

APPENDIX NO. 8
A SPECIMEN OF THE
FULL INSPECTION REPORT ON A SECONDARY SCHOOL
IN TANGANYIKA (1958) HELD AT AN INTERVAL OF
3 OR 5 OR 7 YEARS

NATURE AND SCOPE

This school has a primary section consisting of standards I to VI, and a full secondary section of standards VII to XII. The single standard XII was first opened in 1956, and the results in the Cambridge Oversea School Certificate Examination at the end of that year were commendable, 80% of the pupils having passed. The results for 1957 were not as favourable, as is shown by the analysis given below:-

	<u>Class</u>	<u>I</u>	<u>II</u>	<u>III</u>	<u>Fail</u>	<u>Total</u>
. No. of pupils		-	6	3	11	20

The principal explained the expected falling away from the 1956 standard by the transfer of several potential candidates to other schools at the Standards IX and X level at the time when this School did not continue to school certificate level. Nevertheless, the result is disappointing and while undue attention should not be placed on any single year, the comments in the body of the report throw some light on ways and means of improving the general standards. In particular this applies to English in which the 1957 results were as follows:-

<u>Credit</u>	<u>Pass</u>	<u>Fail</u>	<u>Total</u>
1	7	12	20

The great majority of the pupils are still Hindus, but some pupils of other communities have been admitted.

BUILDINGS

The school was originally designed as a Primary School. Its subsequent growth has been so rapid that it has outstripped the arrangements for accommodation of the children and for the provision of furniture. Hence the shift system has been found necessary. While standards V and VI are able to attend in the morning with the secondary classes, standards I - IV have to attend in the afternoon from 1-45 to 5-30 p.m. occupying rooms and desks which have been occupied by secondary classes in the morning. For many reasons afternoon sessions are particularly unsuitable for children in standards I - III. In all, nearly 1,200 pupils are catered for in a very limited area. The position is aggravated by the presence of the Hanuman Physical Institute, a 2-storey building located within the enclosing wall of the school. If any measures are taken to correct this condition of overcrowding in the existing grounds, it is evident that the restricted ground space will force development upwards, and prevent it from spreading outwards. The state of decoration and repair of the building is much better than at the time of the last inspection. The following, however, should be born in mind for action when the opportunity occurs:-

- (a) The 2-storey building is well designed, functional and pleasant in appearance, but it has only one staircase located at one end. In emergency this could be dangerous, and it is recommended that another staircase be provided. Fire buckets should be provided for all parts of the school.
- (b) The present colour of the paint on the walls is rather depressing. When re-decorating, more attractive colours should be chosen. In general, the cleanliness of the buildings and the standard of maintenance were satisfactory.

GROUNDS

The small area in front of and at the sides of the Hall is tidily laid out and planted with shrubs and hedges. The rest of the area is loose sand. The school compound cannot be said to provide sufficient playing space for the large number of children using it. Its apparent size is, in fact, materially reduced by the inclusion of the Physical Institute and its grounds within the school area. This Institute, which is in a poor state of repair and decoration, functions at 5 p.m. daily when the school games are in progress and it is recommended that the whole of the land within the main compound should, in fact, be used solely for school purposes. The five African boys quarters, made of galvanized iron sheets are a most unattractive feature, and the area between them and the school is untidy and rather dirty. It is recommended that the huts be removed; the ground levelled and the whole area be cleaned and planted with grass. In addition to effecting a great improvement in appearance, this area would provide a pleasant location for out-of-doors lessons. The long row of 31 latrines should be screened by a hedge and the space between the latrines and the school should be planted with grass and/or flowers.

FURNITURE AND EQUIPMENT

The furniture generally is in good condition, but owing to the development of the school from a Primary School, almost all the desks are too small for the pupils occupying them. This situation can be rectified when new furniture is ordered. Valuable blackboard space is being used at present for recording attendance. Small boards should be provided specially for this purpose. Good teaching techniques require ample use of pictures, charts, diagrams, etc. which can be pinned to the walls of the classroom. It is suggested, therefore, that soft-board panels be fitted in all classrooms.

LIBRARY

A system of class libraries is in existence, and while this is satisfactory in Standard IX and below, a properly organised school library is urgently required for the senior pupils. Glass-fronted cupboards are available in the Hall, but they are filled at present with exercise books, games material, teachers' books and other miscellaneous equipment. It is recommended that all equipment be housed in a separate place, and the space freed in this way be devoted to library books. A member of staff should be in charge, assisted by four or five pupils, and the books should be properly catalogued and only issued on a recognised system. The whole library should be readily accessible to the children, and every endeavour should be made to make it attractive to them. A helpful book for librarians is "School Libraries", C.A. Stott, (C.U.P.), price Shs.10/6d. A separate reference library for teachers is also an extremely desirable feature, and one of the cupboards, preferably situated in a staff-room, could be used for this purpose.

