thoughts I shall throw back upon these children, when I shall cease to be their protector, their guide, and their instructor.

With these sentiments I commend them to ALMIGHTY GOD, and to your fatherly protection and care.

[m] Report, 1st July, 1795.

To this history of the school, I cannot forbear subjoining certain occurrences out of school, though I am very sensible that they, on no other account, deserve to be recorded, than as a specimen of the manner, in which those, who have the charge of youth, must study circumstances and situations, and adapt even general rules to the genius and disposition of their pupils.

My first example will serve to illustrate what I have said of the effect of climate on the animal spirits.

When two boys fought, and one of them came to me to complain of being beaten (for otherwise I seldom took notice of what so rarely occurred, and was so harmless when it occurred) if there was no particular blame attached to either party, and an apparent equality between the combatants, my custom was to see the battle fought over again. When there was an evident aggressor or superiority on one side, I sent perhaps the sufferer to find, among his friends at school, as many as he thought would be an overmatch for his antagonist; and by this, or other device, the aggressor was compelled to enter into an unequal combat. I tremble to think what would be the consequence, if the bull dogs of old England were thus pitted one against another. But what happened in India? That I heard no more of fighting for three months together.

It was a rule of the school that no boy should cry, meaning wantonly, or to excite commisera-

tion, and there was no crying. It was a rule, that no boy should lie, and almost any offence might be forgiven, if not covered with a lie, but a lie was never pardoned, and there was very little lying. But there was no rule that boys should not fight. The tacit rule rather was, if boys quarrel among themselves at play, let them fight it out; and yet there was very little fighting.

My next example shall be taken from the exercises prescribed to the boys.

The same pains, which were taken to render the boys active and alert, and to husband their time in school, were extended to their play and exercise, both of which I sometimes directed, and in which I even took a part at times. For example; I availed myself of the frequent ablutions of a warm climate, to teach them to swim, especially as some were destined for the sea. If a boy through fear did not learn to swim, he had a day set to him, before which he must make a certain progress, or be thrown into the tank (the pond in which they bathed) out of his depth. The greater terror generally overcame the less; but if not, I took care to have the tallest boys, who could swim best, collected around him, to prevent any serious accident. A second ducking was never necessary to the same boy.

Of individual occurrences, which it would be endless to detail, I select one, that the attentive tutor may see how he will be often called upon

to act, when he has no rule to guide his conduct.

A boy of eight or nine years of age (I speak not, as in every other instance, from record, but recollection) was admitted, perhaps inadvertently (see Regulations, Appendix) into the Asylum at an early period. He was stupid, sluggish, and pusillanimous. His schoolfellows made a mocking-stock of him, and treated him with every insult and indignity. Inured to this treatment at his former school, he had no spirit to resist, or even to complain. As soon as I observed what was going forward, and looked into the boy, it appeared to me that ere long he would be rooted and confirmed in perfect idiotism, of which he already had the appearance. I summoned the boys as usual. The stranger, whom they scorned and treated despitefully, I adopted as my protegée, because he stood most in need of protection. I told them that his disorder seemed to me to be in part owing to the manner, in which he had been treated; and I spoke of the event, which I apprehended from the continuance of such treatment. I pointed out the very different line of conduct, which, at all events, it was our duty to observe towards a fellow-creature and a fellow-christian, who, by reason of that infirmity which they mocked, was tenfold the object of commiseration; and I said something of the hopes I entertained in regard to the mind of the boy, if they would all treat him with marked kindness and encouragement.

I promised and threatened, and called upon all my young friends, as they wished me to think well of them, and be kind to them, to do as I should do, and shew kindness to my ward. I told him how to regard me, who was placed there to do him all the good I could, and encouraged him, on every occasion, to apply to me. I put him under the charge of a trusty boy, who was to explain to his pupil all I had said. I had the high satisfaction of seeing, in good time, the boy's countenance more erect and brighter; his spirit, which had been completely broken, revived; and his mind, which had sunk into lethargy and stupidity, reanimated. Henceforth his progress, though slow, was uniform and sure; and there was a good prospect of his becoming an inoffensive and useful member of society.

POSTSCRIPT.

Having been often called upon, for a description of the mode of writing on sand, I offer no other apology for the following postscript.

