AN

ANALYSIS

OF

THE EXPERIMENT

IN

EDUCATION,

MADE AT

EGMORE, NEAR MADRAS.

Comprising a System, alike fitted to reduce the expense of tuition, abridge the labour of the Master, and expedite the progress of the Scholar; and suggesting a Scheme for the better administration of the Poor-laws, by converting Schools for the lower orders of youth into Schools of Industry.

BY THE

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THIRD EDITION.

"Pueri efferuntur lætitia cum vicerint, et pudet victos; ut tam se accusari nolunt, quam cupiunt laudari: quot illi labores non perferunt, ut æqualium principes sint?" Cic.

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1807.

TO THE

MOST REVEREND FATHER IN GOD,

CHARLES,

BY DIVINE PROVIDENCE,

LORD ARCHBISHOP OF CANTERBURY,

PRIMATE OF ALL ENGLAND,

AND

METROPOLITAN,

&c. &c. &c.

MY LORD,

In the distinguished privilege of presenting this Essay to your Grace I feel a gratification, which words cannot express. My every wish in regard to my System of Education is fulfilled. The boon, which I had heretofore destined for general diffusion in future ages, seems to me already realized to the rising generation. Not only the exalted station which your Grace fills, but the individual who, happily for

the best interests of the church and state, fills that station, stamps a present character on this experiment. And it is its highest recommendation, that the illustrious patronage and sacred sanction, under which it now goes forth to the world, are solely to be ascribed to the principles on which it is founded, and to the ends to which it is directed.

I have the honour to be,

With profound veneration,

MY LORD,

Your GRACE's dutiful,

and devoted servant,

A. BELL.

LONDON,
5th Feb. 1807.

PREFACE

TO

THE FIRST 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,

[a] See the despatches of the Madras Government to the Court of Directors. First Edition. Cadell and Davies, 1797.

convincing and decisive in regard to charitable 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 further 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.

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, the first edition[a] of this experiment was

[a] See that Edition, Cadell and Davies, 1797; as containing the sum, substance, and evidence of all that is now digested and taught.

restricted to extracts of the general letters of the Right Honourable Governor, and the Honourable Governors of Madras in Council to the Honourable East India Company, reports of the Male Asylum, and other authentic documents relative to that Institution.

In the second edition, several of these documents were omitted, as, at the period of its publication, there did not appear the same occasion to authenticate facts, which were already acted upon, with just success, in various shapes, in different parts of the kingdom: and there were substituted such illustrations of the actual operations in the Asylum, as might assist the Reader, engaged in prosecuting this experiment, to find his way, where a guide had been most frequently desired. Still, however, these instructions, not having proved sufficiently distinct or minute, have only served to excite, not allay curiosity, and have called forth fresh, and more numerous inquiries.

With a view to meet these inquiries, it is now endeavoured to reduce the facts scattered through the records of the Asylum into a more consecutive form than that in which they occur in the minute-book of that Institution (where they were chiefly meant to specify, authenticate, and perpetuate what was there established): and to explain the practices of the School more at length,

than was necessary, where the prototype was before the eyes of the Reader.

To provide against that confusion, which has arisen in the minds of some inquirers, from mingling tenets, derived from other sources, with the facts on the records of the Asylum, and from not discriminating between the system of the Asylum, and the detached practices there introduced; between the general principle, on which the School hinges, and the isolated expedients, which were contrived to forward individual steps in the process of teaching; it is now meant to analyze the system, to collect into one series, what relates to the scheme of the School, and the principles on which it is founded; and in a separate compartment to distinguish and detail the independent, subordinate, and auxiliary practices in teaching. Extracts of the original experiment will follow. In a fourth compartment, it will be shewn that this system is not less applicable to Schools of Industry, than to the charitable Institution in which it originated: and that by its means every School for the lower orders of youth may, without prejudice to their appropriate education, be rendered at the same time a School of Industry. Nor will its intimate connection with the poor laws be overlooked, both as presenting a scheme, not less adapted to their administration, than to the economy of a School; and as furnishing em-

ployment to the children of paupers, and supplying means for their education in religious principles, in habits of industry, and immediate usefulness.

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ERRATUM.

Page 24, line 9 and 11, for *whenever* read *wherever*

PART I.

OF THE SYSTEM OF THE MALE ASYLUM AT MADRAS.

CHAP. I.

SCHEME OF A SCHOOL ON THE MODEL OF THE ASYLUM.

"The best way to learn any science is to begin with a regular system, or a short and plain scheme of that science well drawn up into a narrow compass." WATTS.

1st. THE Asylum, like every well-regulated school, is arranged into Forms or Classes. The Scholar ever finds his own level, not only in his Class, but in the ranks of the School, being promoted or degraded from place to place, or Class to Class, according to his proficiency.

This of Schools in general; now more particularly of the Asylum.

2d. Each Class is paired off into Tutors and Pupils. The Tutor to assist his Pupil in learning his lesson.

6d. Each Class has an Assistant-Teacher to keep all busy, to instruct and help the Tutors in getting their lessons, and teaching their Pupils, and to hear the Class, as soon as prepared, say their lesson, under,

4th. The Teacher, who is to take charge of the Class, to direct and guide his Assistant, to intend him in hearing the Class, or himself hear both the Assistant and Scholars say their lesson.

5th. When necessary, from the state of the School, or rather from the inequality of the Master, a Sub-Usher and Usher, one or both, are appointed to inspect the School, and act under,

6th. The Schoolmaster, whose province it is to watch over and conduct the system in all its ramifications, and see the various offices of Usher, Sub-Usher, Teachers, Assistants, Tutors, and Pupils, carried into effect.

7th. Last of all, the Superintendant, or Trustee, or Visitor, whose scrutinizing eye must pervade the whole machine, whose active mind must give it energy, and whose unbiassed judgment must inspire confidence, and maintain the general order and harmony.

For this purpose, there is kept by the Scholars, Teachers, or others equal to the office,

8th. A Register of the daily tasks performed: and, by the Schoolmaster,

9th. A Register of daily offences, or Black-book, to be expurgated weekly by

10th. A Jury of twelve or more boys selected for the purpose.

This in brief is the scheme in its most multiplied form, and yet abundantly simple. It may be proper (in limine) in the threshold to observe, that it chiefly hinges on the Teachers and Assistants to each Class.

Let us now enter into the exposition of this scheme, and assay its character by the principles on which education should be conducted, and the ends which it has in contemplation.

CHAP. II.

OF THE PRINCIPLES ON WHICH THIS SYSTEM OF TUITION IS FOUNDED.

" Pueri effeminntur lætitia cum vicerint, et pudet victos; ut tam se accusari nolunt, quam cupiunt laudari: quos illi labores non perferunt, ut æqualium principes sint?"

" THE end of tuitionis to form good scholars, good men, and good Christians;" or, in other words, to advance the temporal and spiritual welfare of our pupils.

To attain these ends, to attain any good end in education, the great object is to fix attention, and excite exertion.

By these maxims I leave the reader to try the science (if I may so denominate this key to all knowledge) of elementary education in other schools.

It is to the system of the Male Asylum I seek to apply these fundamental axioms.

1st. "The School is arranged into 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 rises 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 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; and, by thus finding his own level, his improvement is most effectually promoted, and rendered a maximum. 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:

2d. "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 sociable disposition, both in the Tutor and Pupil, is indulged by the reciprocal offices assigned to them.

Next, 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 pace 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 learned.

This is the reason why so many boys in every school 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, might be surmounted. This I did by teaching the boy, who was pronounced incapable, the very lesson which, it was declared, he could not learn.

When, by such means, I had, in course of time, capacitated all the heretofore inefficient boys, and brought the School into such shape that every boy, in his place, was equal to the task assigned

him, and learnt his daily lessons as they ought to be learnt, 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 in 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. By teaching he is best taught. "Qui docet indoctos, docet se."

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!

3d. "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 he has 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,* fitted to take a strong hold of the youthful mind, are conferred upon such as perform their tasks with diligence, fidelity, and success: 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,

4th. "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. It is also the province of the Teacher 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.

If this scheme of Teachers and Assistants presented no other advantage than enabling the Scholars to be heard a lesson every half hour, or oftener, it were an invaluable acquisition. It is not so much the time that is saved in waiting the conveniency of the Master, as the promptitude produced by short and easy lessons, which are instantly to be prepared, and said as soon as

* 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.

prepared. In Schools where children learn one lesson a day, it often happens that even the same lesson is not so well learnt, as if it were to be prepared and said in a prompt manner, admitting of no delay in the commencement of that preparation, which otherwise is frequently not only postponed, but neglected altogether.