LABORATORY AND SCIENCE EQUIPMENT

The laboratory accommodation is inadequate for the number of pupils. It consists of two converted classrooms, each 23 feet by 25 feet. One is used as a balance room and store-room. The other is fitted with 3 benches across the room, one along each of the two side walls, and a demonstration bench. The side benches and the demonstration bench are fitted with sinks, but drainage goes into buckets placed underneath. A cylinder of "Afrigas" supplies a single bunsen burner on the demonstration bench. The rest of the heating is by spirit lamp. Under these conditions the scope of the practical work which can be done is limited.

A big improvement would be effected if the dividing wall between these two rooms were to be removed, thereby giving an available space of 23 feet by 50 feet. The recognised size of the school laboratory is 25 feet, by 40 feet so that it would be possible to screen off 10 feet at one end and for use as a preparation room, and still have a laboratory of reasonable dimensions. It is assumed, of course, that at the same time proper drainage and gas burners for pupils would be provided, and that in other ways the laboratory would be fully equipped. The stock of apparatus is quite good, especially the more expensive items which included 12 balances, a film projector with slide and micro-projector attachments, a battery charger and several storage cells, and other items. The stock of chemicals is limited, but beakers, test-tubes, etc. are in fairly good supply. Three matters involving safety should be mentioned:- (a) There is no fire extinguisher in or near the laboratory. (b) Many of the girl pupils wear flowing and inflammable garments. When burners are to be used could they be persuaded to wear overalls or something similar? A school uniform would overcome this problem as well as having other advantages to recommend it. (c) A first-aid kit should be kept in the laboratory. One is situated in the hall, but it is in the laboratory where its usefulness is most apparent.

AGE-RANGE OF PUPILS

In all classes the range of ages is very wide, there being, for example, a spread of 10 years in Standard IV, and this must necessarily complicate the work of the classroom. No doubt it is difficult to control the age distribution in a school such as this, to which admission is largely unselective, but the position should be corrected as the opportunity occurs. In the secondary school this same tendency has led to the presence of 60 over-age pupils, and while there may be adequate reasons for this, it should be pointed out that their presence might materially affect the staff allocation for grant-earning purposes.

FEES

The fees charged are :-

<u>Standard</u>	<u>Rate per month</u>
I	8/-
II to VI	10/-
VII	16/-
VIII to XII	22/-

Remission of fees has been granted to 31 pupils this year. There are also 14 pupils who are charged half fees.

SCHOOL ORGANISATION

The Principal remains in charge of administration and the work of the Primary School, while Headmistress is responsible for organising studies in the Secondary School.

The daily routine is as follows :-

Standards V to XII -

8.00 - 8.40 a.m.)	
8.40 - 9.20 a.m.)	4 teaching periods
9.20 - 10.00 a.m.)	of 40 minutes each
10.00 - 10.40 a.m.)	
10.40 - 11.00 a.m.		Break
11.00 - 11.35 a.m.)	4 teaching periods
11.35 - 12.10 p.m.)	of 35 minutes each
12.10 - 12.45 p.m.)	

The above time-table operates on 6 days per week, Monday to Saturday. Practical work in the laboratory takes place from 4.00 to 5.30 p.m. on five days per week, Tuesday to Saturday, for Standards X, XI, and XII only. Games are played each day from 5.30 to 6.10 p.m. An attempt has been made to institute a House system. Apparently, however, the attempt was not a success and it has been abandoned. Prefects have been appointed and appear to function very well. They take a leading part in most of the school activities.

NUMBER OF PERIODS TAUGHT IN EACH SUBJECTS IN THE
SECONDARY SCHOOL

	<u>VIIA</u>	<u>VIIB</u>	<u>VIIC</u>	<u>VIIIA</u>	<u>VIIIB</u>	<u>IXA</u>	<u>XA</u>	<u>XB</u>	<u>XIA</u>	<u>XIB</u>	<u>XII</u>
English	12	12	12	12	12	13	13		15		15
Gujarati	6	6	6	6	6	5	5		4		4
Maths	9	8	8	8	8	8	8		7		8
Geography	2	3	3	3	3	4	5		5		5
History	2	2	2	2	2	2					
General Science	4	4	4	4	4	4	5		5		4
Biology							3		4		4
Health Science											
Civics						1	1				
Art	1	1	1	1	1						
Religion	2	2	2	2	2	2	2		2		2
Hindi	2	2	2	2	2	2					
Sanskrit	2	2	2	2	2	1					