The sand should be dry and clean, such that, in a dish or tray, it may become level and smooth by a shake. The teacher, who is sometimes the boy, who last learned the alphabet himself, often an expert boy, selected for the purpose, traces in the sand with his forefinger the letter A, of

which there is a prototype before him. The scholar retraces the impression again and again, the teacher guiding his finger at first if necessary; the sand is then smoothed with the hand, a ruler, or a shake. Next the scholar, looking at the letter before him, tries to copy it, and is assisted as before, and directed till he can do it with facility and precision. The prototype is then withdrawn, and the scholar must now copy it from memory. This first and very difficult task achieved, a pause or interval of rest or play is allowed, and as often as is requisite to unbend the stretched bow, and to ensure uniform and uninterrupted attention while at work. These interludes become every day less and less necessary, as a habit of greater and greater application is superinduced.

In like manner, the second letter B is taught. When he returns to A, and makes A and B till he can form both with readiness and exactness. Thus ends the first lesson, which, at an average of capacity and age, may require an hour or two hours. But I must warn those who have not teachers, that have been taught in this way, much more if they have not the same rigid discipline, for commanding the exertion of the teacher, and the attention of the scholar, from expecting this result. The same observation the reader must apply throughout. It is in a school as in an army, discipline is the first, second, and third essential; system and method follow far behind in the rear.

This done, the two next letters are taught in the same manner, which does not require the same length of time, as the great difficulty of forming an image of a letter in the mind's eye, and copying it, was conquered, in the first lesson. And thus the capital letters are taught two by two; which, at a medium of two letters in an hour, allowing for pauses, and seven hours in the day, is fourteen letters in a day, say, the alphabet in two days. The scholar now returns to his first letters, which, by this time, have escaped his memory, but are easily revived, and goes over his alphabet anew at four letters to a lesson; and again at eight; and afterwards at sixteen; last of all the whole, till he is perfectly master of his capital letters.

The same process is followed in regard to the small letters; particular attention is shewn to the letters b, d, p, and q, which the pupil is taught to distinguish, by telling him that each is formed of an o and a straight line, that the o in b and p is on the right, and d and q the left hand, or by such like device, which will readily occur to the earnest teacher.

The process of writing in sand gratifies the love of action and of imitation inherent in the young mind. As much as drawing commands the attention of children more than reading, so much does tracing letters obtain over barely reading them.

Instead of one pupil, our little teacher has often one or more on each hand, according to

the number, who may have entered the school at the same time.

I have been thus particular in regard to teaching every lesson perfectly, as you go along, and repeating it as often as is necessary, to leave a permanent impression, because it applies to practical education in all its branches, in every language, art, and science.

In taking charge of the Sunday Schools, on my arrival at Swanage, I found that the great bulk of the children could not be made to learn their catechism, and that scarce any of them could repeat it distinctly. The reason was, they were taught the whole, as it were, at once. By restricting them to learn one question thoroughly, before they went to another, I have now the satisfaction of hearing the most part of them repeat their catechism distinctly.[n]

[n] If it were generally known (experto crede) I speak from experience—If it were generally known how much good any individual of capacity and influence can do in Sunday (and many other) Schools by merely directing the mode of teaching, and enquiring into its execution, it is reasonable to believe that the officiating minister in every parish, where he has leisure from his more immediate duties, or, at his instance, some person duly qualified, would be induced to superintend the conduct of these seminaries. At Swanage, though limited as to age, there were no less than 183 Sunday scholars, belonging to the two schools, boys and girls, present at the last examination and anniversary, which are held at the parsonage-house, or more than one-eighth of the parish, of which the population is 1463.

Another very useful employment for the officiating minister, or, at his instance, the village school-mistress, or other person instructed by him, were to vaccinate the parishioners. In two

By the same process, the addition and multiplication tables are learnt, column by column, then two at a lesson, &c. I do not mention this division of labour and short stages, for any other reason, than because, however common in well-regulated schools, it is seldom practised in the great run of inferior schools; and it is the hinge, on which many questions, put to me on this subject, have turned.

After all, it would not be right to close this essay without anticipating the chief objection, which the intelligent reader may make to this

years I have inoculated with vaccine matter 375 persons, men, women, and children, with the happiest result, and scarce any medicine has been administered, except sugar-plums and caraway comfits, to render children quiet under the lancet, and induce other children to submit to the operation.

