

[B.]
500-4-10-07.

Educational (1907) Department.

ORDINARY PRINTED.

G.O., No. 742

DATED 6-11-07

Protd
G.O.

Pres
V.E.

[Despatch Abstract.]

Council of Native Education

Declining with remarks to accept
the suggestions of the Council of Native Education
for the establishment of village Committees
or Boards to assist in the development of
education in rural areas.

BACK PAPERS.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.

FURTHER PAPERS.

G.O.	No.	Department.	Date.	G.O.	No.	Department.	Date.

Government of Madras.

EDUCATIONAL DEPARTMENT.

2

Recd.

Enclosures

1907.

Regd.

Spare copies

G.O., No. 742, 6th Nov. 1907.

Council of Native Education.

Declining, with remarks, to accept the suggestions of the — for the establishment of village committees or Boards to assist in the development of education in rural areas.

GOVERNMENT OF MADRAS

EDUCATIONAL DEPARTMENT.

Read—the following papers:—

I

Letter—from M.R.Ry. S. RAJAGOPALACHARIYAR, B.A. (Assistant Master, Pachaiyappa's College, Madras), Joint Secretary to the Council of Native Education, Madras.

To—the Secretary to Government, Educational Department.

Dated—the 23rd March 1907.

I beg respectfully to state that I am desired by the Council of Native Education to bring to the notice of His Excellency's Government certain improvements which it is desirable to effect in the management of the large number of primary schools in this Presidency. The attention of the Council of Native Education, of which I am the Joint Secretary, was drawn generally to the various questions in connection with primary education in this Presidency and especially to the desirability of inviting the people to co-operate in the dissemination of primary education. In order to ascertain the views of educationists and others interested in education the Council issued a circular letter on the 3rd of May 1905 asking for opinions on the proposal now submitted to His Excellency's Government. A copy of the letter inviting opinions and a printed pamphlet on primary education accompanying the same are herewith submitted.

2. In each village, the primary social unit from time immemorial, there was a school for the instruction of the children of the village; the schoolmaster was one of the village officials and was remunerated by a grant of the common village land, and fixed dues from the produce of the lands of the villagers. There is abundant reason to believe that in ancient times various sections of the community received instruction, though not perhaps in a highly developed form, yet enough to satisfy their ordinary requirements. But by the introduction, by Government, of the much more complex and highly organised system of departmental education the old system has decayed and is fast falling into desuetude.

3. The Council of Native Education is of opinion that the time has now come when the people may be allowed to take a part in the management of schools for the elementary education of their children. Government for the present, at any rate and until the system takes firm root, retaining the financial control and the general supervision. In each village or group of villages may be established a Board consisting of men of position and influence residing therein. Such Boards will collect subscriptions and voluntary donations towards the upkeep and improvements of the school or schools under their management. They will receive and see to the proper carrying out of the orders of the department; they will further co-operate with the department by giving the benefit of their local experience. They will, by the weight and influence of their members, carry out such suggestions as the department might make after consultation with them. They will in fact act as a medium between Government and the people explaining the objects and aims of Government to the people, and expressing to Government the wishes and sentiments of the people. It is mainly owing to the absence of such an exchange of ideas between the Government and the people that the beneficent intentions of the Government are often misunderstood. According to the recent educational policy of the Government of India, the Madras Government on the recommendation of the Director of Public Instruction has

ruled that pupils in elementary schools should after leaving the VII Standard be admitted in secondary schools in the IV Standard only. This rule is considered by many managers and headmasters to be revolutionary and harmful. For it is argued on the part of the managers that so long as non-language subjects are learnt through vernacular manuals a great deal of time can be set apart even in elementary schools for learning English as a language subject, and even in the remotest villages a knowledge of English is considered as most important. A knowledge of English is absolutely necessary if the people of this country are to rise in the scale of nations. Again, the teaching of English is prohibited in the standard classes mainly because of the desire on the part of Government that children should acquire a thorough grounding in the vernacular languages of the country. It must be admitted in this connection that the learning by children of their mother tongue is not inconsistent with their learning English early.

4. The system advocated by the Council will not only enable instruction to be effectually imparted to children, but it will also be an instrument of education to those actually concerned in carrying it out. It will also tend to interest the masses in questions about which they are now apathetic and ignorant, and in course of time will fit them to take part in the all important duty, among the other duties of citizenship, of educating their children. The views of the Council are also in accord with those expressed by the late Justice Sir T. Muttuswami Aiyar in his evidence before the Education Commission in 1882. He said: "In devising a sound and comprehensive system of primary education the following consideration should be kept in view. The final result to be brought about is that the village schools ought to be indigenous and self-supporting and this result may gradually be brought about by a well-contrived system of grant-in-aid or indigenous agencies or by a mode of administration calculated to awaken a direct and personal interest amongst the rural population in the management of primary education."

5. The introduction of the system will not be undesirable even in the most backward parts of the Presidency and its simultaneous introduction throughout the Presidency will not be attended with disturbance of the existing educational system.

The following facts will show the need of the agency here advocated:—

According to the last census:—The population of Madras town is 509,546 and of that population only 81,549 of those who are above 20 years of age are literate and only 29,945 can read and write English. Thus it will be seen that among those who are above 20 years of age the literates are only 16 per cent. and those that can read and write English are 6 per cent. of the total population. Hence the necessity for the creation of School Boards is all the greater even in seemingly forward localities. The creation and working of such bodies even in backward localities will not be very difficult since the people of such localities are more amenable to guidance. I might here instance the case of the Panchamas who are being slowly brought under educational influences under proper guidance. However I am desired by the Council to suggest that the system may be introduced first in one or more selected localities in the most advanced districts and that it may be gradually extended to other parts of the Presidency in the light of the experience gained. The adoption of such a scheme would only be in accord with the liberal traditions of the British administration and would also be in accord with its policy of local self-government. Such a policy becomes all the more desirable when it recognises and gives effect to the natural right and duty of parents to look directly after the education of their children. The adoption of such a policy is calculated to render the system of primary education flexible and more suited to local needs and to the requirements of particular classes of people.

6. I am further desired by the Council to point out that in course of time endowments of money, not of great magnitude, perhaps, but still useful in their way, might be made to village schools managed and supervised as above suggested. The School Committees might by grants from their members and by collecting subscriptions raise sums which would from time to time be spent with the approval of Government in various useful ways, such as repairs and additions to the school-house, improvement in the position of the teachers, the purchase of maps, globes, specimens, etc., and various other such matters.

7. I beg to point out that the views of the Council are also in accord with the views expressed by the Hon'ble Dr. Bourne, the Director of Public Instruction, in his Educational notification which runs thus:—"The Director desires that the existing results system schools numbering 7,000 should be placed under the Local Board management and would like to see a salary paid monthly to which a capitation fee might be added."