	42	42	42	42	42	42	42		42		42

The above figures disclose that about one-third of the time-table is devoted to English, and it is suggested that this is too high a proportion. Similarly, mathematics appears to be too prominent. It is not for one moment proposed to reduce the status or importance of these subjects, both of which are crucial, but it is suggested that equivalent results could be obtained with few periods if all the time were to be used efficiently. Art occupies a very minor place in the curriculum. In view of the paucity of opportunity at present for the children to engage in work of a practical and recreational nature, it is suggested that a double period of Art throughout the school should be included. It is further suggested that the very evident practical skill in Art which Mr. Davey displays when teaching other subjects could be utilized in these extra periods. It will be noted that although this school admits only girls, no periods are devoted to Domestic Science. There are, however, 'cutting out' groups which do a little dressmaking as an extra curricular activity. It is understood that in certain circumstances girls are allowed to drop mathematics as a subject in Standard XI. In view of the fact that proficiency in this subject is an important requirement for post-school certificate courses, it is recommended that this practice should be discouraged.

STAFF

Analysis of qualifications :-

Secondary Masters/Mistresses -

Trained.....	8
Untrained.....	6
Teacher/Master....	1

Total	15

This includes one teacher on leave at the time of the visit to the school. The teaching staff appeared to be hard-working, conscientious and sincere, and all take part in out-of-school activities.

Subjects studied by staff to degree standard:-

English.....	Nil
History & Economics.....	3
Mathematics.....	1
Physics/Mathematics.....	1
Physics/Chemistry.....	1
Physics/Chemistry/Geography.....	1
Chemistry/Botany.....	1
Zoology/Botany.....	1
Sanskrit.....	3
Gujarati.....	2

The general weakness of the school in English is probably related to the position disclosed above, and it is, therefore, important that when new appointments are being considered, the opportunity be taken to strengthen the position of English. It is noted that the weaknesses in Physics and Mathematics reported at the last inspection have been corrected.

SUBJECTS OF STUDY

It is most satisfactory to be able to record that the personal relationships between staff and pupils were pleasant and friendly, leading to a happy atmosphere in the school. In general, it is evident that in many cases a substantial improvement in teaching techniques has been effected since the last inspection. Scheme of work in all subjects had been prepared and were being adhered to. In some subjects used was being made of illustrative material in the classroom, and though had been devoted to the lesson beforehand. Nevertheless, in far too many instances the teaching was not up to

the standard required. Obsolete methods employing definition and deduction were being used, and the necessity to arouse the interest of the pupils was ignored. The techniques of good teaching are well established and many books have been written on the subject. It is to the advantage of all teachers, qualified and unqualified alike, to keep up to date, to read some of these books, and to apply some of the ideas advocated therein. The following are some of the major points noted at various times during the observation of lessons :-

- i. The teacher should have clearly in mind what is to be taught (the "Aim").
- ii. The approach should be such as to arouse interest, and should be related to the child's own experience.
- iii. Skillful and well distributed questioning should elicit much of the subject matter of the lessons. Questions should be used not only for drill and revision purposes, but also in the development of the lesson.
- iv. The children should always play a major part in the lesson, and never remain passive while the teacher lectures.
- v. Wherever possible, objects, illustrations and specimens of all kinds should be brought into the classroom, and the lesson based on them.
- vi. The blackboard is the most valuable of the "visual aids" and it should be exploited to the full.

ENGLISH

The number of periods allocated to the teaching of English in the secondary school is usually high. The approved syllabus is being followed closely, and schemes of work have been planned for all classes. The teacher in charge of English is capable and keenly interested in her work, and though some teachers appear to find the teaching of this subject a somewhat laborious task rather than a vital and absorbing interest, all are conscientious and eager to do their best. However, there is much yet to be done to raise the standard both in spoken and written English, if it is to be used to full advantage as a medium of instruction and enjoyment. Hence the following suggestions and recommendations are proffered.

Spoken English

Since the learning of a language entails correct speaking as well as correct writing, the need for improvement in spoken English, on the part of members of staff and pupils, must be stressed.