An improvement has been adopted in this parish this winter in the administration of the poor-laws, which, however little connected, like the last paragraph, with my present subject, except in a common end, I cannot forbear mentioning on account of its simplicity. A part, or the whole, of the extra allowance made for some time past to the poor in consequence of the high price of bread, has been given in potatoes, dealt out weekly, at the wholesale price, in quantities suited to the families of the poor. No addition whatever is made to the parochial expenditure by this arrangement. And the poor where the wholesale price of potatoes is at 8s. per sack of 224lb. or 6d. per peck of 14lb. have more than 7½lb. of potatoes for 1lb of bread, when the quartern loaf is at 1s. 2d.; and have the means of purchasing not only as much bread as they can now use, but also other necessaries, which was next to a moral impossibility, while their pay passed in the first instance through the hands of bakers.

system, "That however simple and plain it may appear in the detail, it will be found complex and intricate in the execution." To this objection, which I have often endeavoured to obviate, I reply, that the future workman has an advantage in having the model before his eyes. I do not wish to dissemble that in this as in every other art, if he do not understand his trade, do not know how to handle his tools, cannot whet them when blunt, repair them when out of order, and renew them when unfit for use, he must not be disappointed if he fall short of the mark. And if ever so well versed in these operations; yet if he be of a temper to be discouraged rather than stimulated by difficulties, which will ever occur in a new attempt, if he do not labour with earnestness, persevere with patience, and display unwearied resolution, he must not expect the prize, which God has attached to industry, skill, and exertion. But I add, with full conviction, that if this mode of conducting a school were once fully established, it will be found to require no more ability or exertion to carry it on, than it does for a man to carry on any trade in the manner, in which he was himself trained.

Upon the whole, if there be any reality in what has been detailed above, it will be granted that great improvements may be made in the mode of early institution; and habits in early youth superinduced, favourable to industry, virtue, and happiness, which are indissolubly linked

together. Wise and good men of this nation have been employed in administering relief to distress in every shape in which it occurs. But the same judicious and enlarged measures have not been taken to prevent the occurrence of that distress, which, however alleviated, can never entirely be wiped off the face of the sufferer. Our code of laws is solely directed to the punishment of the offender; and it has not come within their contemplation to prevent the offence. This higher and nobler aim, as far as it is attainable, must, it is granted, originate in the right education of the lower orders of the community, by watching over, guiding, and directing their early conduct.

It will be confessed, too, of great national importance, to give a right direction to early education, to economise the time, the labour, and the expense of teaching, and, by rational and religious instruction, cultivate the minds, exalt the characters, and improve the morals of the rising generation.

Sensible that the future strength and prosperity of the state depend upon the youth, some ancient and military nations educated them at the public charge, and in a prescribed form. In a free country, and in the improved state of commerce and the arts, this practice does not admit of being adopted, and, if it did, would not be productive of general benefit. Are we therefore to think that we have nothing to do, but what (the administration, or rather) the abuse of our

poor laws do for us—to reward idleness, extravagance, and profligacy, and to tax industry, frugality, and sobriety? The money, expended in clothing and feeding the children of the poor, if properly applied, would suffice also to educate them, train them in the arts and manufactures which abound in this country, render them useful and happy members of the community, and gradually correct some of those evils which threaten the overthrow of the state. But such designs are not to be accomplished by any magical charm, which, like the visionary projects of reform, that have inundated the world of late, is to operate its effect with instantaneous and unerring certainty. Like all human works, it must have a beginning, a middle, and an end. If it be our aim to perfect a system (a priori) previous to trial and experience, and divested of the gradual progress, suited to the condition of human affairs, it were not difficult to predict the success. It is the inflexible nature of the poor-laws, which has, for ages, chained down the wit of man, and checked that silent and gradual progress, observable in the conduct of affairs, open to human ingenuity, which is ever ready to accommodate its arrangements to existing circumstances, and to the changes, that take place in the state of things. The more difficult the task, and the longer the period it may require to bring it to maturity, the less should be the delay in setting about it. Something at least may be done in regard to the education of youth, the

most important of all concerns, suited to our state and condition, and analogous to what is done in other matters of great, though inferior moment.