The proposal of the Council of Native Education would vest the management in the near Village School Board instead of the distant District Board.

8. The Council begs to point out that, even in England, the School Board era preceded the stage of free and compulsory education. In England up to 1870 popular education was entirely in the hands of the established church, which kept State interference within the narrowest limits. The Act of 1870 introduced the new system of the elected School Board supported by the rates. "It is only when one looks back and tries to visualise the London of 1870 with its monstrous ignorance, its gross neglect of child life, its pitiful helplessness, that one begins to realise the greatness and glory of the work that has been going on before our eyes during the last 33 years." Sir George Kekewich, than whom no man is better qualified to speak on an educational question, has said that the London School Board has done more in a shorter time for a larger number of people than any other authority in the world. It is a large claim but one which would be difficult to refute. It is stated that in England "this splendid instrument of educational progress which has served them so well in the past" was flung aside in 1903 because voluntary schools remained stationary.*

9. Taking 15 per cent. of the total population as the usual proportion of school-going children to the total population in this Presidency, out of a total population of 41,000,000, the number of children attending elementary schools ought to be at least 6 millions. From the reports of the Director of Public Instruction for the year 1904-1905, the Council finds only 760,377 children attend primary schools and 63,841 children attend lower secondary schools. According to the new classification of schools there will be 824,218 in elementary schools. There were 21,025 primary schools and 586 lower secondary schools for both boys and girls. Thus it will be noted that the children attending schools in elementary stages do not even approach a million.

There are at present (according to the latest Census report)—

3 towns with a population above 100,000			
8	"	"	between 50,000 and 100,000
31	"	"	" 20,000 and 50,000
111	"	"	" 10,000 and 20,000
339	"	"	" 5,000 and 10,000
10,328	"	"	" 1,000 and 5,000
44,019	"	"	below 1,000.

Thus there are 492 towns with a population of 5,000 inhabitants and above and 54,347 villages with a population ranging between 1,000 and 5,000. Approximately there are 55,000 villages. The low percentage of children under instruction in this country is mainly due to the neglect of Government and the people of this country to give to the children of the villages such education as would "fit them for their position in life." If education is to spread, that can only be effected by taking the people into active co-operation by the creation of School Boards.

10. The Madras Government in their Proceedings, dated 22nd December 1902, declared that "it is to private effort that the Director must continue to look principally for a further extension of primary education." According to the latest report of the Director of Public Instruction, there were 287 schools supported by Municipalities, 2,242 schools supported by Local Fund Boards, 3,352 schools under missionary bodies, 8,218 schools under private agencies, and 6,896 schools or nearly 7,000 schools under the supervision of Schoolmaster Managers. Therefore, it cannot be said that private effort has been exhausted. Last year the

* The story of the School Board by H. B. Philpott.

Government spent the special recurring grant of 6 lakhs of rupees in constructing 1,057 school houses in villages where hitherto no school, or only a very unsuitable one, existed. Again out of the special recurring grant of 6 lakhs granted by the Government of India in aid of primary education for the current year, nearly 2 lakhs have been set apart for the maintenance of schools newly opened and for furnishing and equipping these newly opened schools. The Council would suggest that these 1,057 schools instead of being managed departmentally either by Government or by Local Fund Boards, should be vested in School Boards of which the Local Revenue Officer and the Sub-Assistant Inspector of Schools of the Range can be made members, with two or three influential residents of the locality. The yearly maintenance and equipment of these schools must be a charge on the School Boards. It is also possible to provide responsible School Boards for all the abovementioned schools except those under missionary bodies.)

11. In all European countries the right of every child to receive an elementary education, and the duty of the State to provide it is fully asserted. In this Presidency there are according to the latest report of the Director of Public Instruction, more than two millions of boys and more than two and three-quarter millions of girls of school-going age not attending any school either public or private. These children belong to the labouring classes. In England and in other countries, the working classes demand for their children educational advantages equal to those enjoyed by children of their own class in other countries. Further, it is recognized that the industrial and agricultural prosperity of a country greatly depends upon the speedy provision of elementary education. Mathew Arnold distinctly affirmed "to give rewards for proved good reading, writing, and arithmetic is not the whole duty of the State towards popular education. The old principle that the 'three R's' is quite as much education as the working classes have any right to expect" is no longer considered a sound one. If any improvement of the education of the children of the working classes is to be effected, it can only be done in the manner herein indicated.

12. The Government in the concluding paragraph of the review of the report of the Director of Public Instruction for the year 1904-1905, observes "that they trust that the elementary education which will now be under the immediate control of Local Boards and Municipalities within their respective local areas will be greatly advanced by the special contributions made by Government, by the increased attention which the Inspectorate will be in a position to devote to it and by the freedom which it will enjoy under the new rules from all but the simplest regulations for recognition." There are at present 23 Local Boards, 61 Municipalities, 70 Taluk Boards and about a thousand Union towns. It is too much to expect that these local bodies will devote their undivided attention to the spread of education. At any rate they have not done so during the past. Nor are they likely to do so in the near future. There were 66 Sub-Assistant Inspectors of Schools during the year 1903-1904. Fifty-four new Sub-Assistant Inspectors were appointed last year. The 20,000 schools that now obtain help from Government can in each year be visited by these 120 Sub-Assistant Inspectors only once and very rarely twice. The Council begs to bring to the kind notice of His Excellency's Government that the staff is still quite inadequate to supervise the educational needs of this Presidency which both in area and in population can be favourably compared with any one of the following countries, viz., Great Britain and Ireland, France, or Japan.* It is undesirable to increase the expenditure on supervision, for when this source of expenditure increases the money set apart for the spread of education will decrease as is evidenced by the following fact. In 1903-1904, the schools registered under the results grant system were 13,846. The total earnings of schools from public funds amounted to Rs. 7,54,042. The expenditure from public funds in direction and inspection during the year amounted to Rs. 5,04,329 which was 35 per cent. of the expenditure. No doubt until

	Area.	Population.	Percentage of children under instruction.
(1) Madras Presidency	141,228	41,000,000	29
(2) British Isles	121,000	41,605,000	85
(3) France	204,000	39,000,000	90
(4) Japan	161,000	46,000,000	85

now the schools have been greatly handicapped by the hard-and-fast rules of the Educational Department. The Council welcomes freedom from undue restrictions. Freedom should at the same time be conducive to the spread of education. This can only be when such freedom is given to responsible School Boards under the guidance of Government Educational officers instead of to individual Schoolmaster Managers. Lastly, the Council welcomes the Government of India's Resolution to make Primary education free and compulsory. The total expenditure on Primary education last year was Rs. 23,32,268. Fees met 4 per cent. of the expenditure in Government schools, 18 per cent. in Board schools, and 24 per cent. in Aided schools. The cost of each pupil in a Government school was Rs. 8-4-0, in a Board school was Rs. 5-3-0 and in an aided school Rs. 3-14-0. Thus it will be seen that the cost is least in aided schools. The Council would, therefore, venture to point out that the money which will liberally be set apart by the Government of India can very well be spent through Village School Boards.