It was noticed that pronunciation at times was incorrect, words were not given their proper stress, intonation was monotonous, and fluency was lacking. Some teachers spoke so tonelessly and paused so long between statements and questions that the general effect was uninspiring. Furthermore, the replies of pupils, especially in the upper classes, were inaudible. In spite of shyness, insufficient knowledge of vocabulary and expression and the fear of making mistakes, pupils could speak more clearly if audibility were insisted upon from the beginning of their school career. The wearisome necessity of asking them to repeat would then be avoided, pupils would take a livelier interest in what was being said, and progress would increase.

The remedy the weaknesses mentioned, it would be of great advantage :-

- (a) To give as much time as possible to oral work
- (b) To appoint an English-speaking person to the staff.
- (c) To instal a good wireless set so that all may listen to suitable T.B.C. broadcasts.
- (d) To encourage membership of and participation in literary and debating societies.
- (e) To devote as much time as possible to dramatics, both in and out of school time.
- (f) To consult dictionaries whenever doubt arises concerning pronunciation.

Written English

The amount of written work done each week in grammar, composition, precis and comprehension is adequate and systematically set, but more attention, time and care should be given to marking, especially corrections. These were badly done and inadequately checked. In many cases, pupils and ignored certain mistakes, or they had taken the easy way of regarding wrongly-used words or grammatical errors as spelling mistakes, and had written them several times instead of writing out the whole expressions or sentences. Even then they spelt them wrongly. These mistakes were often overlooked by the teachers. A proper code of marking should be used, and instructions regarding the method of correcting obeyed and checked. Neatness, too, in correcting should be the rule.

Grammar

This was being taught systematically throughout the school. It must be stressed, however, that whatever is taught in grammar should first be approached through its practical aspect. Sentence patterns should be studied and used orally as much as possible, besides being written, until pupils become thoroughly familiar with them, before grammatical forms, as such, are dealt with. Infact, until pupils reach standard X formal grammar should not be taught. Oliphant's Grammar is useful in that it employs this practical approach. Where, moreover, any overlapping occurs in the study of grammar, as pupils discard one book for another, any tendency to spend too much time on parts which the pupils obviously understand, should be restricted to quick recapitulation. This allows more time for new work, or for eradicating any general weakness detected from time to time. It is suggested, for example, that time spent on adjectives, once they have been studied, could be spent to much greater advantage on the use of the definite and indefinite articles, on tenses and the sequence of tenses, in all of which there was weakness throughout the school.

The study of grammar must be regarded as an aid to better writing and speaking, not as an end in itself. What is learned must be applied. In compositions, written by pupils of standard XI and XII, knowledge of sentence structures had been applied in a very limited fashion. The complex sentence, for example, rarely appeared. The over-use of the simple and compound sentence, particularly the simple sentence beginning with the subject and followed by the predicate, without using even the participial phrase to vary its monotony, resulted in childish, stilted and uninteresting writing. In recommending the introduction of the complex sentence in its various patterns as a type to be used now and then for variation and better expression, it is not recommended that long, involved sentences be written.

with the inevitable outcome of many mistakes. It should be used as a concise form to combine statements related in meaning. More practice in synthesis of sentences is recommended in this connection.

Composition

The types of composition dealt with are satisfactory. Arrangement also appeared to be reasonably satisfactory. In preparation, however, there should be more pupil-participation. In two classes, XI and XII, it was noticed that the teacher told the pupils what subject matter should be dealt with in each part of the composition, instead of eliciting this information from them. The approach to composition should be more varied. There are other ways of leading up the composition besides stating the title and then discussing it, or leaving pupils to make what they can of it on their own. A sentence, embodying the climax of a tale, an opening line or short paragraph, a conclusion, lines of verse or a short poem, an extract from a newspaper, for example, can be used as material from which to develop a composition. At times notice of the subject of a composition should be given some days beforehand to encourage keen observation of things, scenes, and happenings in the outside world. Furthermore, composition is not merely a test of whether a pupil can write down facts in a logical and literate manner, but a means of self expression. The best compositions are generally written when the imagination has been stimulated, and this occurs when interest has been aroused. Therefore, every means should be devised to make composition a lively, interesting subject giving scope for expression to both the matter of fact and highly imaginative pupil. In selecting subjects teachers should avoid those which encourage morbidity, e.g. those concerning death and illness. Subjects, moreover, should be based on the pupil's experience and knowledge. To expect pupils of standard X to write on 'The Influence of Climate Upon Character', for example, is demanding too much.

Vocabulary and Expression

Repetition of words and phrases was noticed in many compositions. This indicates a too limited knowledge of words and expressions. Whenever a new word is encountered, opportunity should be grasped to establish its meaning clearly by asking for synonyms, antonyms and other words related to it. All new words and expressions should be used in sentences, orally and, in difficult cases, in written form. Dictionaries should be used much more in the upper classes.