It is not proposed that the children of the poor be educated in an expensive manner, or even taught to write and to cypher. Utopian schemes, for the universal diffusion of general knowledge, would soon realize the fable of the belly and the other members of the body, and confound that distinction of ranks and classes of society, on which the general welfare hinges, and the happiness of the lower orders, no less than that of the higher, depends. Parents will always be found to educate, at their own expense, children enow to fill the stations, which require higher qualifications; and there is a risk of elevating, by an indiscriminate education, the minds of those doomed to the drudgery of daily labour, above their condition, and thereby rendering them discontented and unhappy in their lot. It may suffice to teach the generality, on an economical plan, to read their bible and understand the doctrines of our holy religion.

To this most important object, which involves in it the virtue, and, by consequence, the happiness of the next race of men, the prosperity of church and state—the institution of Sunday schools is pointed. This engine, as far as it goes, seems well imagined, simple, and adapted. But, to answer the end of their institution, they must be conducted in a manner, fitted to attain that end. Complaints have been made, that

some of them have not fulfilled the expectation of their founders. Others have been involved in the censure bestowed on these, and their patronage has been abandoned by several, who, on their origin, were most zealous in their behalf. Surely, the abuse of these seminaries furnishes an argument for correcting and amending what is amiss, not for consigning a wholesome and most meritorious institution to a worse and worse fate. It is an argument for devising further and more effectual means for educating and employing the children of the poor, and for setting about this good work in due time.

The Board of Agriculture have proposed to include in the wide range of their important investigations, "the health, industry, and morals of the people." But their inquiries, on this most momentous subject, are postponed to a future period, when they shall have completed their agricultural surveys; and it does not appear that early education is comprehended in the above description.

What seems wanting for the present is, that a board of education, on a similar footing with the Board of Agriculture, be established. In this free, happy, and opulent land, there never are wanting men of high rank, exalted characters, benevolent hearts, and enlarged minds, to undertake such offices as are conducive to the welfare of the people, and prosperity of the state. The wisdom of the Board of Agriculture is in nothing more conspicuous than in restricting

themselves, for the present, to a single subject, when that subject spreads out into so many collateral ramifications, and is itself in so defective a state in most parts of the kingdom, as agriculture. A Board of Education would have a more limited range: and out of their inquiries and investigations there would arise matters of great moment in regard to that most arduous undertaking, the regulation and improvement of our poor laws. This is not to be done by the speculations and theories of contemplative men, though these should be consulted and weighed, but by the investigation of facts, and an inquiry into the practices of different parishes, and the various measures, which have been pursued to alleviate the burden of the poor rates, and better the condition of the poor. The prosecution of these objects in a consistent and continued train by those who, in the first instance, have weight and influence sufficient to induce parish officers to adopt such improvements and reformations, compatible with our existing laws, as they may see fit to suggest and recommend, can scarce fail to lead to the most beneficial consequences. In many instances, great advantages would arise by barely giving publicity to the administration of our poor laws, by requiring detailed statements of the parochial expenditure, according to a prescribed form, and comparing these statements with one another. A future report, drawn from such materials, from the investigation of what has been done, and from trials and experience

of what may be done, may be fairly expected to lead to a result, not altogether inefficient, on a subject, which seems to elude or defeat any other mode of proceeding.

The intimate connexion, between the education of the poor, the economy and administration of the poor laws, and the improvement of the morals of the rising generation, have led me insensibly, and without any previous purpose on my part, to blend these subjects together. A board for the improvement of the poor laws would naturally commence their operations with the education, the training up of the youth of the poor; and a Board of Education would bend their views to the future improvement of our poor laws, as essentially necessary to the full success of their measures.

With regard to a Board of Education, then, no mode of proceeding can be imagined more likely to answer the end of such an institution, than that happily chalked out by the Board of Agriculture. It would be their province to solicit reports from every quarter where they can be obtained with advantage; and their secretary should be employed to visit Sunday, Charity, Free Schools, &c. to inquire into and report the general state of education and morals; and suggest on the spot, by conversation and practical instruction, adapted to the capacity of those who have charge of inferior schools, such improvements, as the present state of society and educa-

tion requires. By such means, a right direction may be given to public education, and the public mind; and the most beneficial and salutary effects produced to the common weal in the morals and religion of the people, in the national industry, prosperity, and happiness.

APPENDIX.

EXTRACTS OF LETTERS

From WM. SMITH *to Dr.* BELL.

REVEREND SIR, Devanelli Fort, 8th April, 1794.

I TAKE the liberty to inform you that we arrived here the 28th ultimo, without any particular occurrence in the way. The day after our arrival we made our first visit to the Sultaun, and he entertained us at his court for upwards of three hours.