13. Summary of the opinions of the Headmasters of High Schools in favour of the proposal—

- (1) The existence of such a Board will be a safeguard against the dereliction of duty and malpractices which often escape the eyes of Inspecting officers who visit them once in six months or a year.
- (2) A School Board should certainly be able to feel the needs of the locality better than departmental officers.
- (3) It is an incentive to prominent villagers to take an interest in the schools.
- (4) Local Boards and Municipalities cannot give that attention to Primary education which its importance requires.
- (5) The creation of a School Board consisting of private gentlemen of local influence will have a good effect when we consider the importance of making the parents and the public take an intelligent interest.
- (6) The creation of such Boards will enlist the sympathy and co-operation of a great many people and will be the effective means of spreading education among the masses.
- (7) The institution of School Boards is one of the best ways of creating local interest in Primary education as well as of supervising it.
- (8) Every attempt at self-help on the part of our people ought to be welcomed.

The main objections to the proposal have been on the ground that it will be difficult to find public-spirited people to form members of the Village School Boards, and that they would also quarrel with each other, but it is also reasonable to expect that the proposed system will create public spirit and a healthy difference of opinion among the members will also conduce to the public good, for without differences of opinion nothing great can be achieved.

There is no denying the fact that the country is at present unprepared, but it is hoped that in the near future several organizations will spring into existence with the object of enforcing their special views as to the lines on which the impending educational settlement should be made. If a beginning is made, different localities can be treated differently. Rate aid can be levied in forward localities and free education can be given in backward localities for the children of the agricultural and industrial classes. In course of time it is not unreasonable to expect that elected School Boards supported by rates will come into existence. The idea of asking the villagers to interest themselves in the education of their children is no doubt novel in this country at present, but it is no more novel than the establishment of rural credit societies which spring into existence in this country with the rapidity of the prophet's gourd.

14. In this connection the Council wishes to bring to the kind notice of His Excellency's Government that, during the last two years, the Council has been working very hard to create public opinion among the masses by publishing pamphlets* in the vernacular languages of the country, viz., Tamil and Telugu, pointing out the necessity of our people taking a direct interest in the education of their children. In the pamphlet on Primary education herewith sent certain defects in the old system are

* Copy of each is herewith sent.

pointed out. Of these, the evils of the results system have ceased to exist. The methods of examining pupils at the end of the primary stage have also undergone a change.

15. I am desired by the Council to suggest that the experiment be at first tried in Madras Town, where the facilities of observation by Government and the Educational Department would be greatest. In Municipal towns the School Boards will have to be established in wards or groups of streets. Should His Excellency's Government approve of this humble suggestion, the Council is prepared to initiate and to work out the scheme in Madras City.

ENCLOSURES.

Letter—from the Secretary to the Council of Native Education, Madras.
To—the Director of Public Instruction, Madras.
Dated—the 31st January 1905.

I am desired by the Council of Native Education, Madras, to bring to your notice certain defects in the system of Lower Secondary education now in force in the Presidency. It has long been felt both by Educationists and by the public that the results of the present system of Lower Secondary education are unsatisfactory and that boys who have gone through a course of instruction in the Lower Secondary schools do not possess any real knowledge of the subjects which they have been taught and are not fully qualified to undergo a course of instruction in the Upper Secondary classes. The annual heavy slaughter of candidates in the Matriculation Examination of the University is a clear indication that the majority of the boys who have entered upon the High School course have done so without a sound previous training. Among the many causes of this unsatisfactory state of things a prominent place must be given to the method generally adopted in Lower Secondary schools of imparting instruction in non-language subjects through the medium of English. The pupils who attend the Lower Secondary classes are boys of tender years and do not possess sufficient knowledge of English to be able to understand English text-books in non-language subjects or to benefit by any instruction in such subjects through the medium of the English language. The books which they read convey no ideas to them and they are obliged to cram the books prescribed, or badly-written notes and compendiums. That the system is faulty and requires to be changed is admitted by most people who have had any experience of the system of education or of its products and there can be no more weighty condemnation of the evils of the system than is contained in paragraph 26 of the recent Resolution of the Government of India, dated 11th March 1904.

It may be pointed out that in the Educational Conference of 1899 in Madras it was resolved that vernaculars should be the media of instruction in Lower Secondary schools. I may also state that the Council of Native Education addressed a large number of schoolmasters, and other gentlemen interested in education with reference to this matter and they find a practical unanimity among the persons consulted as to the necessity for adopting the vernaculars as the medium of instruction in non-language subjects. Notwithstanding this unanimity of opinion, English still continues to be the medium of instruction and no steps have been taken to bring about a reform. It is a matter for surprise that even the Managers who voted for the resolution at the educational conference, have not adopted this strongly advised course in their schools and that Government has not followed the course in its own training schools which the Department of Education directly manages. The circumstances which appear to stand in the way of the change appear to be the following:—

- (1) the desire of parents that their boys should receive instruction in English from as early an age as possible,
- (2) the fact that instruction through the medium of the vernaculars in non-language subjects has not been made compulsory by the rules of the department,
- (3) the alleged want of suitable text-books in the vernaculars,
- (4) the fear that if any change is made in the system it will lower the standard of knowledge in English among the boys.

It is true that the large majority of uneducated parents desire their boys to begin the study of English as early as possible but this cannot affect the introduction of the reform, provided all schools other than European or otherwise requiring exceptional treatment like some of the schools in the City of Madras are compelled to make the vernaculars the medium of instruction. So long as the rules of the department do not prohibit the use of English as a medium, there will be schools bidding for popularity by professing to teach even non-language subjects through the medium of English. As between two rival schools one of which adopts English as a medium of instruction and the other which adopts the vernaculars, there is no doubt that parents will send their boys to the former school in preference to the latter and the school which provides

instruction through the vernaculars will find itself at a great disadvantage and all its well-meant efforts in the cause of sound education will be liable to be frustrated. But if the department makes it compulsory upon all schools to adopt the vernaculars as the medium of instruction the wishes of parents cannot stand in the way of carrying out the change.