Precis

This is an exercise which most pupils find difficult, and those in this school are no-exception. They obviously need guidance in learning how to extract the essential points from a given passage. More oral work should, therefore, be done. The approach should be through careful questioning, which helps them to understand the main meaning and to select the chief points expressing this. All precis should be written in plain form before any attempt is made to write it out fully. Formal precis should not be done until pupils reach standard XI. In standard X simple summary is recommended. Questions which force the pupils to think would help to foster an active attitude - an attitude which ought to be encouraged amongst pupils in this school. In many cases, particularly in the lower classes, questions were asked which demanded an answer, a mere repetition of what had just been stated by the teacher.

Reading

Much of the oral reading besides being inaudible is mechanical and monotonous. The sense is not brought out in prose nor the rhythm in verse. Careful attention to phrasing, emphasis, and punctuation would help to improve reading.

Care in the choice of poems should be exercised. Those which contain many uncommon words, e.g. Tennyson's 'Brook', and those which are beyond the pupils' understanding, even after explanation, e.g. Milton, 'On His Blindness', are unsuitable in standard X. The study of poetry should give pleasure, and enjoyment is lost if long tedious analysis and explanation are necessary. Teachers, themselves, would do well to explore the world of English poetry as well as prose. The suitability of books in all the class libraries should also be considered. Their purpose is to encourage reading for interest and pleasure. There are very many enjoyable books on the market today - books suited to all ages, and reasonably priced. Every encouragement should be given to persuade pupils to read on their own. There should be a well-arranged general library, apart from the teachers' library, in the school, to which pupils of standards X, XI and XII should have access.

Periodicals and Magazines

It was gratifying to see that a varied selection of periodicals and magazines was available for all to read. It would be advantageous, however, if more were in English. Teachers and pupils are to be congratulated on their school magazines, on their literary society articles and their 'Thought for the Day'.

GEOGRAPHY

Lessons were observed in all standards and in general the teaching appeared to be conscientiously prepared and conducted. Wall-maps and atlases were in evidence in every division. In nearly every lesson seen the work on the blackboards was well-arranged, and the writing of a good standard. The teachers concerned have obviously endeavoured to improve their classroom technique and have put into practice several suggestions made at the recent vacation course for secondary staff, held in Dar es Salaam in December, 1957, and the subject is

benefitting from their efforts. The major criticism of the teaching in Standards VII - IX is that the approach is too formal and too logical. At this stage of their development it would still be preferable to build on the children's experiences. In the lower classes the main theme should be human geography, and physical geography should be incidental to this main theme. Thus, for example, at this stage the study of East Africa should consist mainly of the ways in which people live and from these studies the children would be led on to the physical controls as the situation demanded. It would, therefore, be reasonable to expect that "rift valleys" should be discussed here. At present, however, there is a tendency to deal with the two aspects (human and physical) separately as is shown by the schemes of work now used in the school in which different parts of the year are devoted to those aspects. It is suggested that the schemes of work for Standards VII - IX should be re-written to show the essential unity of the subject and to indicate to the staff concerned that the psychological rather than the logical approach should be used in the lower secondary section. The local approach leads to a tendency to lectures and to note-taking. This was very much apparent in the majority of lessons, and as a direct consequence the pupils in general were not taking an adequate part in the lessons observed. It is essential that every endeavour is made to bring the children into the work by revising the pattern of the lessons. To further this it is suggested that more use be made of pictures and objects to stimulate interest. Teachers should make collections of pictures on topics related to their work. Similarly collections of exhibits would prove useful, but even without such long-term planning the average teacher could without much effort, find useful photographs and specimens to further the purpose of his lessons. It is considered that if, for example, a lesson on timber commenced with the exhibition of furniture, hardboard, exercise books, reading books and