On the 1st instant Captain Doveton sent me an order to open the boxes, and lay out the machines, to shew them to the Sultaun. Accordingly on the 3d I was sent for, and I exhibited the following experiments, viz. head and wig, dancing images, electric stool, cotton fired, small receiver and stand, hemispheres, Archimedes's screw, syphon, Tantalus's cup, water-pump, condensing engine, &c. Captain Doveton was present, and explained, as I went on, to the Sultaun who has given us an instance of his being ac-

quainted with some of these experiments. He has shewn us a condensing engine made by himself, which spouted water higher than ours. He desired me to teach two men, his aruz-begs.

On the 7th I was again sent for, and the following were exhibited: tumbler and balls, sealing-wax, twelve men shocked, among whom were several khans and vackeels—electric stool; a man of eminent rank stood, and the Sultaun applied his hand about the man to receive shocks. Inflammable air fired; at which he was astonished at first, and afterwards greatly pleased. Bladder burst; after which he applied his hand upon the receiver; bladder and weight. Pneumatic bell; microscope; mechanical powers. At his own request the following were exhibited: Syphon, Archimedes's screw, water-pump, Tantalus's cup, and condensing engine. Captain Doveton was not present. The Sultaun walked round the instruments, and handled several apparatuses. He desired me more than once to teach a man, who professed several mechanic arts, the doctrine of the syphon, Archimedes's screw, and the water-pump.

After the experiments were over, the Sultaun requested me to stay eight or ten days, and promised to send with me a couple of hircarrahs to Kistnagherry, the place I told him where is my employment as a writer.

I am now removed into the fort, where a very good place is provided for me and the machines. Tippoo Sultaun was pleased to present me with a

hundred rupees, which, except thirty, I have delivered to Captain Doveton, in order to have it conveyed to Captain Read.

I am, Reverend Sir,
With the most sincere gratitude and respect,
Your very humble servant,

(Signed) WILLIAM SMITH.

Kistnagherry, May 4th, 1794.—I was nineteen days detained in the fort of Devanelli, at which interval of time I taught the aruz-begs every experiment, that the apparatus can admit of being performed. The Sultaun was pleased to send me with an hircarrah and two sepoys to conduct me out of his country, whom I dismissed at Ryacotah, with a receipt from Lieut. Macgregor, of the 4th bat. of nat. inf. commanding Ryacotah.——

Tripatore, 12th May, 1794.—I have the honour to inform you that I arrived here the 6th instant, and commenced writing for Captain Read, and to superintend the boys. Of some particulars that occurred while I remained at Devanelli, after I wrote the letter dated 8th April, I now take the liberty to write you.—

——It would, I believe, be otherwise, if I were to handle those instruments. But the case was thus: the aruz-begs were to perform what experiments they wanted to learn, while I, at the

distance of three or four yards, was only to inform them when they were wrong.

The object I had in view, before I begun to make out directions how to perform experiments, was, that if the Sultaun wanted his men to be taught, I might have the directions translated into their language. Accordingly I asked those men if they wanted written directions; but they answered me, that they have no names to give to the apparatus, else they would set about translating it.

May 28th. I most heartily thank you for this last kind favour (which I received the 20th instant), among many other very strong proofs of your attention and interest towards my welfare; and I hope I will always have it in the best of my power to deserve such.

I will, with the greatest pleasure, inform you whatever else happened during my residence in the Sultaun's country.

I can assure you that Tippoo Sultaun was mightily pleased with the electric machine and the air pump, especially the electric machine. He was prepared for every experiment I exhibited, except the firing of the inflammable air.

I was greatly surprised when he called out to those, who were just preparing hand in hand, in order to receive a shock, to stand without emotion, and that they will presently feel something suddenly pass through them; and when it was done, he laughed much at their staring at one another without speech.

When a man stood on the stool, I gave him the large metallic knob into his hand; but the Sultaun desired me to take it back from him, telling me, at the same time, that it is of no use, and that the man's fist is sufficient.

It did cost me several minutes before the firing of the inflammable air proved successful (having never understood that, by the point of the discharger applied to the knob of the pistol, I could more effectually discharge it than by the knob), during which interim he was in a very impatient emotion; and when that was done, it did indeed surprise him. He desired me to go over it three times.