As to the alleged want of suitable text-books, we think that there is no great difficulty in finding appropriate text-books in the vernaculars. Even if there are no suitable text-books available at present, if rewards are offered by the department for good translations of suitable text-books, they are sure to come into existence in two or three years. If proper translations have not yet been published of suitable text-books, it is because there has been no demand for them and no encouragement to translators. If the change is to be postponed, till there are suitable books in existence and if suitable books are not likely to come into existence until there is a demand for them, there is no possibility of introducing a change at all. We believe that sufficient encouragement in the shape of rewards has not been offered to induce people to come forward with translations of the necessary text-books. Notwithstanding these disadvantages there have been a fair number of translations published and the time has come to make a new departure. The last reason given is considered by some people as one of importance but we cannot share this view. The cramming up of ill-understood English text-books on miscellaneous subjects taught not as text-books in language, but merely as books of information is not calculated to improve the knowledge of the English language possessed by the students. Notwithstanding the fact that the present system has been in force for a great number of years, the results have been far from satisfactory. It is said that if English is abandoned as a medium of instruction the attainments of the students in English will be even worse than they are now. On the other hand we think that a great deal of the energy of the pupils which is now wasted in getting up books without understanding the contents can be set free and utilised for the acquisition of a better knowledge of the English language. If necessary, more books may be prescribed in the English language and as these books will have to be taught as language lessons, the students are likely to acquire a more correct knowledge of the language. Our proposal does not in any way involve the abandonment of English as a language subject. English should be taught as a language even in the Lower Secondary department and if the students are obliged to read more text-books in English as part of their language lessons, it may be safely predicted that there will be no deterioration in the standard of knowledge of English possessed by the students. The obstacles which have stood in the way of a change can all be easily removed and a change may now be safely made. The steps which in our opinion should be taken for this purpose are (1) the issuing of rules by the department rendering it obligatory upon all Lower Secondary Schools to teach non-language subjects also in the vernaculars, (2) the holding of the Lower Secondary Examination (so long as it may yet be held) so far as these subjects are concerned in the vernaculars even in the case of those candidates who bring up English as their first language, and (3) the encouragement of translations of suitable text-books by means of rewards. We hope that in the interest of sound education and in furtherance of the policy laid down by the Government of India, you will be pleased to take steps to introduce these desired changes at as early a date as possible.

List of persons who have replied to the circular of the Council of Native Education on the subject.

In favour.

1. The Hon'ble Nawab Saiyid Muhammad Bahadur.
2. The Hon'ble Diwan Bahadur R. V. Srinivasier, F.M.U.
3. Diwan Bahadur K. Krishnaswami Rao, C.I.E.
4. The Hon'ble V. C. Desikachariar, B.A., B.L., F.M.U.
5. Diwan Bahadur B. Ragunatha Rao.
6. M.R.Ry. A. Sitarama Aiyar, F.M.U.
7. " S. Kasturiranga Aiyangar, B.A., B.L.
8. " T. V. Seshagiri Aiyar, B.A., B.L., F.M.U.
9. " T. R. Ramakrishna Pillai, B.A.
10. Dr. C. B. Rama Rao.
11. M.R.Ry. K. B. Ramanatha Aiyar, M.A., B.L., L.T. F.M.U.
12. " S. Rungiah Chetti, B.A., F.M.U.
13. " M. Ramaswami Aiyangar, B.A., L.T.
14. " L. C. Williams Pillai, B.A., F.M.U.
15. " C. Nagogi Rao, B.A., F.M.U.
16. " V. Ramaswami Aiyar, B.A., Headmaster, Taylor's High School, Nasarapur.
17. " D. Anantan, Manager, C.M.S. High School, Bezvada.
18. " P. T. Srinivasa Aiyangar, Principal, M.A., L.T., F.M.U., Mrs. A. V. Narasinga Rao College, Vizagapatam.
19. " V. R. Venketesvara Aiyar, M.A., L.T., Principal, Pittapur Raja's College, Cocanada.

20. Rev. Wolfe, M.A., F.M.U., Principal A.E.L.M. College, Guntur.
21. M.R.Ry. K. K. Krishna Aiyar, Headmaster, Town High School, Guntur.
22. " K. Sudarsna Rao, Headmaster, Sri Raja's High School, Nuzvid.
23. " C. R. Samuel, Headmaster, S.P.G. High School, Nandyal.
24. " Santhana Rama Aiyangar, B.A., L.T., Headmaster, Venkatagiri Raja's High School, Nellore.
25. " S. Venkatarama Aiyar, B.A., Headmaster, High School, Gooty.
26. " E. Stephen, Headmaster, H.L.G.M., High School, Tirupati.
27. " V. Ragunatha Rao, B.A., Headmaster, Sri Mahant's High School, Tirupati.
28. " K. S. Ramachandra Aiyar, Headmaster, Sri Mahant's High School, Vellore.
29. " N. S. Venkatarama Aiyar, M.A., L.T., Headmaster, National High School, Mannargudi.
30. " P. A. Subrahmaniam Aiyar, Headmaster, Hindu High School, Shiyali.
31. " P. S. Venkatarama Aiyar, B.A., Headmaster, Wesleyan Mission High School, Tiruvellur.
32. " S. Krishnaswami Aiyar, B.A., Headmaster, Town High School, Kumbakonam.
33. " S. Srinivasa Aiyar, Headmaster, S.P.G. High School, Trichinopoly.
34. " G. Sessa Aiyangar, Headmaster, National High School, Trichinopoly.
35. " C. Narayanaswami Aiyar, Headmaster, The Setupati High School, Madras.
36. " Y. Stephen, Headmaster, S.P.G. High School, Ramnad.
37. " S. Narayana Aiyangar, B.A., L.T., Headmaster, Raja's High School, Palghat.
38. " K. Subrahmaniam Aiyar, B.A., L.T., Secretary to the Teachers' Association, Madras.
39. " C. R. Krishnamachari, B.A., Secretary to the Graduates' Sunday Club, Madras.
40. " A. Narasimhaachariar, Secretary, Teachers' Association, Tirupati.
41. " M. Arumanayagam, Headmaster, S.P.G. High School, Madras.
42. " Manicka Chettiar, B.A., Headmaster, Muthialpet High School, Madras.
43. " Srinivasa Aiyangar, B.A., L.T., Headmaster, Triplicane Wesleyan Mission School, Madras.
44. " T. R. Ramanatha Aiyar, B.A., L.T., Headmaster, Hindu Theological High School, Madras.
45. " Asirvatham David, B.A., Headmaster, City High School, Madras.
46. " V. S. Srinivasa Sastriar, B.A., L.T., Headmaster, Hindu High School, Triplicane.
47. " N. Ramanujachariar, M.A., L.T., Patchaiyappa's College, Madras.

Against.