artificial silk, interest would not only be stimulated, but the lesson would develop naturally in reverse to the finding of areas of coniferous forests, etc. If more use were made of this approach the pupils and teacher would be able to ask questions which would materially assist in the development of the lessons and their background knowledge would be broadened. Such questioning is difficult under the present system in which questions are employed mainly for revision purposes. In the upper school it was noticed that the study of Africa occupied two years (Standards XI and XII). This continent is, it is true, the basis of the regional geography paper in the School Certificate Examination, but it is considered that the interest of the children would be more easily maintained if the study of Africa lasted one year only. It is understandable that in the upper school the approaching School Certificate Examination is in the minds of teachers and pupils alike. It is, however, suggested that neither party need suffer if the teacher were not universally directed towards that examination. The staff is, therefore, exhorted to concentrate on the stimulation of interest; to treat the subject as a unit; and to discuss the physical aspects at the most appropriate place in the study of actual continents. If this were done in all Standards up to and including Standard XI in a progressively more logical manner, than Standard XII ~~is~~ could be usefully employed in collecting and arranging the material to emphasise the general physical relationships, e.g. land forms, climatic regions, natural vegetation regions, uses of land and industry. In addition to this, the techniques previously learned could be utilised to make a more detailed regional study of the home continent in Standard XI and East African in Standard XII. Remarks have already been proffered on the necessity for using pictures and objects to make the subject real. The following suggestions concerning other points are brought to the notice

of the staff :- (a) Teaching in class should not follow the order of the text-book in every lesson. The teacher should endeavour to present the material in a way which the children can relate to their experience. The text-book could then be used to give an alternative view. (b) The blackboards were frequently divided into section, and the work on them was neatly done. It is, however, considered that more care could be taken in map-work and sketches drawn on the board. Maps drawn in front of the class should be reasonably accurate and neat. Names of towns, etc., should be printed and not written. Such printing should be horizontal or in one other direction. In general maps of continents or other large areas should be prepared beforehand and they should be accurate. It is suggested that when the learning of shapes is not the main purpose, outline maps should be used. For the teacher, outline blackboard maps would reduce the time involved in drawing and mechanical reproduction of maps in the exercise-books (e.g. by the mapograph) would make it possible to use most of the time on the lesson for the real purpose. (c) Maps were employed in all lessons seen. It is, however, suggested that not enough reference is made to them nor was there sufficient map drill. Here it may be stated that although the pupils had atlases there was no uniformity in the atlas used in any class. In several classes four or five different atlases were seen and in these circumstances it would have been difficult for the classes to have had any successful map drill and exercises. These exercises are of vital importance and it is, therefore, recommended that the atlases should be standardised. (d) Pictures, diagrams and posters on the subject under discussion should be pinned on the walls. Softboard should be provided for these purposes. (e) Children should be encouraged to undertake minor projects in their own time. Class wall-newspapers, recording events all over the world increase interest in and knowledge of other people.

HISTORY

Indian history is taught, but only in the first three years of the secondary course. The lessons heard had been carefully prepared and were conscientiously taught, but the main criticism of all the teaching was the failure to stimulate thought or activity on the part of the pupil. This weakness is in some degree due to an unsuitable syllabus. In Standards VIII and IX where a range of general topics should be treated in broad outline an attempt is being made to teach two short periods of Indian history in a detail more suited to Sixth Form work, and without adequate teaching aids. The text-book "A Concise History of India" by Gense, is a dull, uninteresting political history and no supplementary text-books or readers are available. The lessons consisted mainly of a lecture based on the text-book followed by note taking. The questions asked were designed solely to test memory and in no lesson were pupils asked any question which required thought or reasoning. The text-book was used to consolidate the facts learnt in the lesson. In Standard VII where the scheme is based on the biographies of great men the interest of the story was frequently lost because the teacher interrupted the narrative to ask revision questions which should more properly have been left to the end. In order to make the history lessons more interesting and stimulating, teachers should try to read more widely so that the subject matter of their lessons is not confined to that contained in the text-book. Homework set for the pupils should sometimes take the form of questions to which they are required to find the answers in preparation for the lesson. Wherever possible some discussion should be introduced into a lesson, as for example on the value of the reforms of Akbar. More use should be made of pictures and visual aids. In some lessons atlases were satisfactorily used, either during lessons or on the classroom walls. The school has a good supply of magazines in store and teachers should extract from them a stock of pictures for use in History lessons.

Written work needs careful attention. At present it is mainly confined to notes taken down in class and generally uncorrected. More original written work should be set. A useful exercise at this stage is in the form of questions which can be answered in two or three sentences in the pupils' own words. It is most important that all written exercises should be carefully marked and mistakes corrected by the pupil. It is suggested that it would be to the benefit of the school if history could be included in the curriculum of all classes up to and including School Certificate. If this recommendation is acceptable, the Principal should submit to the Department for consideration, a draft syllabus outlining the development of the subject towards the School Certificate syllabus in either "The History of the British Commonwealth" or "The Development of Tropical Africa".