——I take the liberty to write for your information the familiar discourse Tippoo Sultaun was pleased to enter into with me, that took place at the close of the experiments.

There were some silver trumpets newly made brought into him for his inspection, and which he desired the trumpeters to sound *hauw* and *jauw*, i. e. come and go. After which he asked me if they were like those I saw at Madras. I answered, "Yes; but those at Madras are made of copper." He asked me again, whether the tune were any thing like what I have ever heard. I answered, No. "How then," says he, and presently, ordering the instrument to be put into my hands, desired me to blow. I told him very civilly, that I could not blow. "No," says he, "you could; what are you afraid of?" I told him again, that I spoke truth, and that I was brought

up in a school, where my master informed me what lying was, and always punished those boys, that spoke untruths. He begun again, in asking if I knew how the trumpets were used for speaking on board of ships. I told him that I never was on board of ships. "Why," says he, "did you never take a walk on the sea-shore to see such things?" "Yes, sir," answered I, "I have been several times on the sea-shore, but the ships are at a great distance from me; I can hardly discern a man on the mast or deck of a ship." Question: Whether only one sort of music, or more, are used at Madras? Ans. Many of each sort, and they are distinguished by these names, viz. drums, fifes, flutes, clarinets, French-horn, and bazoon. Question: On what occasion do they use these musics? Ans. For soldiers to march, to salute, to retreat, and such like.

The subject on music he ended, and the next was to this effect.

He asked me whether I am an Englishman. I answered, Yes; but that I am a native of India. Question: What employment are those Englishmen and natives of India put into? Ans. First they are put into a school instituted by the sirkar, and, at the age of twelve or fourteen years, they are put out in order to learn trade or business—as a mechanic, merchant, sailor, writer, and such like. Quest. Whether they are enlisted as soldiers? Ans. No.

June 11th. After this the Sultaun arose (five hours being elapsed) to quit the court, and de-

sired the present (of a hundred rupees) to be delivered into my hands, with these words: "This is given you as a present for the trouble you took in performing those experiments, which verily pleased me:" and a command, that I am to stay in the fort ten days: "After which," he continued, "I will send you to Kistnagherry with two hircarrahs, in order to conduct you safely through my country." I returned the compliment with a salam, in the manner I was instructed, saying, that I thankfully accept his present, and am willing to obey his commands. The language, which the Sultaun used, was the Carnatic Malabar. Mine very little differed from his. Poornhia was the interpreter of such terms as the Sultaun did not understand, and Capt. Doveton favoured me with his butler (who understood and spoke the Moor language to perfection) to help me in going through the experiments.

REGULATIONS

FOR THE

MILITARY MALE ORPHAN ASYLUM,

ESTABLISHED AT

A GENERAL MEETING

OF

THE RIGHT HONORABLE PRESIDENT, VICE PRESIDENTS, AND DIRECTORS,

ON THE 28TH OF JUNE, 1796.

1. THAT the Right Honourable the Governor, for the time being, be solicited to become President, and the Members of Council, and Commander in Chief, Vice Presidents.

2. That a number not less than Sixteen, nor exceeding Twenty-four Gentlemen, most likely to reside at the Presidency, be constituted Directors, of which number the following, from their official situations, shall be considered permanent.

The Chaplains,
The two Church Wardens,
The Military Secretary,
The Civil Secretary,
The Military Auditor General,
The Commandant of Artillery,

The Chief Engineer,
The Adjutant General of the Army,
The Quarter Master General of the Army,
The Physician General,
The Adjutant General, or Deputy Adjutant General, of his Majesty's Troops,
The Commissary General of Stores,
The Town Major.

DIRECTORS CHOSEN.

Mr. Andrew Ross,
Mr. William Webb,
Mr. Cockburne,
Mr. Kindersley,
Mr. Sewell,
Major General Brathwaite,
Colonel Sydenham.

3. That a Select Committee of Six Directors (exclusive of the Treasurer and Secretary) be chosen, who are to be a standing Monthly Committee, to meet regularly at the Asylum, on the first Wednesday of every month, for the discussion of the current business of the Institution; any two of whom, with the President, or Senior Director present, acting as such, are to be considered as a competent Committee.

4. That the Commander in Chief be requested to become the President of the Select Committee.

5. That the Select Committee of Directors shall be competent to act in all matters whatever

relative to the receipt and allotment of money, reception of orphans, directing what employment they shall be instructed in, or how brought up; and in general to conduct this charity according to the established regulations.