1. Rev. Lazarus, Danish Mission, Madras.
2. M.R.Ry. M. V. Kolandavelu, Headmaster, F.C.M. High School, Nellore.
3. " P. S. Annachariyar, B.A., Church of Scotland Mission College, Madras.

MADRAS,
13th March 1907.

SIR,

I beg to invite your opinion on the following points with reference to the printed pamphlet, herewith sent, on Primary education:—

- (1) Whether it is not desirable that every village or group of villages should have a School Board consisting of five members for supervising education and distributing the grants according to rules framed by the Educational Department?
- (2) How the grants have to be awarded. Whether the test is to be only that of examination or the efficiency of the institution; and if the latter, what would be the definite rules that must govern the award of grants?
- (3) Considering the low attainments of the present Primary schoolmaster, whether: (i) students who have read in recognized High Class Sanskrit schools, (ii) students who have passed the Madura Tamil Sangam examinations, (iii) students who have been rewarded for high proficiency by various public bodies and native Governments, may not be allowed to become Primary schoolmasters after such training as may be necessary for them in the Government Primary Training schools?
- (4) Whether the indigenous system of education may be combined with the present methods that are in vogue in this country; and if so to what extent?

(5) Whether sums of money may not be raised, supplemented by grants from the Municipalities or the Local Fund Boards, to construct in each municipal town or in union villages, a building with a garden attached, to contain exhibits to promote industrial education, and appliances to impart kindergarten instruction, and a small laboratory containing chemical substances and physical apparatus, so as to be of use not only to children in recognized schools but also to the dissemination of knowledge on popular lines.

(6) Considering that the majority of pupils in Primary schools will have to make agriculture their pursuit in life, what would be the curriculum and the course of studies best suited to the pupils in Primary schools?

Yours truly,
P. S. SIVASWAMI AIYAR,
Secretary to the Council of Native Education.

MADRAS,
3rd May 1905.

SIR,

The Educational resolution of the Government of India, dated 11th March 1904, reviewed what has been, and is being done to elevate the present standard of education and to inspire teachers with higher ideals, and called upon the leaders of native thought and upon the great body of workers in the field of education to carry on and complete the task which the Government of India could do no more than begin.

2. Till now no recognized body has discussed the various questions raised in that resolution, and if the Educational rules should be issued departmentally without the managers of schools offering their suggestions and criticisms, it would be difficult to get those rules altered, should they be found unsuitable to the satisfactory working of the existing schools.

3. It has been suggested that a Conference of Headmasters of High schools and others interested in these questions may be convened, at Madras, about the beginning of next month, the date to be notified later on, to consider the following questions among others:—

(i) *Lower Secondary education*—Of late, public attention has been drawn to important aspects of Lower Secondary education. In the circular issued by me as Secretary to the Council of Native Education three* questions were raised:—

(a) Imparting instruction in the Lower Secondary classes in non-language subjects through vernacular manuals. This subject was duly considered and a memorial has already been sent to the Director of Public Instruction.

(b) The other two questions about which opinions were invited, viz., the settlement of the curriculum of studies and the conduct of the Lower Secondary examination may be discussed at the ensuing Conference.

(ii) *Primary education*—What steps can be taken to place Primary education on a firm basis without much additional expense to the State? The present policy is to withdraw funds from High and Middle schools so as to improve Primary education. If steps could be taken to enlist the active co-operation of Headmasters of High and Middle schools for the improvement of Primary education so as to make it possible for a better system of Primary education to be adopted without additional expense to the State, a large portion of the funds now diverted from High and Middle schools for Primary education will not be so diverted, and sufficient funds will be left with the Managers of High schools. Not only can the status of the present Middle and High schools be improved but an industrial and a technical side may also be added to the existing schools.

(iii) What steps, if any, should be taken to impart religious instruction on a non-sectarian basis in all schools?

(iv) The desirability of bringing into existence a central non-official body to supervise Lower Secondary and Primary education, especially with reference to the Lower Secondary examination; and from time to time to suggest to the Educational Department defects which may become apparent in the system of education. Such a body may also be of great help in the initial stages of the development of technical and of female education in this country.

(v) In connection with Primary schools now under the control of local bodies, such as Local Boards and Municipalities, whether the system of control over them now obtaining is one best calculated to the most effective imparting of instruction therein?

4. As the questions raised here are of importance it is considered necessary to obtain the opinion of Headmasters of High schools who are actually engaged in the work.

* See page 11.

5 Should you approve of the proposed Conference, I shall be highly obliged by your kindly intimating your willingness to be present, so as to enable me to make proper arrangements for the proposed Conference.

Yours truly,
P. S. SIVASWAMI AIYAR,
Secretary to the Council of Native Education.

Questions referred to on page 10.

Is it not desirable to teach History, Geography, Arithmetic and Geometry through Vernacular manuals in the Lower Secondary classes, i.e., to boys whose average age is between 10 and 13?

2. To obviate the defects at present noticeable in the Lower Secondary examination, does some scheme like the following meet with your approval?

COMPULSORY SUBJECTS.

(i) English as a compulsory second language to those who wish to continue their studies in the High School department (in schools other than European schools).

(ii) One of the Vernaculars—Tamil, Telugu, Malayalam or Canarese—as a compulsory first language.

(iii) Elementary Mathematics—Arithmetic.

(iv) Indian History and Geography.

The following need only be optional subjects:—

(i) A classical language, such as Sanskrit or Persian.

(ii) Geometry and Algebra.

(iii) Drawing, Freehand or Geometrical.

(iv) Any one of the subjects or group of subjects of the Elementary Technical examination.

N.B.—No candidate may at one examination appear in more than five branches.

3. The Lower Secondary examination throughout the Presidency to be hereafter conducted by the Headmasters of the High schools, the setting of the papers being entrusted to a Board appointed by the Director of Public Instruction and the valuation being done by the Headmasters and their qualified assistants who are best acquainted with the subject.

PRIMARY EDUCATION.

THE IMPORTANCE OF THE SUBJECT.

At present there is a great deal of public interest felt on the subject of education in India. The Government has taken up the question of University education and is enquiring into it with a view to introduce such reforms as may be necessary, but sufficient attention has not been paid to the lower stages of education, Primary and Secondary, which, as most intimately touching the masses, are of great and vital importance.

FREE PRIMARY EDUCATION IN ENGLAND AND OTHER COUNTRIES.

Speaking about the above subject, the Hon'ble Mr. G. H. Stuart, late Director of Public Instruction, recently said: "In England and in many other countries elementary education has been made completely free* for all who care to send their children to the schools maintained by the State, the theory being, I suppose, that as it is to the advantage of the nation as a whole that its members should be educated, the nation as a whole would bear the cost, not merely of individual parents whose children are compelled to go to school. Secondary education is naturally more expensive and as not every child is fit for it, † it has not been made free. But there are very few boys of real ability who have not a chance of gaining one of the many

* In this country Primary as well as Secondary education need not be made free. Much less need schools be maintained by the State. It is enough if sufficient funds are set apart for helping education.