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. It oftener happens that a Teacher, instead of one Class, is set over several Classes with their respective Assistants.

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.

5th. "An Usher or Sub-Usher, one or both, is appointed, when necessary, to act under,

6th. "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 re-

press 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.

7th. "Last of all comes the Superintendant (who may be the Chaplain of the Seminary, Trustee or Visitor, or any gentleman, who delights in such pious offices) whose scrutinising eye must pervade the whole machine, whose active mind must give it energy, and whose unbiassed judgment must maintain the general order and harmony." For this purpose there is kept

8th. "A register of the daily tasks" performed by each Class, and by each boy, when engaged in

writing, arithmetic, or any solitary task, which are added up weekly and monthly, and compared with each other, and with former performances. This simple contrivance is admirably fitted to correct idleness, and detect negligence in their origin, and to bear permanent testimony of merit and demerit, even if overlooked in passing. For these important purposes, too, there is lodged in the hands of the Schoolmaster (to whom, lest there should be no Superintendent, I have attributed some of the offices peculiar to the latter) a most powerful operator,

9th. "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

omission or commission is explained in the language of the School; and sentence pronounced on the accused by,

10th. "A jury of their peers," which sentence is inflicted or remitted at the discretion of the Superintendent, Visitor, or Schoolmaster.

Mark the advantage of this process. An offence is committed, the punishment of which, if the superior officer does 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 next I have to mention? It is the grand boast of this system, not that it thus detects,

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 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; xxiv. 1—2; Mark, 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?

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 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.

In a word, it gives, as it were, to the Master the hundred hands of Briareus, the hundred eyes of Argus, and the wings of Mercury.

But this scheme lays claim to still higher praise. It is the superlative glory of the system, that, when duly administered, it applies itself to every principle of humanity. It engages the attention, interests the mind, and wins the affection of youth. Their natural love of activity is gratified by the occupation, which it furnishes them. They are delighted with being, to every wise and good purpose, their own masters. They are charmed that they see the reason, feel the justice, and perceive the utility of all that is done to them, for them, and by them.

And, still further, this system is to be estimated by the civility, the decorum, the regard to good order and good government, which it inculcates and exemplifies; while, by the various offices performed in the different departments of the school, it prepares the Disciples for business, and instructs them to act their part and perform

their duty in future life with punctuality, diligence, impartiality, and justice; and also cultivates the best dispositions of the heart, by teaching the children to take an early interest in the welfare of one another.

Every boy, not totally corrupted and depraved, sees in this system, a friend, to whom he is sure to attach himself in the closest bands of amity, and will himself, whenever it is conducted with no interested view, but with impartiality and ability, for the general good, come forward and exert himself in every emergency, for its due support and administration. The policy of your scholars is on your side as well as their heart. Not to forfeit such high privileges, as the system confers on them, they take a deep interest in its support, preservation, and advancement. For should they, by falsehood, perverseness, or ill conduct, disturb its order and harmony, they must expect to revert to other jurisdiction, than that of themselves and their peers; an immunity of which they are no less jealous than every Englishman is of his invaluable privilege, the trial by jury.

By these means a few good boys selected for the purpose (and changed as often as occasion requires) who have not begun their career of pleasure, ambition, or interest; who have no other occupation, no other pursuit, nothing to call forth their attention, but this single object; and whose minds you can lead and command at pleasure, form the whole school; teach the scho-

lars to think rightly, and, mixing in all their little amusements and diversions, secure them against the contagion of ill example, and, by seeing that they treat one another kindly, render them contented and happy in their condition. But, for these and other consequences of the system, I must refer to the records in part third.

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 even 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 facts, recorded in the official documents in part third, will enable the reader to as-

certain how far the effect corresponds with the judgment he has formed. And if he seek for further proofs, and inquire how far it is adapted to Schools in this Country, he will find abundance of corresponding facts in the several schools, where this system has been successfully introduced and established, some of which have been submitted to the public in the reports of these establishments.

CHAP. III.

INSTRUCTIONS FOR MODELLING A SCHOOL ON THE ABOVE SCHEME.

HAVING gone through the system of the Male Asylum, explained the principles on which it is founded, and set forth some of the manifold advantages, with which this mode of conducting a school is attended, I am now to comply with a requisition, frequently made to me, by giving minute and particular instructions for reducing this scheme to practice. These rules will be best understood by supposing a particular case, and giving directions, suited to that case, which may be varied according to circumstances.

Let us suppose a school of about 100 Scholars, no uncommon case, to be modelled on the system of the Asylum.—The first step is to arrange the school into classes. As these are formed according to the proficiency of the scholars, the size, more than the number of the classes,

will vary with the magnitude of the school. Say that this school divides itself into eight classes from six to eighteen members. In the higher classes, where gradation of proficiency is not so defined as in the lower, there will more scholars fall together, than in the lower. The fewer the Classes, in general the better. You are now to select your Teachers for each Class, chiefly out of the two or three higher Classes: the Assistant of a Class may often be a trusty boy of that or the superior class. These Teachers and Assistants it is safest and best to select by the elective voice of the higher classes, and best boys in the school. His own Assistant may be left, when it is deemed advisable, to the option of each trusty Teacher: and, when occasion requires, especially in your early arrangements, when much is to be done, and in some hands the simplest operations, if never before practised, appear difficult and operose, an Usher and Sub-usher may, in the first instance, be nominated of the most capable boys. It is better to begin with a full share of Teachers, and their numbers may be diminished as the School gets into regularity, and the task of teaching becomes facile and familiar, and the work of Teachers and Scholars goes on with satisfaction and delight. New arrangements of Teachers is a powerful instrument of discipline, as well as a sure mean of obtaining willing and able Help-mates in the office of tuition. These are to be made as often as convenient.

Next, each class is to be paired off into Tutors and Pupils: the head, or rather the most trusty and best boy tutors the worst; next best next worst, and so on. The Pupil takes his seat, of course, next to his Tutor. But the rank, each Scholar holds in his Class, depends on his daily exertions and proficiency; and, by prompting or correcting one another, varies every lesson with his comparative diligence and attainment: and the Tutor often falls below his Pupil, where, if he remain for any length of time, he becomes in turn Pupil, and his Pupil, Tutor. In lessons of writing, arithmetic, &c. when the tasks are performed individually, each inferior Boy or Pupil in the Class sits by a Superior or Tutor, who sees that he is busy, and assists him where necessary; while himself is instructed by his Teacher or Assistant.

Of this allotment of Tutors and Pupils, by no means the most important and necessary to the system, a new arrangement will be requisite, as often as the Pupils gain upon their Tutors, and every change operates as a stimulus.

In each Class, the Teacher's book is marked with the day of the month, where the lesson begins in the morning: and each lesson for that day with a score, by a pencil, or otherwise. No lesson should, especially with the lower Classes, occupy more than half-an-hour both in learning and saying. This material rule yields only in importance to another, that no lesson must, on any account, be dismissed till it be well said.

If a Master overlooks a Class in getting their lesson, and sees all busy and attentive, what the best moiety of the Class can learn in ten minutes, and say in five, is a proper task for the half-hour, if that Class is thus employed all day long: but if for a shorter period, stricter attention will be required, and a longer task assigned for the half-hour. The Assistant-Teacher often, and the Teacher occasionally, says his lesson with his Class. In the respective Classes, the Tutors learn their own lessons, and teach their Pupils, (or rather learn by teaching) the lessons, syllable by syllable, word by word, line by line, verse by verse, or sentence by sentence, as the Classes ascend; that is, one syllable or word, or line, verse, or sentence, is respectively learnt before the next is looked at: and, when all is gone over in this way, the lesson is revised as often as necessary, and, on every revisal, is divided into larger portions, which are first learnt one by one, till the whole is well gotten at a single rehearsal.

When thus the Class are masters of their lesson, it is now said: and if well said, they proceed to the next; if not, they must repeat the same lesson, till it be well learnt; and any of the scholars, who are found inferior, and deficient, and not able to keep pace with their Class-fellows, are degraded to a lower Class; and, in like manner, the boys, who excel their Class-fellows, are promoted to a higher Class. *The same* division, as above, of each lesson into

parts, and learning, portion by portion, is observed in committing to memory catechism, addition, and multiplication tables, and throughout every branch of education. The rule of the school is—short, easy, and frequent lessons—divided into short parts, gotten one by one, and well said.