6. That a General Quarterly Meeting of the President, Vice Presidents, and Directors, be held in the first week in January, April, July, and October, in order to close the quarter's accompts; to receive such reports as may be thought necessary to be laid before them; and to make or amend regulations for the good of the charity.

7. That a Meeting of the Select Committee of Directors shall be held on the Wednesday preceding each General Quarterly Meeting, to inquire into the state of the charity, and to consider, and determine on, what may be thought necessary to be laid before the General Quarterly Meetings.

8. That a deputation of two, or more, members of the Select Committee, take it in turn to visit the Asylum once a month, to inquire into the state of the school, hear the classes read, inspect the boys' writing and cyphering books, and the monthly report of the rank they hold in their respective classes, as well as their progress in the several branches of Education.

9. That the Church Wardens, for the time being, be requested to act as Treasurers.

10. That a Secretary to the Institution be appointed.

11. That the children of Europeans of all professions be received as boarders, but to be precisely on the same footing with respect to diet, dress, and treatment, as the boys on the foundation.—That previous to their admission as boarders, the sum of Ten Pagodas shall be required as entrance money, to be paid by the parent, guardian, or friend, of each boy so to be admitted; this, however, is not meant to deprive the parents, &c. of an option of contributing more largely on this account. There must also be sent to the Secretary, and lodged in the hands of the Treasurer, an accepted order on some mercantile house at the Presidency, for the payment of Three Pagodas per month, on account of his maintenance, cloathing, and education, as a boarder; and as it may be the wish of some persons, with the view of securing a certain future provision for a child, to lodge a sum of money with the Treasurer, the interest arising from which may not only be sufficient to defray the monthly expence of board, &c. but to afford an overplus, to be added to the principal, and carried to the credit of the deposit for the benefit of the child: the Treasurer is accordingly authorized to receive in charge any such proffered sum of money, and to vest it in a government bond, on the terms which may appear to the Select Committee likely to prove most beneficial to the proprietor.

12. That there shall be a general examination

of the school, by the President, Vice Presidents, and Directors, once every year, in the first week of the month of January; at which time, a certain number of Honorary Medals will be distributed by the President, according to the progress and merit of the scholars.

13. That it be a standing and invariable rule, that all the funds belonging to the institution shall be disposed of in government security.

14. That a state of the funds be published in the papers, in every year, in the month of January, specifying the annual receipts, expenditures, and balance of cash, together with the number of boys at that time on the establishment, the number bound apprentices since the foundation of the institution as well as during the preceding year, and their respective trades, or employments. The casualties to be also noticed; for which latter purpose, the Surgeon of the institution is to keep a book, containing the name of every patient under his care, and expressing his particular disorder; from which book, a report shall be prepared by him, to be laid before each Quarterly Meeting.

15. That the Treasurer's accounts be audited at the General Meeting in January, when they shall deliver in an abstract of the year's accounts, with the vouchers for monies disbursed, and a state of the funds, that the same may, with the balance of cash, be handed over to their succes-

sors; and that the abstracts at the school shall be kept in the same form as has hitherto been observed.

16. That the Secretary shall keep two letter-books, wherein shall be copied all letters received, and sent by him, relative to the business of the Asylum: that he shall keep a fair record of all proceedings at General Meetings, or Monthly Committees, which shall be regularly read and approved at each respective subsequent Meeting; that he shall sign all applications for the admission of children that may have been approved by the Directors, and receive the necessary obligation for payment of the sum fixed by these regulations for boarders, which he is to hand over to the Treasurers; he shall regularly summon the General Quarterly Meetings, and Monthly Committees, at the times fixed by these regulations, giving at least three days notice of such Meetings respectively; and in order to enable him to fulfil the object of his appointment, he shall be allowed for a Writer, eight Pagodas monthly.

17. Should the Treasurers, or Secretary, be suddenly called upon to quit the Presidency on the public service, or their own private concerns, a meeting of the Select Committee on that emergency shall be held, in order to receive charge of the books, papers, accounts, and cash, belonging to the Charity, and to fill up the vacancy that may occur.

ADMISSION.

18. It is agreed that the Children of Officers who may be boarders, but by the death of their parents, guardians, or friends, be deprived of further support, shall be considered as having the first; and the Orphan Children of Officers, if left destitute, the next claim to admission on the Foundation of this Charity.