† Facilities should be given for even less talented boys to pursue their studies in Secondary schools.

scholarships that have been founded in our schools and colleges by the piety and wisdom of our ancestors. In this country we are a long way from any system of free and compulsory education, and it is doubtful whether any such system can ever be adopted.*

PRESENT CONDITION OF EDUCATION IN THE COUNTRY.

According to the recent census, only

64 in every thousand can read and write their Vernaculars.

119 in every thousand males can read and write.

9 in every thousand females can read and write.

Considered according to communities:

Among 1,000 males of the Hindus	..	..	..	..	116
" " " Mussalmans	..	..	..	..	141
" " " Christians	..	..	..	..	198

can read and write;

And among 1,000 females of the Hindus .. | .. | .. | .. | 7 |

" " " Mussalmans .. | .. | .. | .. | 9 |

" " " Christians .. | .. | .. | .. | 91 |

can read and write.

From the above figures it would appear that 6.4 per cent. of the whole population can read and write, among males, the percentage being 11.9, and below 1 per cent. among females.

These percentages in the present progressive and enlightened age contrast unfavourably with the conditions that prevailed under the Hindu or the Muhammadan period.

As Professor Rangachariar said:—"If education as current in this country is carefully examined, we find that there are two unrelated systems in existence, one the indigenous system and the other the modern British system. Very little in the way of systematic survey of the former has been done, though in regard to the latter a good deal of trustworthy information is available. The primary education imparted under the indigenous system in pial schools had been most beautifully adjusted to the popular requirements of the country till the advent of the new civilisation of Europe into India, so much so, it seems to me a pity, that even the modern Primary education did not adopt much that was good in the pial school system."

Moreover, the Educational Department instead of being elastic, issues hard-and-fast rules mainly with a view to the distribution of money among the various schools without taking any note of the different races and different tribes in various stages of development, with varying powers and capacities—that is to say, one set of rules is issued to guide all schools in the Presidency.

At present there are in this Presidency, besides schools directly maintained by the Municipalities and Local Fund Boards, schools under the fixed grant system, salary system and the results system. Of these by far the largest number (so far as the Primary education is concerned) belong to the last class. It is needless to point out in detail the faults of the results system and the abuses of which it is capable. From the days of Mathew Arnold in 1861 in England to the present hour in India these faults have been pointed out "that by concentrating the teacher's attention upon enabling his scholars to pass" in the subjects prescribed for the earning of the grant "it must injure the teaching, narrow it, and make it mechanical" is an educator's objection which cannot be gainsaid. As Mathew Arnold distinctly affirmed, to give rewards for proved good reading, writing and arithmetic is not the whole duty of the State towards popular education. Under this system the pupils presented for examination are usually the pick of the class far in advance of the average pupil. Thus the interests of the ordinary pupil are sacrificed to those of the exceptional few who can pass the examination. It is also not impossible for unscrupulous teachers to make false presentations of pupils. It requires great vigilance on the part of Assistant Inspectors to checkmate this and also to see that the registers and other records of the school are not made up for the occasion of the Inspectors' visit. They are thus forced to spend their time and energies on matters of trifling importance and quite

* Such a system appears to have existed during the time of the early Moghul Emperors and also during the Hindu period as the following extracts will show.

State of primary education during the time of early Moghul Emperors.

"At this period education was cultivated by the Hindus in every village by a national edict; knowledge was universally inculcated and it was then as rare to find a poor villager who could not read as it is now to find one who can. In fact the whole social system seems to have undergone a complete revolution."

Condition of primary education during the Hindu period. (a)

"Education has always, from the earliest period of their history, been an object of public care and public interest to the Hindu Governments of the Peninsula of India. Every well-regulated village under those Governments had a public school and a public schoolmaster. The system of instruction in them was that which, in consequence of its efficiency, simplicity and cheapness, was a few years ago introduced from Madras into England and from England into the rest of Europe. Every Hindu parent looked upon the education of his child as a solemn duty which he owed to his God and to his country and placed him under the schoolmaster of his village as soon as he had attained his fifth year. (b)

(a) Extract of a letter of Sir Alexander Johnston to Mr. C. Grant upon the Hindu National Education.

(b) This is true even to-day. The ceremony is called Akshrabhasam.

foreign to their legitimate sphere of work. Further, besides all the trouble thus entailed on the Inspectors it very often happens that the Municipalities and Local Fund Boards cannot find funds to grant in full the amounts passed by the Inspectors in their certifying memoranda. The legitimate expectations of the schoolmasters being thus frustrated they continue their work with less enthusiasm than ever.

Moreover, it is to be remembered that the results system is directly responsible for the complex and harassing system of examinations to which children of tender years are year after year subjected.

Next with reference to unsuitable courses of study and text-books.

Children generally join school at the very early age of five and they stop in primary schools for five years.

The Educational Code prescribes the following curriculum:—

Compulsory Subjects—(1) Reading, Recitation and Grammar; (2) Writing and Spelling; (3) Arithmetic.

Optional Subject—(1) Elementary Science; (2) Second Language; (3) Drawing; (4) History of India; (5) Geography; (6) Needle work; (7) Singing (for girls only); (8) Hygiene and Elementary Sanitary Science; (9) Agriculture (for boys only); (10) Mensuration (for boys only); (11) Any one of the industrial subjects laid down in chapter V (iii) of the Madras Educational Rules (for private candidates only).

It is further provided that every candidate shall bring up the compulsory and two optional subjects at the same examination.

The examination is mainly *viva voce* and the little writing that it involves is done on slates so that the Examinees do not acquire even facility of penmanship.

Considering the unsatisfactory knowledge which the boys in the primary schools obtain in the compulsory subjects, we think all optional subjects should be done away with. In the generality of schools, Indian History and Geography of the Madras Presidency are taken as optional subjects, and since the boys have to read, later on, these subjects for three years in the Middle School Department, and for another three years in the High School Department, they can very well be removed from the curriculum.

1, 8, 9, 10 and 11 of the optional subjects are entirely unsuited for boys of tender years.

Let us next examine what is the general proficiency obtained by a study of the compulsory subjects.

I. (1) To read with ease, correctness, and intelligence a few lines from any reader approved for the standard that has not been studied in the class during the year and also from manuscripts.

(2) Recitation; about 140 lines for five years.

(3) Subject-matter.

(4) To point out nouns, verbs, the subject, predicate and the object.