Every Class in the school may be saying their lessons at the same time; and the Master or Usher, passing along, may, in some measure, at once observe how the respective classes acquit themselves. But this is done effectually by over-hearing the Classes by rotation, when saying their lessons: and when the Master gives orders or instructions, requiring attention and comprehension, it should be to the Teacher and Assistant, and they to the Tutors, and the Tutors to their Pupils, recollecting always that one capable boy made by you to comprehend any thing, in which there is the least difficulty, can bring it down to the level of his school-fellows' capacities, and explain it to them, far better than you can. He knows where his difficulty lay in comprehending you: and his time is only employed in explaining to them, in their own language, what they do not know, while you are often employed in telling them only what they do know. Another rule of the school is, that no boy ever knows any thing you tell him, or is improved by any thing you do for him: it is what he tells you, and what he does for himself which is alone useful.

In the evening at dismissing, for the day, the progress of each class is registered by the teacher or assistant in a book;—number of lessons read; pages or lines gone over in these lessons; and hours thus employed, in three adjoining columns; and so with catechism, religious instruction, writing, cyphering, and all the taks of the day. These are added weekly and monthly, and compared, by the master and teacher, with what was done the preceding day, week, and month. In like manner, each boy, employed in writing, cyphering, or such tasks as, though simultaneous as to the class, are performed individually, and not collectively, registers for himself all his daily operations in the last page of his copy, or cyphering book; which are compared, by his teacher, with what he did the day before, and what other boys of his class and standing do:—and so weekly, and monthly. The page, in which these registers are kept, is ruled into thirty-one parallel lines, so as to last a month, and into as many columns as there are daily entries to be made. In the beginning of each month, the book, and page of the book, &c. where the class begin to read, are entered.

The examination of the black book should regularly take place once a week, on Saturdays for example, and a jury of good boys be selected, according to circumstances, among the teachers and scholars, to try the culprits. The rewards and punishments, allotted by the rules of the school to different offences, are left to discretion

and circumstances. It is not to be forgotten, that praise, encouragement, and favour, are to be tried before dispraise, shame, and disgrace; confinement between school hours, and on holy-days and play-days, which your teachers enable you to inflict, to corporal punishment; and even solitary confinement to severe flagellation. But at all events, the authority of the master must be maintained by discipline, in one shape or other.

PART II.

OF THE PRACTICES OF THE ASYLUM.

CHAP. I.

INTRODUCTION.

In the former part of this Essay, I have stated the system of the Male Asylum, and the plan on which it is conducted; and I have endeavoured to unite theory to practice, by elucidating the principles on which this system rests. It is the mode of tuition by the scholars themselves, which constitutes the system: and this plan of conducting the school is essentially requisite to the success of the Institution. Whenever this scheme is followed, there is the Madras system, and whenever a School is conducted independently of the agency of the Scholars, there another system is followed. But beside this system, there were isolated practices, which were also contrived at the Asylum, to facilitate and expedite labour in the art of teaching in its different elementary steps. Such are the practices of alphabetical writing on sand, reading by syllables, spelling without tedious and useless

repetitions, &c. But these form no part of the above system, and do not arrange themselves under the general law of tuition, which has been explained. These detached, subsidiary, and auxiliary practices, may go along with any other system, and be introduced into any school, conducted in the common, or any other mode.

They differ from the system, as art does from science. The system, consisting of a series of consecutive rules, linked together in the closest union, and depending on a common principle, assimilates itself to a science, however humble that science may be. The practices, which follow, on the other hand, can only be regarded as a collection of independent facts in the art of tuition, intended to abridge labour, and facilitate progress, by certain alphabetical, syllabic, and other initiatory processes in reading, spelling, and writing.

CHAP. II.

OF ALPHABETIC AND MONOSYLLABIC WRITING OF THE PRINTED CHARACTERS AND DIGITS ON SAND.

IT will not be deemed a wide departure from my subject, if I preface this chapter with a recommendation to Parents, who would wish to prevent their children from acquiring a vitiated pronunciation, and to enable them, soon and readily, to

speak distinctly, that they begin at an early period, to teach them the elementary sounds. This is an ancient practice, which may be revived with advantage at table, at play, &c. Begin with the letter A, repeating the lesson at intervals, till the child pronounces it distinctly and readily; and so with the other vowels, or perfect sounds, E, I, O, U; then the consonants, or imperfect sounds. It is obvious what a help this must be to the child, to articulate distinctly and speak early. And the names and sounds of the letters being thus learnt beforehand, he will afterwards have only to learn the forms or characters corresponding to these. Those Parents, who wish their children to learn French, or any other language, may also instruct them in the elementary sounds peculiar to that language, at an early age, when the organs of speech are pliant, and readily formed to any mould.

In writing on sand, a tray or board (thirty-six inches by ten), with a ledge (of ½ an inch deep) on every side, may be prepared for a School. A little dry sand is put into it, so that with a shake it will become level, and spread itself thinly over the bottom. 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

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.

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, till the alphabet is gone through in this manner, when the Scholar 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 on the left hand, or by such like device, which will readily occur to the earnest teacher. In like manner the double letters, monosyllables of two letters, the digits, and numbers are taught by writing them on sand.

The superiority, which writing on sand possesses over every other mode, as an initiatory process, consists in its being performed with the simplest and most manageable instrument, the (fore) finger (of the right hand) which the child can guide more readily than he can a piece of chalk, a pencil, or pen. The simplicity of this process, and its fitness for children of four years, at which age they were admitted into the Asylum, entitle it to the notice of all Schools in a similar

predicament. But with children further advanced, slates and pencils may be used after the sand, as is done in various Schools in the Metropolis, &c. To simplify the teaching of the alphabet the letters are sometimes, when found expedient for the Scholar, arranged according to the simplicity of their form, and not their alphabetic order.

The process of writing on 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 implies 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 comparatively few 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 sa-

tisfaction of hearing the most part of them repeat their catechism distinctly.'

'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 inquiring 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 Swatrage, though limited as to age, there were no less than 193 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 Schoolmistress, or other person instructed by him, were to vaccinate the parishioners. In four years I have inoculated with vaccine matter 659 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 was adopted in this parish, the winter 1804-5, 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 22 lb. 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.

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.

For further particulars see Part III.

In teaching the alphabet, the letters (for the prototype) both capital and small, may be printed on a card, or rather strong and coarse brown paper; and also the monosyllables of two letters, with the digits and numbers. Why the Horn-book of our ancestors is thrown aside, there can be but one reason, and this reason has, in many ways, retarded and defeated education. The first card, or pasteboard, or book, put into the hands of children, should never go beyond the Alphabet, digits, and syllables of two letters; but of these, a division of two or more may be made, if chosen, for the sake of economy and brevity; but especially, that the scholar may see the stages of his journey, and mark his own progress; and still more, that no one of his books be ever parted with, till he be perfectly master of its contents, which will enable him to go through the next, with a precision and despatch, not otherwise attainable.

CHAP. III.

OF (SPELLING AS IT IS USUALLY CALLED, BY WHICH I MEAN) PREVIOUS SPELLING ON BOOK.

THE next Book, put into the hands of the Scholar, should consist of all the syllables, which most usually occur in the English language, in regulated order, from simple to difficult. This book (yet to be furnished) must be short, and being well taught, the whole difficulty in teaching to read is surmounted; and the remaining stages are comparatively easy and pleasant. It should contain no reading, which the child can either comprehend, or readily learn by memory, or repeat by rote. While children are thought to be engaged in learning to read, they are often merely exercising their memories.

In perusing this book, the Scholar should spell the syllables on and off book thus, on book b-l-u-n-t, blunt; and off book, blunt, b-l-u-n-t. And here notice, that he must on no account advance a single step further, till he can distinctly spell the monosyllables, both on and off book, in a retrograde as well as progressive order, in which way every initiatory lesson should be taught.

CHAP. IV.

OF SYLLABIC READING.

HAVING gone through the monosyllabic spelling book, as often as is requisite to spell readily on and off book every word in it, the scholar then goes through it again, reading these 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.

By teaching the scholar to spell off book every word, as he goes along, with which he is supposed unacquainted, he will learn not only to spell well and accurately, but also to read more distinctly, and far sooner, than when the same

pains in spelling off book are not taken in the beginning. The attention paid to these elementary and initiatory practices, will be amply repaid by the facility and despatch, with which it will forward and crown the subsequent processes.