CIVICS

Civics is taught in Standards IX and X. In Standard IX the study of citizenship is being treated as an abstract philosophy quite divorced from the pupils' own experience. The teacher is basing his lessons on a text-book of Citizenship written for English schools and the acquisition of a number of unrelated facts about English personalities like George Stephenson and Florence Nightingale can have little interest or meaning for these pupils. The teaching was, moreover, based on a series of definitions as for example of the good citizen and the bad citizen, and in his anxiety to fit the person to the formula the teacher left his class with the impression that George Stephenson had consciously invented the steam engine because he wanted to be a good citizen. In Standard X where the Government of Tanganyika is being studied, more use could be made of visual aids and practical work. The teacher who is a competent artist, is advised to study "The Teaching of Civics in East African Schools" (Tanganyika edition) published by

the East African Literature Bureau, and to prepare teaching charts and diagrams for use in his lessons. More use should be made to newspaper and magazine articles and the topical approach should be used wherever possible. Central and local Government officials might be invited to speak of their work, and visits could be made by the pupils. The whole approach should be more realistic and more closely related to the pupils' own experience. There is much to be said in favour of extending the teaching of civics as a non-examination subject to Standard XI and XII.

MATHEMATICS

This is a compulsory requisite for entry to Indian Universities, so that only those who do not wish to pursue their education further can drop this subject. Those who do not wish to take school certificate mathematics drop it in Standard XI and health science is studied instead in Standards XI - XII. This year all the pupils in Standard XII are taking mathematics, but 5 pupils have dropped out in Standard XI. The work is directed towards the Cambridge Oversea School Certificate Alternative A. Alternative B is to be preferred on the grounds of a greater interest and better coverage. It is constructed on more modern lines and its eventual adoption should be considered. The text-books are selected from those recommended in the syllabus, but "Hall and Knight" and "Hall and Stevens" are now obsolete. The books by Durell in use at present provide a livelier approach, but the tendency today is to treat the whole of mathematics as one subject, and most of the new text-books deal with the subject in this way. The lessons seen were satisfactory on the whole and to a large extent achieved their purpose. The following observations, however, should be noted :- (a) All arithmetic lessons should begin with about 5 minutes quick question and answer, with one of the following purposes:- (i) Revision of former work.

(ii) Further practice of a skill (tables, rapid computation, etc.). (iii) Diagnosis of weaknesses. (b) A uniform method of setting out written work should be adopted and insisted on. (c) In all money exercises, East African Currency should be used, except in exercises specifically intended to teach the use of other currencies, e.g. sterling or dollars. (d) Homework should normally be well within the capacity of the child. New work should not be set, but only work which the child has learnt. If this is done it is not normally necessary to repeat the homework exercises on the blackboard in front of the whole class. If only a few children have an exercise wrong, they can be taken separately as a group. If most of the classes have their homework wrong, the previous lessons have not been mastered and should be reviewed. (e) Distinction should be made between "examples" and "exercises". Only in the case of the former, it is advisable for children to copy the question in their note books.

SCIENCE

The course leads to the Cambridge Overseas School Certificate Examination in General Science, Biology being taken as an extra subject. Some pupils drop biology and take the Health Science option instead, but they are not and should not, be encouraged to do this, since it does not provide an adequate course leading to more advanced studies. Physics with Chemistry, and Biology make a more satisfactory combination of science subjects than General Science and Biology, and the Physics with Chemistry syllabus affords the minimum preparation in this subject for subsequent university studies. It is recommended, therefore, that consideration be given to the substitution of Physics with Chemistry for General Science. Class work is done during the morning session of the school. Special provision is made for practical work each afternoon from Tuesday to Saturday from 4-00 to 5-00 p.m.

Each class from Standards X to XII has one afternoon per week, Physics/Chemistry and Biology being taken in alternate weeks. No special provision is made for practical work in Standards VII to IX. Text-books are the "General Science for Tropical Schools" series by Daniell. These are moderately satisfactory, but limited to scope and method, and need not be adhered to rigidly. Comprehensive schemes of practical work in Physics/Chemistry and in Biology are in use. These still require some further development and arrangement, but much useful groundwork has been done. Considerable initiative has been shown in the collection and preparation of biological specimens, and in the encouragement of the pupils to do so as well, with good results. Attention to the following matters would result in a general improvement :- (a) No attempt should be made to give separate lessons on the name and use of pieces of apparatus. The names should merely be mentioned when the apparatus is used. (b) Demonstrations should be large enough to be seen by the whole class. (c) To determine whether a gas is acidic or alkaline, litmus solution is better than litmus paper. Pour directly into the gas jar. The result can then be seen easily by the pupils. (d) Train children in the use of control experiments. (e) In biology experiments especially, a single experiment is usually indeterminate. Several similar experiments should be set up, preferably by the pupils themselves. (f) In junior classes especially, teaching by logical development from definitions is far too prevalent. Lessons should be based on known fact and observation, and every effort should be made to kindle the interest of the pupils. (g) Lessons need not all be in the classroom. Many, especially in biology, can be outside. (h) Visits to places of interest are to be encouraged, but they need much preparation, and are not to be embarked on lightly. The children should receive most careful prior instruction and practice in department and behaviour, and the strictest control must be exercised. Numbers must be kept small in most cases. (i) There is no Science nor other associated Society, e.g., Natural History,