II. Writing.

III. Arithmetic: Compound Rules, Reductions, Fractions and Bazaar accounts.

IV. Geography (a) Shape and size of the earth, simple notions regarding the relations of sun, moon and the earth; (b) Oceans and continents of the world; (c) Geography of the Madras Presidency, Coorg, Travancore, Mysore, Cochin and Hyderabad as in any approved book; also of the important physical features of the rest of India.

V. History of India.

It is not enough that boys after five years' stay in school merely acquire a facility to read and write. It is possible in that period to acquire a thorough grounding in the Vernaculars as well when the optional subjects are removed from the curriculum.

Next with reference to unsuitable text-books. The evils have grown to such an extent that the attention of the Educational Departments is drawn to them by the Teachers' Conference held at Górávari, where 400 Primary and Lower Secondary teachers were present when the following resolution was passed:—"As most of the approved text-books prescribed for use in Government and Board Schools are quite unsuited both in regard to quality and quantity to the standards for which they are prescribed, this conference humbly requests the Government to give greater scope in the selection of text-books to the teachers of the Government and Board Lower Secondary and Primary Schools, and to appoint a special and representative committee of Telugu men competent to judge the merits or otherwise of Vernacular text-books now in use in the district and encourage the publication of good books in that subject based on the recommendation of such committee."

Now, from time immemorial the children of this country had been accustomed to commit to memory chaste, simple poetical stanzas containing two lines and four lines each. Children in the Primary Department once learnt a book called Poetical Anthology, No. 1 printed by the order

of the Director of Public Instruction. It ran through eight editions. The eighth and the last which was printed in 1884 by the Madras School Book and Vernacular Literature Society consisted of 30,000 copies. When the Educational rules prescribed for recitation only 140 lines for five years these books fell out of use and the prose books issued by English publishers and prescribed as text-books contain only as much as is required by the code. We do not desire to be understood as praising cram; these verses were not only committed to memory but the pupils understood them. Under the present curriculum of studies, children are unable to grasp sufficiently well the subject-matter in their readers and to obtain an intelligent study of History and Geography, their low-paid teachers anxious that their pupils should pass the examinations encourage them to learn by heart ill-written and badly printed notes and compendia of which tens of thousands are sold every year. But very little aid is given to the cultivation of memory in the proper sense. Speaking about this subject an ancient writer says: "Keeness of memory is also most valuable. When the mind is fresh and vigorous it should be stored with what is good and lasting. How many an aged person in a long illness has been comforted by the psalms and hymns and prayers learned in his childhood." Ruskin says: "My mother forced me to learn long chapters of the Bible by heart and to that discipline I owe the best part of my taste in literature." Thus as the curriculum is ridiculously meagre, after passing through it the child is really as ignorant as before. That the question of reform in this matter is an important one nobody can deny who remembers how the child can be moulded and influenced in its tender years and how the children of the present are the citizens of the future.

Next, with reference to inefficient teaching. Persons who ought themselves to have been learners are made to teach these little children. One of the objects of the Primary Examination is "to test the fitness of teachers for admission to Primary Training Schools." The general proficiency of those who pass the Primary Examination has already been sketched above, and these Arnolds and Pestalozzis, after a year's stay in a training school, became full blown teachers, and it is not at all to be wondered at that children with little powers of concentration and comprehension break down miserably under their tuition.

Lastly, the question of injudicious methods of examination. The examination is entrusted to a Board and they have to examine a large number of students within a limited time; therefore, they wish to elicit answers which are capable of being marked mechanically. This will always be the case where an examiner has to correct a large number of slates. Nor is it to be wondered at that school masters generally teach only those points which are usually questioned.

Thus the present system instead of helping the child sinks him down into ignorance. It is the duty of every earnest worker to take the children and also the nation (for the children of to-day will be the nation, a generation hence) out of ignorance. As the Viceroy has said: "What is the greatest danger in India; what is the source of suspicion, superstition, outbreaks, crime, yes, and also of much agrarian discontent and suffering among the masses? It is ignorance. What is the only antidote to ignorance? Knowledge in proportion. As we teach the masses, so we shall make their lot happier; so they will become more useful members of the body politic." The Japanese, availing themselves of the knowledge of the West by translations of scientific books, have developed their industries, while we have remained stagnant and unprogressive.

We think the only way of making the education reach the masses is to conduct it on national lines. At present the people are not made to take an interest in the education of their children.

The Education Commission held that it was the duty of Revenue officers to inspect schools and it was also desirable that other Government officers and private persons should also inspect schools. The Government of India in their Resolution on the Quinquennial Review of Education (1892-93-1896-97) said that this duty on the part of the district officer "is especially incumbent on him in respect of primary schools."

We think primary education can be made truly national when every Municipality and Local Fund Board is made to start schools within its boundaries, such schools being opened without prejudice to existing schools. These schools should not only, as recommended by the Education Commission, be under the inspection of private gentlemen, but should be under the management of local bodies of which such gentlemen should also be members. The funds for these schools should ordinarily be obtained from three sources:—(1) School-fees; (2) Voluntary Contribution Fund; (3) Contribution from the Municipality or Local Board. These may be supplemented by contributions from Provincial Funds, if necessary. For such a purpose there would assuredly be no want of outside help in this land of proverbial charity, and though large endowments are not so frequent or of such magnitude as in England and America, yet we may be sure that modest sums will be forthcoming with the help of which and school-fees and contributions from the Municipalities and Local Fund Boards, primary schools may be efficiently conducted without any extra outlay of money. We also think that local bodies with their special knowledge of local conditions are fit to be entrusted with the work of primary education. Of course, these schools should be under the general supervision of the Government Educational Department. By thus practically interesting the parent in the education of his children the State would be simultaneously educating the citizen in his duties, thus making him more self-reliant than now, while at the same time, imparting the elements of knowledge to his child and fitting him for the battle of life.

During the last few months it has been pointed out that to bring in the neglected $8\frac{1}{2}$ millions of school-going children under instruction it would cost about 70 lakhs of rupees. Should Government be pleased to sanction the above-mentioned sum the money would be better spent on technical schools where the majority of these neglected children, that is, children of agriculturists, artisans and other labouring classes, will be profited immensely.

List of Gentlemen who have replied to the circular letter of the Council of Native Education, dated 3rd May 1905.