In spelling, each boy in rotation is asked to spell a word; when he mistakes a letter, the boy, who corrects him, must only name the single letter, where the mistake was committed, when he takes his place; the same boy (the first) goes on spelling the rest of the word, subject to the same correction as before, from the boys below him; and he must spell his word over and over again, if necessary, till he make no mistake: then all, who have risen above him, have each his own word in order, so that, in one round, as many words will be spelt, as there are scholars in the class, each spelling his own word. In the same way in the spelling book, each boy in a class reads a word by rotation, subject to the same correction, and taking of place, by the boys below; and when they have advanced further, they read by lines or sentences. How simple and unnecessary do such minute directions appear to those acquainted with these practices? and how little do they imagine that many will still be puzzled in executing them?

In executing these directions and every other regarding the School, it is of the greatest benefit to teach every scholar, whenever an error is committed, as to the rule of the School, in the spelling or reading of the classes, &c. at

once, what the rule is, and never to quit that object, nor any such, till it be well understood by all the Class. This will often cost some pains at the time, but the labour so bestowed tells ever after. The usual practice of Masters telling the Scholars at once, when they mistake or hesitate, and giving instructions without stopping to ascertain whether the instructions be attended to or comprehended, is the source of much retardation. Let not any thing, which can be taught at once, be put off to a future lesson, (except for repetition or revisal,' which after the most perfect instruction for the first time will still be necessary) but let it be made easy and familiar before you quit it, whatever time it may require. The Teachers and Assistants enable you to do this, at no expense of trouble to yourself; and the benefit is incalculable.

The next spelling book, put into the hands of children, may be Mrs. Trimmer's Charity-school Spelling Book, part 1st, to practise what has been learnt.

The scholar having before learnt to read or spell 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—Mis-tress—Trim-mer's—spel-ling—book—part—se-cond—and—is—ne-ver—al-low-ed—to—pro-nounce—two—syl-la-bles—to-ge-ther—till—he—can—thus—read—syl-la-ble—by—syl-la-ble—and spell every word distinctly.

When rigid economy is necessary, as at the common run of schools, where the poor are taught, the Madras system enables the ingenious Schoolmaster, by means of his little Teachers, to practise various savings in books, paper, pens and ink. These may be left to the discretion of the Visitors, who will determine by the state of their funds. Little tracts, such as Mrs. Trimmer's Charity-school Spelling Book, part 1st, and the child's first book, part 1st and 2d, may be introduced into any school. If purchased for them by a member of the society for promoting Christian knowledge, they will in all cost about 1d. for each child, and adding Mrs. Trimmer's second part 3d. more; and being well read a great progress is made.

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 man to learn to read. In some African and Eastern Countries, there is said to exist an alphabet of syllables, which, compared 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 the 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—spelling.

The difference of teaching to read by syllables instead of words, may be illustrated by the difference between teaching numeration in the common way, and dividing the numbers into periods and half periods. In the one way how tedious and difficult the process, and how few, taught in this way, can read a number consisting of twenty or thirty places! In the other way how easy is the process, where you have only to teach the Scholar to read a number of three places, or one syllable, if I may so speak, of numeration: the rest is merely repetition of this single syllable, with the thousands of the half periods, and the characteristics of the periods, which being a regular series is readily acquired. In this way, the Scholar can in a few minutes be taught to read any number, however long, which otherwise is scarce ever learnt through life: and yet, whether through obstinacy, inveterate custom, or ignorance, how many more are still taught in the one way rather than the other. Let those, who read this, and have never learnt to divide a sum in numeration and notation, look into any book of arithmetic, where this is taught, or ask the instruction of a friend, and they will perceive the difference between one mode of teaching and another; and comprehend how it must have

fared throughout all the branches of education.

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.

CHAP. V.

OF UNREITERATED 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—re—misre,—p-r-e—pre, 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.

CHAP. VI.

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 before by his forefathers [4].

[4] 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

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.

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 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.

Such are the chief practices, in the art of tuition, recorded on the books of the Asylum, as differing from the usual mode of teaching; and which will be found greatly useful, by the economy of time and trouble, in every school or family, where they are adopted and duly executed.

CHAP. VII.

GENERAL REMARKS ON THE SCHEME AND PRACTICES.

TO enter into the spirit of the Institutes now before the reader, so as to comprehend what was actually achieved by this experiment, and what is left undone; where the experimentalist may rest satisfied with his text-book, and when he may go in quest of new devices and improvements, it is necessary to mark the character of the practices, which have been now detailed, as differing from that of the system before explained.

The System, with its concatenation of Occasional Usher and Sub-Usher, its Teachers and Assistants, Tutors and Pupils, Registers of daily Tasks, Black-book, and Jury of Peers—being a series of consecutive regulations, linked together in the closest union, and forming a digested theory, composed of laws derived from observation, confirmed by experience, and founded on acknowledged principles of humanity, I regard

as completed in all its parts, and requiring no addition. In framing the Scheme, it was studied that no interstices should be left to be filled up, no deficiency to be discovered in its apparatus, but that there should rather be a redundancy of performers, and that the chain should have sometimes double links, where single links may suffice. Such may be thought the Teacher and Assistant to each Class. It is safest, however, to retain both till the School is organized, if not evidently unnecessary, for both are generally more profitably employed (during the period it is proper to retain them in these posts) than they would be in the ranks of their appropriate Classes. It is time enough to lop off redundancies when the school is reduced to perfect order, and all goes on smoothly and pleasantly. In a word, in the Scheme of the Asylum will be found all that is requisite, under every circumstance, for conducting a school through the agency of the scholars themselves; and it will only be necessary to drop such performers as, from the state of the School, are no longer wanting; of which an example will be seen in the diagram of the Asylum, Part III.

With the practices it is quite otherwise. These I consider as incomplete, and admitting of much addition. These, combined only as leading to a common end, facility, precision, and despatch, have no chain of union among themselves, no guide in one process to conduct to another, no general law for discovering where a chasm is

left. Indeed, where this system is adopted in the schools for the lower orders of youth, on the large scale for which it is particularly fitted, and the saving of expense becomes an important object, other practices (though of inferior importance) may be pointed out, for the sole purpose of economy. In various seminaries this has already been done. But these do not fall within my notice, who confine my details of facts to those of the Asylum, and only further propose, when this is done, briefly to point out to what the system may lead in this country. The practices differ also from the system, that in them there will be found no redundancy, nothing which can without prejudice be omitted.

I only add, that though the system of the Asylum may be considered as appropriate to schools for the lower orders of youth, it must be allowed that the practices apply equally to schools of every description. But it is not on these,—the practices,—or any such, however important in themselves, that the charm, which this system is found to possess, depends. It depends on the scheme of tuition by the scholars themselves. Wherever this general principle is adopted, methodised, and duly (for all turns on this point) executed, there is the system of the Asylum, whether they write in sand, spell without reiteration, read by syllables, &c. as directed in the subsidiary practices of that School, or whatever other improvements are resorted to in preference. Wherever this Tuition by Scholars does not take

place, there is not the system of the Asylum, though all the subsidiary practices of that School be adopted. In every instance, it is by this system, the Tuition by the Scholars themselves, that the success and economy of which it boasts are to be attained: and wherever this system is not adopted, let the processes be what they may, the same success and economy cannot, in a large seminary, be attained.

PART III.

EXTRACTS OF

AN EXPERIMENT IN EDUCATION,

MADE AT THE MALE ASYLUM, MADRAS.

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

Dedicated 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.

CHAP. I.

EXTRACTS OF REPORT OF MALE ASYLUM, DATED 28 JUNE, 1796, SENT BY THE GOVERNMENT OF MADRAS TO THE HONOURABLE DIRECTORS OF THE EAST INDIA COMPANY, AND TO THE GOVERNMENTS OF BENGAL AND BOMBAY.

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 to 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 has some time been established. 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*. — — — —

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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 difficulty 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, 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.

* Report, 1st January, 1795.

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[f]. To rescue these boys from this condition, if pos-

[f] 'The school bids 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 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 of letter, 15th June 1794, to George Dempster, Esq. M. P. of Dunichen.

sible, 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 difficulties. 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 arith-

metic 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* of 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 ha-

* 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 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. 1793.

bits 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.

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 [h] spread over a board or bench before the scholars, as is always done on the ground in the schools of the natives of this country; a practice which, by the bye, will elucidate a passage [i] 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

[h] See p. 25.