Astronomical, Geological, Photographic, etc. It is suggested that the formation of some such society be considered. Possibly visits as mentioned in the last paragraph could be confined to members. (j) Pictures of industrial processes, charts, diagrams and other illustrative material, some of it prepared by the teacher, would stimulate interest.

On the whole, both the organisation of this subject and the teaching were quite good, and the teachers seemed energetic and enthusiastic. Attention to the foregoing points, and the application of recognised teaching techniques in laboratory and classroom would produce even better results.

OUT OF SCHOOL ACTIVITIES

Dramatic Society

The Committee which runs this society comprises one teacher, with two pupils from each of the secondary school classes. It prepares and presents a short entertainment programme once a month.

Literary Society

The Committee is constituted in the same way as that of the Dramatic Society. Its functions are to invite guest speakers to address the school and to arrange for the compilation and production of the school magazine once a year. It holds its meetings as and when required.

Debating Society

Meetings take place once a week, usually on Saturdays. The secondary school is divided into two sections for this purpose, one consisting of

pupils of standards VII to IX and the other of pupils of standards X to XII. In the senior section all debates take place in English and in the junior section the medium is either English or Gujarati. These debates usually last one hour, and the time required is obtained by reducing the length of the Saturday morning periods and the break. Other societies, when meet each week, all of them between 4-30 and 5-30 p.m. are :-

Drawing and Painting.....	Monday
Cutting and Sewing (Std. X only)..	Tuesday
Classical Music.....	Wednesday
Embroidery.....	Thursday
Light Music.....	Saturday

The only society actually seen in action was the Classical Music Society, which performs traditional Indian dances. The standard of costume and of execution was very good indeed, and the pupils entered into the activity with evident enthusiasm and enjoyment.

A company of Girl Guides meets each Friday at the same time. There are two Red Cross Sections and there is an T.S.P.C.A. Group.

GAMES AND PHYSICAL TRAINING

All pupils have the opportunity to play games between 5-30 to 6-10 p.m. Standard XII play once per week after a laboratory period held from 4-00 to 5-30 p.m. The rest of the Secondary School play twice per week. The 40 minute session is divided into two periods of 20 minutes, each of which is devoted to a different game. These games are all of the "gymnasium" type of organised games and neither hockey nor netball is played.

Considerable enthusiasm was evident, the games were played energetically and the pupils obviously enjoyed the activity. All the staff were on duty. The staff are to be commended for securing good results in difficult circumstances. The ground is sandy and the space available is limited because of the presence of the Hanuman Physical Institute. The objection to this latter is not only because of its physical presence, but because it attracts large numbers of small boys who swarm around while the school games are being held. It is regretted that there is no school playing field, but good use is being made of the facilities available. It would be more hygienic and would look better if the girls could be induced to change clothes for games, but this might be difficult in the face of established conventions. Physical Education is confined to 15 minutes drill on Wednesday morning. This consists of movements in unison to order. There is no rhythmic nor free activity, and its use seems to be confined to its disciplinary value.

CONCLUSION

This School has in recent years expanded considerably both in scope and in numbers. Despite the restricted space available, the school authorities and staff have established a full primary and secondary school, the latter providing courses leading to the School Certificate Examination. This expansion has been accompanied by a very real improvement in the standards of work, and in the organisation of the school. These improvements, together with the knowledge that the school has an important place in girls' education, must be the source of a very real satisfaction to the management and staff alike. At the same time the attention of the Management is drawn to the

commendation of the Tait and Riddy Report
that primary and secondary education should be
separated. Furthermore, the arguments for any
new scheme of expansion cannot be conclusive
until more evidence is available concerning the
effects of the policy of providing places for
girls in Government Primary Schools and the
establishment of the Jangwani Government Indian
Secondary School for girls.

Inspectors

24th March, 1958.