19. That as it is a main object of this Charity to make provision for the education of the Orphan Children of Non-Commissioned Officers, and Private Soldiers, it is agreed that these shall have the next claim.

20. That after these, the distress, or inability, of living Non-Commissioned Officers, and Private Soldiers, to educate their Children, shall be considered as affording a title to the advantage of this Charity.

21. That no boy be eligible to this Charity whose father is not an European; that legitimate have the preference of illegitimate Children—and that in the selection of boys for admission, a preference be shewn to the seniority of age in the candidates.

22. That a boy can only be admitted into this Asylum, when recommended by the Commanding Officer of the Corps to which his father belongs, or has been attached, or other official person that the Select Committee shall deem competent to make such recommendation, who shall

certify his parentage, age, &c. according to the prescribed form.

23. That any boy lame, or deformed, or whose faculties may be deemed unequal to the elements of letters, shall be admitted, or rejected, at the discretion of the Select Committee, who will be guided in their decision principally by considering the probability of his becoming a permanent burden on the funds, or of his being able at, or before, the age of fourteen, to earn his own subsistence, agreeably to the plan of this institution.

24. That none under the age of four years, or more than fourteen, can be admitted into this Asylum; and that no boy be kept on the foundation after the age of sixteen, except he be employed on the footing of a Teacher, or Assistant.

25. That at, or before the age of fourteen, it be endeavoured to bind out the boys, as apprentices to artificers, as surveyors, clerks, sailors, or otherwise to dispose of them, as may be thought likely to render them most useful and beneficial to themselves and the community.

26. In case the parent, guardian, or friend, of any boy on the foundation, shall wish to withdraw him from the Asylum, with the view of otherwise providing for him, the same shall be signified from the party by letter to the Secretary, who will communicate the circumstance to the Directors—and should they be satisfied that the provision proposed, is better than that designed by the institution, the child may accord-

ingly delivered to the parent, &c. making the application.

DIET.

27. That the boys have for breakfast—one moiety milk and rice, and the other moiety coffee and rice.—For dinner, roast mutton and vegetables, with bread, on Sundays and Holidays—mutton curry three days in the week—rice, with dholl, one day, and vegetable curry two days. —For supper, one moiety of the boys, milk and rice, and the other moiety pepper, water, and rice, daily, throughout the week;—but the Surgeon of this institution may be at liberty to recommend such alterations as he may think would be conducive to general health.

DRESS.

28. That the dress of the boys consist of a shirt and long drawers, shifted four times a week; and on Sundays and Holidays, when they go abroad, a sleeved waistcoat, with a leather cap.

MANAGEMENT.

29. That the boys rise at day-break, be washed and combed, then read prayers, breakfast at seven, go to school at eight, and remain till twelve, then learn tasks, in grammar, geography, arithmetic, &c. till one; then dine, and be at school from two till five in the afternoon,

at which hour the boys are to walk out, attended by one of the Masters; sup at six; after supper one of themselves to read the Evening Service of the Church, and two others the Lessons, or learn Church music at seven, and retire to rest, at eight o'clock.

30. That they be instructed in reading, writing, arithmetic, book-keeping, geometry, and navigation.

31. That the boys who go to church on Sunday, set out from the school at eight o'clock, and that the others who stay at home, assemble immediately and read Morning Prayers; after that, they are to go to school from nine till twelve, and in the evening from two till three, and according to their age, and progress, revise the last week's tasks, learn Catechism, &c. and the Evening Service of the Church to be read in school at seven o'clock.

32. That on application to the Schoolmaster, and with his leave, liberty be granted to parents, and others connected with the children, to see them in school, between the hours of ten and twelve in the forenoon; but to prevent crowds and irregularities on Saturday evenings, and on Sundays, no admission can be granted on these days.

33. That the foregoing shall be considered as standing regulations, from which no deviations shall be made until the proposed alterations have been suggested at a General Quarterly Meeting, and recorded on the Minutes;

and that the further consideration of the subject shall be postponed to another General Meeting, and approved by two-thirds of the Directors at the Presidency, before such alterations shall be carried into effect.

By order,

FREDERIC PIERCE,

Acting Secretary, Male Orphan Asylum.

THE END.

T. Bensley, Printer,
Bolt Court.