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

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, and after considerable progress in reading, 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, 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[1], it at the same time forms his best preparation for the ensuing branch of his education—writing.— — —

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[1] 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

—[*Here follows a description of the various practices of the School, &c. &c. &c.; now digested and detailed in the preceding parts of this analysis.*] — —

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— So much for the first minutiæ, which I have detailed as a specimen. Were I to pursue this subject through all its stages, I should fill a volume.—

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—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.

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.

The nice sensiblity 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.

The system of the school may be seen in the diagram in the next page.

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—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* in natural philosophy in the presence of the Sultaun; and was detained nineteen days by the Sultaun, after

* See Appendix.

LIST of Boys on the Foundation of the Charity who are Teachers in the MALE ASYLUM.

Class.	Teachers.	Age.		Time in school.		Assistants.	Age.		Time in school.		No. of boys in each class.	Total.	DAILY TASKS.
		Y.	M.	Y.	M.		Y.	M.	Y.	M.			
1	Char. Hancock	14	1	6	7	Tho. Adamson	11	11	4	6	34		Enfield's Speaker, Bible, Spectator, Writing, Arithmetic vulgar and decimal, Book-keeping, Grammar, Geography, Geometry, Mensuration, Navigation, and Astronomy.*
2	Geo. Stevens	14	3	7	4						25		Enfield's Speaker, Bible, Spectator, Writing, Arithmetic, and Grammar.
3	Wm. Faulkner	12	8	7	2						25		Enfield's Speaker, Testament, Spectator, Writing, Arithmetic, and Grammar.
4	Rob. Kentish	11	6	3	7						11		Select stories, Writing, Arithmetic, and Tables.
5						James Shaw	12	3	4	4	12	95	Testament, Writing, and Tables.
6	John Friskin has charge of the rest of the school as follows.					Wm. Lantwar	11	6	6	3	9		Spectator, Writing, and Arithmetic.
7						Wm. Anchant	9	8	5	8	9		Psalter, Writing, and Catechism.
8						Fr. Lawrence	9	0	5	10	9		Spelling book, Writing, and Catechism.
9		12	8	7	4	Rich. Steele	7	9	1	6	9		Child's Second Book, Spots, Marks, and Hymns.
10						Tho. Jones	9	7	5	5	10		Child's First Book, and Figures. †
11						John Gore	9	2	2	2	16		Monosyllables. †
12						T. H. Morris	8	9	2	8	17		Great and Small Alphabet. †

Under the charge of John Friskin - - - - - - - - - - - - 91
Teachers - 14

Total 24th June, 1796 - - - - - - - - - - - - - - - - 200

* In regard to several of these sciences, nothing more is meant, in general, than that some of the boys, for whom it may seem eligible, are initiated in their first elements; so that if their future destination, or profession, or situation, require it, they may hereafter be able to build on the foundation which has been here laid.

† An additional number of boys lately admitted in the Foundation threw so many scholars into the lower Classes.

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.

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

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 mys-

terms 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 view, 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;[1] and, as matters now stand, the

[1] "It will scarcely be believed how much attention, diligence, and uniform perseverance, these youths (the teachers) display,

schoolmaster alone is essentially necessary at this school. He has the charge of the daily disbursements and monthly expenses under the treasurer, and is to attend the school, and to maintain the rigid observance of all its 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 ascendency 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, because 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

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.

class is paired off[m] into tutors and pupils; 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 sub-usher or usher, 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 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 they not 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

[m] See Scheme.

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.'*

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 suc-

* Report, 1st Jan. 1796.

gessfully, than by 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; on 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; on 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.

* See 1st Edition.

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 a 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 shool, 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.'*

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.

(Signed) A. BELL.

* Report, 1st July, 1795.

CHAP. II.

OCCURRENCES OUT OF SCHOOL.

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 aggression and 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 commiseration, 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 protegèe, 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.

CHAP. III.

OBJECTIONS CONSIDERED.

AFTER all, it would not be right to close this essay without anticipating the chief objection, which the intelligent reader may make to this 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 number of agents, which it furnishes and can multiply at pleasure, renders, by the division of labour, all its operations, in the hands of a man who can direct and employ his numerous ministers, most simple and easy. I also 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 un-

wearied 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.

There are also readers, to whom several facts, here recorded, however authenticated, will appear extraordinary, and hard to be credited. To anticipate and obviate such remarks, I shall notice two instances. Ex. gr. It is reported that every boy in the Asylum could say his lessons well, and was acquainted with what he had been taught, as appeared on examination, at any time, by any person, who entered the school. To those, who look not beyond the general run of schools, this must appear not a little marvellous; but, like every thing else of this sort, relative to the Asylum, will, on minute examination, not only lose the character of marvellous, but be found the simple and natural result of the system: and as such—as the necessary consequence of the scheme being duly conducted—it furnishes the best criterion for the master to judge of the success of his endeavours, and the touchstone by which every visitor may try the vigilance and ability of the schoolmaster.

It is the degradation of the unequal scholars from class to class which is certainly attended with this effect. If this degradation were strictly prac-

tised in every school, it would often happen that a boy, after six years study, would not have reached half the height at which he now stands in the ranks of the school, but would have learnt ten times more than he has now learnt: and no boy, fitting to be placed in any school, would ever go through the course there, and remain ignorant of almost all he might have learnt, if he had not been all along occupied in tasks above his capacity, and exercises beyond his diligence.

It will be thought not less extraordinary to say, that one master can teach a thousand or more scholars; and still more, that he can teach them as easily as before he could ten; nay, more easily than he can ten who are in different stages of progress. The powerful effect of example and method, and general laws, and the choice of able and good boys for teachers and assistants, &c. which a large seminary furnishes, is of great advantage in various ways. And if nothing more could be said of the system than that it enables one man to manage and instruct as many scholars as his school-room can contain and his eye reach, it would be no small present to the world.

It has also been remarked, that little has been said of religious instruction in this treatise. It seems almost unnecessary to reply, that this experimental essay treats only of the system and mode of tuition, and not of the subject-matter of education. The same mode of easy, short, and frequent lessons, was followed in teaching

the principles of religion as in every other species of instruction. And the system, when proposed for charity schools in this country, has principally in view to teach the scholars to read their Bible, and qualify them for instruction in the principles of our holy religion; and, by its economy of expense and time, to extend these invaluable blessings to a greater number of children, and admit of their being at the same time usefully employed in manual labour.

A beautiful specimen of a school conducted on this principle, and of work performed on the same plan, may be seen in a girl's school of industry patronised and superintended by the good and pious Mrs. Trimmer of Old Brentford, and her daughters. This is the lady so well known to parents interested in the religious education of their children, for having supplied books and furnished instruction well adapted for their purpose. There are also several female schools of industry, I am told, in the metropolis, approaching to this plan, superintended and conducted, in an excellent style, by ladies, who, in general, are found particularly attentive to such charges.

Of the religious instruction given at the Asylum, it were superfluous to enter into any detail, as it is apparent on the face of the experiment, and in the regulations of the school, that it was in the strictest conformity with the doctrines and discipline of the Church.

I only add, in the course of this experiment the reader may have looked no further than to the

extreme lowliness of the subject: the writer looks to its extensive utility and general diffusion. With this elementary branch of instruction, this A, B, C of literature, education always begins, and often ends.

In the threshold which leads to all literature, art, and science, it is far more important, than in any of the departments, to induce habits of method, order, arrangement, industry, attention, precision, and of learning with expedition and understanding—habits, which, established in early tuition, will carry their beneficial effects into every branch of knowledge, sacred and profane, prosecuted by the scholar in the course of his future life. The foundation well laid and deep, the superstructure goes on with safety, certainty, and confidence. The scholar, accustomed in his initiatory lessons to subordination, arrangement, precision, to thought and reflection, to teaching as well as being taught, proceeds with understanding, satisfaction, pleasure, and delight.

PART IV.

APPLICATION AND CONCLUSION.

CHAP. I.

APPLICATION TO OTHER SCHOOLS THAN THAT OF THE ASYLUM.

It has been the labour of a great part of my life, under every difficulty, and with every sacrifice, to lay the foundation of a new system, which is now demonstrated by its repetition in this country; where, if it has not reached the summit which it attained in India, it is owing to its not yet having been adopted in charitable establishments, where the scholars, entirely removed from home, are solely in the hands of the institution, and have been duly trained, for seven years, to fill the various offices of the seminary.

At Madras my aim was to form such scholars as the condition of that country required, as were wanted to fill the various occupations which presented themselves in the existing state of things; to imbue the minds of my pupils with the principles of morality, and of our holy religion, and infuse a spirit and habit of diligence

and industry; so as at once to supply the necessities of the community, and promote the welfare of the individual; two objects indissolubly united in every well regulated state.

The same objects present themselves in this country, and the same mode of tuition may be followed. Only a different direction will be given to education, according to the different occupations for which youth are trained.

This experiment, having been made in a charity school, is, in a peculiar manner, adapted to the education of the lower orders of youth. And it may be thought presumptuous to recommend its adoption into schools of a superior description. Yet it might be shewn, that to these, under certain limitations, it is scarcely less applicable. In the second class at the Asylum, the teacher had his assistant assigned to him from the boys of the first class by daily rotation. Such and such like devices are of easy execution in any school. In many schools, monitors (for it signifies not what name is given them) have of old been employed for such offices, or for purposes of discipline; and it is my humble opinion, that the system itself may be adopted, with great advantage, in schools of every description, where youth can be found, who, for the sake of their own improvement, or in consequence of the general law of the school, or for their own free education, or any other perquisite or motive, would engage themselves as teachers.

He will be a sturdy master of an academy who

shall make the first trial: but could he once overcome prejudice and opposition, which I do not advise him to attempt, unless he feel his own powers equal to the Augean task, and achieve the arrangement, according to this scheme, with his scholars themselves, and were he endued with due perseverance, I could venture to promise him success beyond any expectation they can entertain who have never witnessed the wonderful effects of this system. I can ensure to him, under its just and impartial administration, the hearts of his scholars, and, by consequence, the heads of their parents.

In India the system itself was regarded as not ineligible for children in opulence. These were admitted as matter of favour, and as supplying additional funds for the charity [P], to the same fare and treatment as the indigent orphans of the foundation; and parents and guardians were solicitous to submit their children and wards to the rules and dress of the school, from which no deviation was allowed.

In a day school under my eye, in my parish, the master, who has many avocations of duty, has, after a recommendation on my part of five years, been induced to adopt the system a month before the period at which I am now writing, Christmas 1806. In consequence of his having imbibed its spirit, and carried it into immediate unresisting effect (for in the general run of

[P] See Regulations. Appendix.

schools every step of your progress is resisted till resistance is beaten out of doors,) it outdid every thing I had before witnessed in the same short space. The instantaneous effect appeared little less than miraculous. The disorder, noise, and idleness which, in his absence, had heretofore prevailed, started up at once into order, quietness, and diligence. Instead of the solitary reading of one or two lessons a day by each child, without comparison or emulation, the classification, and saying a lesson every half hour, operated like magic, and produced an exertion, not surpassed by a new game taught to children. The lesson, if it be uncertain when it will be said, and whether in the course of the day, is postponed and neglected. When it is to be said immediately, it is immediately gotten. No time is left for previous idleness or play. But it was the emulation, and the novelty of the emulation, which served to produce the grand effect. The scholars were observed to quit the ludus literarius with reluctance after two hours attendance in the forenoon, and to return before their hour in the afternoon to renew the game of letters—the competition for places. Prevented by the smallness of the school-room from saying their lessons at once, it was delightful to me to see the eagerness of the classes to claim their turn; and now, for the first time, the scholars are longing for the termination of their holydays.

It is not enough to say, that in half an hour as much was learned as before in the course of the

day, (four hours) and far better. The parents have been struck with the rapid progress of their children during this period: and some have been surprised to find books in the hands of their children at home whom they could never before induce to open a book[1]. All this was done without a single punishment inflicted.

How long this eagerness of novelty will last, and how far it will subside, I do not know. But this I can hazard saying, that without the grossest negligence or culpability on the part of the Master, the spirit, which has been infused into this school, will never evaporate, nor the system cease to produce its great effects. And whenever this system is duly pursued, it will astonish by its effects on the hearts of the scholars, as well as in the progress of the school.

Still, however, it must not be dissembled, that the Master of a charity school possesses superior advantages where the appointment of Teachers, and degradation of those who prove unworthy, meet with no difficulty, and furnish a power-

[1] "Mother, (says one of the head boys at home,) mother, it would frighten (meaning astonish) you to see our school. We learn as much in half an hour as we did before in a fortnight." Just as this was written, a father of one of the scholars, who himself attended to the progress of his son at home, having called on me. I read it to him. He said, "Sir, if any one had told me that my son was to have learnt more in a day than he ever did before in six weeks, I should have believed it impossible." He then stated facts in proof, and added, "I go to the school, and am more amused with the classes saying their lessons than with a play."

ful engine of discipline in the conduct of the school.

A school for the children of the poor, under very respectable patronage and management, is conducted on this principal in Orchard Street, Westminster. See an excellent account of this institution by P. Colquhon, LL. D. Hatchard, 1806. For further information on the subject of education, see also his "Treatise on Indigence," a work abounding with much curious and important matter on various subjects relative to the poor. Hatchard, 1806.

In the charity schools of Whitechapel may be seen an incipient attempt at modelling a school on the Madras system, with some of its initiatory practices.

CHAP. II.

APPLICATION TO SCHOOLS OF INDUSTRY AND ADMINISTRATION OF POOR LAWS.

"That which sheweth them to be wise, is the gathering of principles out of their own particular experiments: and the framing of our particular experiments, according to the rule of their principles, shall make us such as they are."—Hooker.

IN the former parts of this essay, I have confined myself to the relation of what has actually been accomplished; and have, in every instance, entered into such details of facts, and exposition of principles, as seemed requisite for the elucidation of the system proposed for general diffusion. And here my experiment ends.

But it has established certain principles, which

apply so directly to matters of the utmost moment to this country, that it is impossible to overlook them. At the same time it is not proposed to enter on these subjects, into minute details, which should be reserved till the experiment is made, and has succeeded.

Indeed if the above scheme and facts do not speak for themselves, and if the reader do not anticipate the application, I am apprehensive that it will be to little purpose for me to say to what they lead; as here I have not realized my preconceived notions as in the narrative of the school. Not having made the experiment, as to schools of industry and administration of poor laws, I shall not enter into any details, as when I had facts to record. And, indeed, the assimilation of the subjects, and the anticipations which occur in the foregoing narrative of what relates to this head, leave but little to add.

Stipendiary schools, it has already been observed, admit of being conducted on the system of the Asylum, or modifications of it. And the practices of that school, the teaching of the alphabet in sand, and especially the syllabic reading, and unreiterated spelling, should be admitted into every school and family.

But it has been often asked, if you teach children so fast, what is to become of the period of their childhood, now employed in learning to read? It were no difficult task to answer this, and other such interrogatories; and to follow up my experiment by pointing out an appropriate

course of education for the different descriptions of youth of this country. But this does not fall within my present limits. It is for the lower order of youth that this prospectus is intended.

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 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 universally 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 (our poor laws, 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, as will be shewn, 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 risque 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.

What seems wanting for the present is the consolidation of charity schools and schools of industry; and the general establishment of schools of Industry. And what can be better adapted for this purpose than a system, by which one man may instruct as many children as can be placed under his inspection, and with an ease and expedition, which would heretofore have

been thought incredible,—a system which will equally apply to schools of industry, where one man may in like manner instruct his thousands! If this system were regularly established, one hour of the day, or rather two half hours, in which two lessons must be well learnt and read, would suffice for instructing the youth of the lower orders in the elements of reading and principles of religion, and the rest of the day, spent in school, may be given to manual labour. In this way, the children of the labouring poor may be enabled to defray the expense of their own education. But this scheme goes much further, and will also apply to the children of paupers.

In the relationship in the conduct of different institutions to one another, this system presses itself forward, and will be found to connect itself most intimately with the administration of the poor laws. An union of charity schools and schools of industry deserves the consideration of the Trustees, Directors, &c. of our charity schools, and all who shall henceforth endow charitable institutions. And the legislature may not perhaps think it an object unworthy their consideration to establish and consolidate by law schools of charity, industry, and poor-rates.

The general relation between the maintenance of the indigent poor, and the education of their children in religious knowledge and industrious practices, requires no elucidation. By combining these objects, the children will, in the first instance, contribute (and largely too, under

able and upright management) to their own support, and will have a fair chance of being rendered, at an early period, honest, industrious, and useful members of the community, and, by consequence, prevented from being, in future, so burdensome to the state as their forefathers have been. To call forth emulation and exertion, the same system of superintendence, inspection, registering of daily tasks, which is followed in the elements of letters, must be pursued in regard to the handicrafts.

The great economy of time and expense in the management of such institutions on a large scale, whether for purposes of education, manufactures, or administration of poor laws, or rather the amalgamation of these three, cannot have been overlooked in perusing the above system, and comparing its result with the corresponding effects in the several schools of this country, where the same mode of tuition by the scholars has been adopted. Here it has been demonstrated, that the children of the poor can be educated for a year at the total expense of 10*s.* or 7*s.* or even 4*s.*, according as the numbers are, less or more, in the school. When it shall, in like manner, be ascertained how much, under a system as productive of work as of learning, each of these children can earn for the rest of the day, when in school, (one hour deducted for learning) we shall have data to calculate the expense of educating the poor. In my humble opinion more would be earned by each child than his educa-

cation would cost, and an aid to the poor rates may be derived from this source.

In the consolidation of charity schools, and schools of industry, and the general establishment of schools of industry, paupers of good principles, good morals, and decent conduct, unable to execute much work of themselves, will be often found, who can oversee and direct, like the Superintendent and Master of the school, the little workmen, with their Teachers and Assistants, all sociably employed, and busy, and reaping, in one shape or other, the present fruits, as well as looking to the future consequences of their religious education, and industrious habits, acquired in early life. The daily registering of all that is done will be a most powerful instrument of industry; and a check, which will operate in manufacture as in education.

Nor do such institutions refuse to extend the benefits of industry to the old as well as to the young. Only the greatest precaution must be taken not to incorporate youth into the same institution with those of advanced years, whose conversation, morals and example may, by evil communication, corrupt the youthful mind.

By such means a right direction may be given to the public mind, and the public labour; and the most beneficial and salutary effects produced to the commonweal in the morals and religion of the lower classes of youth, in the national industry, prosperity, and happiness.

I have endeavoured to give some consideration to this humble subject, by representing it as re-

lating to that elementary branch of knowledge, which is the key to all literature and science, and is more extensively useful than any other branch of institution, by its being the preliminary step to every other science, and the ground work of all instruction in morality and religion. "It was the wisdom of ancient times, says Seneca, to consider what is most useful as most illustrious."

In a word, let us from the experience of nations, anticipate the consequences, which may be expected to result from the instruction, which is thus proposed to be diffused among the people.

In comparing those countries, where parochial schools are established, and education is cheap and common, with these, where it is obstructed by the tedious manner in which it is conducted, and the expense with which it is attended, we are struck with the manifest superiority of the one to the other, in morals and industry: and we learn to appreciate a system, which, by its economy of expense and time, and by its contribution of labour on the part of the scholars, is every way fitted for disseminating, among the lower orders of youth in the latter countries, those elements of letters, and that portion of religious instruction, which prevail in the former, and with them, by consequence, good morals and frugal industry.

The remark, which I would leave on the mind of the reader, is, that without general inspection and superintendence, not only the happy effects of this system must not be expected, but even abuses cannot be prevented.

CHAP. III.

PROSPECTUS OF CHARITY SCHOOLS OF WHITECHAPEL, AND OF SCHOOLS IN IRELAND.

I know not how better to conclude, and exemplify the application of what has been said, than by the following extracts. As what is real has an effect beyond any hypothetical case, I should think myself culpable were I to detract from their weight, if they have any, by changing their authentic form.

Extract of an Answer to a Letter and Address from the Rev. Dr. WRIGHT, *&c. &c. &c. Trustees of the* Whitechapel *Charity Schools, dated* Swanage, Oct. 11, 1806.

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— " I am solicitous, in the first instance, to see the present system digested, comprehended, and rendered familiar and grateful to the scholars, as well as to the master, for which nothing more is requisite, in the outset, than capacity, diligence, and honesty, on his part.

" This once achieved, and it may soon be achieved, I indulge the fond hope, from my knowledge of the opinions and talents of the committee to whom you have committed the important trust of management and superintendence,

I indulge the fond hope of seeing the useful arts and manufactures incorporated into the system, and forming a branch of education. I do not at present enter into any detail on this subject, because the advantages which it presents, as well in point of economy as utility, are sufficiently obvious; and because your committee are, to my knowledge, far more competent, than I pretend to be, to judge of its practicability, its expediency, and utility; to give it a right shape and form, and to direct its execution. I only beg leave to say, that the scheme for the tuition of the school will (mutatis mutandis) equally apply to the conducting of the various handicrafts which it may be eligible to introduce into this institution. And for this I know that, under able and willing masters, there will be abundance of leisure.

" In regard to the length to which instruction should be carried in charity schools, there has been, and ever will be, a variety of opinions; but to uniting with the elements of reading, and the principles of our holy religion, manual labour and the useful arts, I trust there will be few dissentient voices throughout the kingdom. By this means, too, I conceive you will entitle yourselves to the grateful notice of your country, and the remembrance of posterity, by laying the basis for that amelioration of our poor-laws, and their execution, which has hitherto defeated the skill of supereminent talents, and baffled the efforts of the most enterprizing genius.

" In the arduous and interesting task of the administration of the poor-laws, my system of general superintendence and individual inspection, which in every instance, where it has been tried, has produced the same effects, and of which we have a familiar example in the conduct of a ship in the navy, or a regiment in the army, seems to me essentially requisite to command the minds of men and ensure success. It is for want of method and system that the abuses, every where practised or known, have crept into the administration of our poor laws, and seem to set all remedy at defiance. It is wonderful to me that those among the poor who are capable are not employed in the administration of those laws from which they derive their sole support.

" Go into a charity school; observe how in general they are conducted, the master having every thing to do, far more than any man can do well: and if perchance he be unable or unwilling to do any thing to the purpose, what a scene of ignorance and sloth! Put my system of superintendence and inspection, and registering of daily tasks, &c. in motion, and what a busy and active scene will instantly start up, as by magic. The same thing applies equally to the poor. And indeed this simple, beautiful, and true system pervades all the works of men. —

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" In this hasty sketch of a prospectus I must not omit to avail myself of the privilege you have conferred on me by recommending, in the most urgent terms, that a select class of boys be solely

instructed (without any admixture of manual labour or handicrafts) in the useful branches of literature, reading, writing, arithmetic, the principles of religion; adding to them the elements of grammar, geography, mathematics, or such other sciences as may be found expedient. Parents will naturally be solicitous to have their children thus educated, as it will qualify them for schoolmasters, clerks, and other departments of business: and, to obtain such eminent advantages, will be ready to bind them to the institution till of age. You might even, were it thought necessary, which if the school be well conducted I am persuaded it will not be, receive your new scholars on the foundation, with the express stipulation, that you shall have the option of selecting and retaining the most eligible. And thus you will secure to your own and to other establishments, on the most economical terms, a succession of able and valuable hands fitted for your purpose, brought up in the bosom of the church, and attached to the government of the country."

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Copy of a Letter from RICHARD LOVELL EDGEWORTH, *Esq. dated* Edgeworthstown, Ireland, Oct. 31, 1806.

"As we have ventured not only to use your name, but to introduce you as a character in one of our "Popular Tales" (by *we* I mean Miss Edgeworth and myself), I presume still further on your goodness, and request you to send me

any loose hints that your observations, since you came from the East, may have furnished relative to the education of the poor.

" I have been lately appointed, under an act of parliament, one of a commission to inquire into the funds that exist, and into the probable means which may be employed to extend the benefits of education among the lower orders of people in Ireland. To whom can I apply for instruction with more propriety than to Dr. Bell; from whom ——, ——, ——, have borrowed their most useful ideas?

" Have you seen Barruel sur l'Instruction publique, Chaptal, or Sicard, or a valuable little pamphlet by Christison of Edinburgh? Can you have the goodness to point out to me any new sources of information?"

Extracts from the Answer.

" I have long wished to make my bow in person to Miss Edgeworth and yourself; and am happy in the occasion which you have now given me of expressing my sentiments of your most meritorious and able exertions in the cause of moral and religious instruction.

" As a humble fellow-labourer in the vineyard, allow me to offer my sincere acknowledgments for the admirable lessons which you have conveyed to the world under a form at once simple and natural, elegant and interesting.

"Though I cannot flatter myself with being able to give you any assistance in your inquiries and momentous pursuits, yet I can safely venture to give you much encouragement. There is a noble field open. Begin. Go to work. Success will follow. Wherever I have seen the scholastic ground duly cultivated, there I have found an abundant crop of good fruit.

"To recommend books on the subject of education to those who have read so much and so well, were no easy task to any one, far more to one who has read little, and approved of less. Of the books which you have mentioned I have seen none, but shall look out for them when I begin my course of reading on this subject.

"There is only one book which I have studied, and which I take the liberty to recommend to you. It is a book in which I have learned all I have taught, and in which you will find all I have taught, and infinitely more than I have taught. It is a book open to all alike, and level to every capacity. It only requires time, patience, and perseverance, with a dash of zeal and enthusiasm in the perusal. This book you have filled me with the hopes of seeing soon in your hands.

"In reading this book, my way is to submit every hint which it suggests to the test of experience; and I have transcribed into my humble essay no observation till I had established its authenticity, and demonstrated its truth, in the mode best adapted to my capacity, most conge-

nial to my habits, and most satisfactory to my mind, viz. that of facts and experience.

"Since my return from India my observation and experience have been very limited and confined; but I have entire satisfaction in observing that, in every instance, where the principle of the Male Asylum at Madras, of conducting a school by the scholars themselves, as teachers and assistants, has been partially attempted, it has partially succeeded; and wherever it has been adopted in full force, and carried to its just length, it has been accompanied with complete and wonderful success. — — — —

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"I was lately occupied in new modelling the Charity Schools of Whitechapel on the simple principle of the Madras Asylum, ingrafted into the bosom of the church and state, but was soon constrained, by my immediate duty, to leave the work I had begun to other hands—the trustees. And as they bring every recommendation for the task (except only previous practice and experience), I entertain high expectations of the continuance of that success, which they were pleased to attribute to my endeavours, when I had the pleasure of being an humble co-operator with them.

"When I entered the school, I said before all present, that at the same time I was going to assist the scholars in educating themselves, I was also to seek instruction at their hands. In less than a fortnight I had occasion to mark two boys

who fell upon improvements of my practices in the Asylum. It is thus, if I were allowed to follow the bent of my own inclination in the superintendence of a large seminary, I would seek to fill up the outlines of my plan with subsidiary practices.

"Our Saviour tells us that if we would enter into the kingdom of heaven we must become as little children. It is thus, that among children, and from them, and by becoming as one of them, we are to learn those simple doctrines of nature and truth, innate in them, or which readily occur to their minds, as yet unbiassed by authority, prejudice, or custom. It is in this school of nature and truth, pointed out by the Son of God, himself God, that I seek for knowledge. It is among the children and youth of the school, not among their masters, sometimes as prejudiced, bigotted, and perverse, as their scholars are ingenuous, ingenious, and tractable. It is in this book I have said that I acquired what I know; and it is in this book I have recommended you to study—*a school full of children.*

What remains to be done, could be done by thousands better than by me, if they could be brought to give their mind to it, and take pleasure in it; but it is a drudgery to most men from which they seek only to escape. And, alas! insulated in my situation, and detached from every regular or established seminary, I have little opportunity of finding that further knowledge which I seek for, and no means of reduc-

ing to practice, and submitting to the test of experience, what nightly occurs to my mind, but on which I stamp no character, while it remains an unprofitable theory, and which I cannot even digest to my own satisfaction, without the agency and aid of my little masters.

"That a foundation is laid for you in the system and principle, of which I can never lose sight for a moment, and that this foundation can never be shaken or undermined, but will last while nature and truth endure, is a conviction on my mind inferior to none which is produced by any demonstration in ethics or experiment in physics, or even by any ethical or physical axiom.

"Of the funds which exist for schools in Ireland, and of the state of the country, I know nothing but at second hand. Of the adaptation to circumstances, prejudices, and localities, I cannot therefore judge. But be assured that no circumstances, or prejudice, or locality, can be found where what is natural and true, adapted to the genius of youth, and depending on the purest principles of humanity, will not, after a fair trial, be acceptable and successful.

"Children, by nature active, delight in the occupation given to them by this system, are pleased by being, in a great measure, their own masters, are gratified in a high degree by seeing the reason, feeling the justice, and perceiving the usefulness, of all that is done to them, for them, and by them.

"They of themselves, in the hands of an impartial Superintendent, fall upon what is easiest, and best to be done.

"An example of the genuine effusions of the youthful heart deserves to be recorded. A jury was forming to try the boys whose names had been entered in the black book of the Whitechapel School. A Teacher or Assistant was selected out of each Class: and each of these were to name for their colleagues the best boy of his Class. When one boy was named, there was at once a general outcry, "He is a bad boy, his name was in the black book last week." On inquiry it was found that it was for a serious offence, and that the general conduct of the boy was reprehensible. Accordingly the Assistant, who nominated this boy, was himself disgraced by being erased from the list of the jury. In a well-regulated School there are daily occurrences of this sort.

"In the discharge of my professional duties, I have often occasion to state, that it is seldom for want of knowing what to practise, but generally from default of practising what we know, that we offend. In like manner, I beg leave to endeavour to impress on your mind the conviction, which is rooted in my heart, that you already know enough and more than enough for the interesting work in which you are happily engaged, and to the progress of which you will believe I shall look forward with a peculiar interest. You will grow in the necessary knowledge as you go along. Do not harass yourself

in pursuit of new information. Do not distract your mind by hunting for a variety of schemes. Lose no time. In the course of your proceedings, you will learn what you can no where else learn.

"Look at a regiment, or a ship, &c. you will see a beautiful example of the system which I have recommended for a single school. Look at the army and navy, &c. and you will see the grand system of superintendence which pervades all the works of men, and which will guide you in the general organization of your schools. Only your's is a far less complicated machine. A single Inspector General, with his Secretary, both nominated by government, and removable at pleasure, will suffice to new-model the schools, receive reports, visit them, detect deficiencies, point out the cause of failure, and see that they are conducted according to the system chalked out for them, and the principles of the institution. In their various progress, in their subsidiary and subordinate improvements, and the additions to our present practices, which will occur, a wide field of practical knowledge will be opened.

"Of the new creation which it will raise to religion, to society, and to the state, I shall say nothing.

"In each school classify, appoint, or rather where the scholars have made any progress, let them appoint Teachers and Assistants to each Class. Short lessons, short books.—Never put into the hands of beginners spelling books, for-

midable by their length, and by being beyond the capacity of the Teachers as well as the scholars. Mrs. Trimmer's Spelling Book, 1st part, is brief. Her books are sterling. Let the alphabet be made in sand, (or on a slate, or with chalk) before the scholar proceed to spell or read. Let the progress be secure in every step, and you will be astonished at its flight.

"With new schools, and untaught children, you will have an easy task. Nothing is so facile and pleasant as to teach ab initio—nothing so difficult and ungracious as to unteach those who have been ill taught. Place, into a well regulated institution, a boy, who has been ill taught two or three years at an ill-conducted school, and a boy, of the same age and capacity, who does not know a letter of the alphabet, and in a twelvemonth, I shall expect to see the superiority inverted.

"The reformation of schools is often impeded, or totally obstructed, by the prevailing tenderness and delicacy towards the nominal Master, whatever his conduct be, to the entire disregard and dereliction of the scholars. The temporal interest and emoluments of one must be solely studied and respected; and to this feeling must be sacrificed the formation of the character, and the temporal and spiritual welfare of thousands in succession.

"I shall esteem myself happy in your communication of proceedings, in which I cannot but be deeply interested; and if any case arise, or dif-

ficulty occur, in which you conceive my experience can be of use, you cannot do me a greater kindness than by commanding my services.

"I must not conclude without beseeching you to introduce into your schools every practice on the records of the Male Asylum. For, nothing has a place there but what was demonstrated, confirmed, and rivetted by approved experience: and to save yourself a great deal of time, and perplexity, and perhaps many wanderings and frequent recurrence, by going no further in the beginning.

"Lay well and deep your foundation. Of the rest it will be time to consult at a future period."

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 was giving an inſtance of his being acquainted 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, 13th 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 Dewanelli, 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 arus-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 29th. I moſt heartily thank you for this laſt kind favour (which I received the 30th 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 baſſoon. 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 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 deſired 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 hircarahs, in order to conduct you ſafely through my country." I returned the compliment with ſalam, in the manner I was inſtructed, saying, that I thankfully accept hi 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 Braithwaite,
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.

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