1. M.R.Ry. Diwan Bahadur R. Ragunatha Rao, Kumbakonam.
2. " Hon'ble M. Krishnan Nayar, Calicut.
3. " B. C. Ragaviah, Pleader, North Arcot.
4. " Purniah Pantulu, Pleader, Vizagapatam.
5. " Cunniah Nayudu, Pleader, Erode.
6. " T. A. Ramakrishna Pillai, B.A., F.M.U., Egmore.
7. " K. B. Ramanatha Aiyar, M.A., B.L., L.T., F.M.U., Pachiyappa's College.
8. " Venkatarama Aiyar, Pleader, Secretary, District Association, Chingleput.
9. " T. R. Ramanatha Aiyar, B.A., L.T., Mylapore.
10. " Padmanabachari, B.A., B.L., High Court Vakil, Egmore.
11. Secretary, Subrahmania Aiyar's High School, Mylapore.
12. M.R.Ry. P. R. Subrahmania Sastri, Ernakulam College.
13. Headmaster, Government Girls' School, Cuddalore.
14. Chairman, Municipality, Chingleput.
15. " " Conjeeveram.
16. " " Dindigul.
17. " " Anantapur.
18. " " Negapatam.
19. " " Chicakulam.
20. Headmaster, Municipal High School, Chicacole.
21. " Taylor's High School, Narasapur.
22. " A.E.L.M. High School, Peddapur.
23. " Rajah Chellayamma Row's High School, Pittapuram.
24. " C. M. S. High School, Bezvada.
25. " Town High School, Guntur.
26. Principal, Mrs. A. V. Narasinga Rao College, Vizagapatam.
27. " A.E.L.M. College, Guntur.
28. " Noble College, Masulipatam.
29. Headmaster, Sri Raja's High School, Nuzvid.
30. " F. C. M. High School, Nellore.
31. " Venkatagiri Raja's High School, Nellore.
32. Principal, A. B. M. College, Ongole.
33. The Revd. Meston, Madras Christian College.
34. Principal, Doveton Protestant College.
35. Headmaster, Hindu Theological High School, Madras.
36. M.R.Ry. Narayana Aiyangar, Assistant Master, Pachaiyappa's College, Madras.
37. Headmaster, Tondai Mandalam Thuluva Vellalar's High School, Madras.
38. " St. Thome Seminary, Mylapore.
39. " P. Subrahmania Aiyar's High School, Mylapore.
40. " City High School, Madras.
41. Principal, Wardlaw College, Bellary.
42. " Wesley College, Royapetta.
43. " Raja's College, Puducottah.
44. Headmaster, F.C.M. High School, Conjeeveram.
45. " Pachaiyappa's High School, Conjeeveram.
46. " Hindu High School, Madurantakam.
47. " Municipal High School, Anantapur.
48. " London Mission High School, Gooty.
49. " Board High School, Chittoor.
50. " American Mission High School, Punganoor.
51. " H.L.G.M. High School, Tripati.
52. " Srimahant's Hindu High School, Tripati.
53. Principal, Voorhee's College, Vellore.
54. Headmaster, London Mission High School, Coimbatore.
55. " Mahajana High School, Erode.
56. " Diamond Jubilee High School, Gopichettipaliam.
57. " National High School, Mannargudi.
58. " Municipal High School, Mayavaram.

59. Headmaster, National High School, Negapatam.
60. " St. Antony's High School, Negapatam.
61. " Board High School, Thiruvallur.
62. " Municipal High School, Srirangam.
63. " S.P.G. High School, Trichinopoly.
64. " National High School, "
65. " Municipal High School, Dindigul.
66. Secretary, Teachers' Association, Madura.
67. Headmaster, Setupati Town High School, Madura.
68. " S.P.G. High School, Ramnad.
69. " Kshatria Vidhayasala, Virudupati.
70. " Alatur High School, Malabar.
71. " Kollengode Raja's High School, Malabar.
72. " Ottappalam High School, Malabar.
73. Principal, Brennen College, Tellicherry.
74. Secretary, Missionary aided Education, Vellore.
75. M.R.Ey. P. N. Raman Pillai, Editor, *Madras Standard*.
76. Secretary, North Arcot Teachers' Association.

Opinions.

IN FAVOUR.

1. It is certainly desirable to have a School Board consisting of competent members appointed for each group of villages for the supervision of education and the distribution of grants

7th July 1905.

M. RAMA RAU,
Headmaster, A.E.L.M. High School, Peddapur.

2. I am at one with you in thinking it desirable to organise a School Board consisting of five members to superintend the schools and distribute grants in accordance with the rules of the Educational department. But they must be residents of places that are very near the schools which they are to superintend and men of impartial judgment, who take genuine interest in the cause of education and in whose integrity and disinterestedness the public have a strong faith. The existence of such a Board will be a safeguard against the dereliction of duty and malpractices observable in some of the primary schools of to-day which often escape the eye of the Inspecting officers, who visit them once in six months or a year.

22nd July 1905.

The Headmaster, R. Ch. High School, Pittapuram.

3. A School Board, if efficiently constituted, should, certainly, be able to feel the needs of the locality better than departmental officers, especially in the lower ranks, can at present, who generally have a lot of work to do and naturally do it all in their own way.

3rd August 1905.

M. KRISHNAMACHARYA,
Headmaster, Hindu Theological High School, Madras.

4. School Board is highly desirable, but every village need not have a Board unless it contains a population of over 1,000. Villages within the radius of 2 miles may have one Board.

24th July 1905.

N. PARAMASIVAN,
Headmaster, Pachaiyappa's High School, Conjeeveram.

5. As an incentive for the prominent villagers to take an interest in the schools it would be desirable to place the schools under the supervision of local School Boards; but their supervision should be strictly confined to seeing whether the school is properly conducted, whether the teacher is regular and punctual and to assisting the teachers in securing the attendance of boys and getting their fees collected (*i.e.*), in general terms to do what local influence alone could do; but they should be strictly excluded from having any control over the finances of the school or over any of the technical points with which a departmental officer alone can deal. The most influential men of each village should be selected and they should act as mediators between the teachers and the villagers, the former being a stranger and not in the confidence of the latter.

9th August 1905.

The Sub-Asst. Inspr. of Schools, Tanjore Range.

6. I approve of the proposed arrangement. For a population of 2,000 in a village or group of villages, there should be a School Board of three members who should be influential men with sufficient amount of education and public spirit, for supervising education by periodical examinations and visits. Their remarks entered in a book are to be considered by the Inspectors of the Educational department at the time of paying grant.

5th June 1905.

G. SESHAIYANGAR,
Headmaster, National High School, Trichinopoly.

7. Provided that there is a responsible Educational officer of a grade not lower than that of a Sub-Assistant Inspector on the School Board, and provided also that the other members are competent to exercise *intelligent* control over the schools. As a tentative measure this system may be tried in towns and large villages where such School Boards may be easily formed.

27th May 1905.

The Headmaster, Board High School, Tiruvallur.

8. A School Board for every village is not possible under the present circumstances. It is premature. But primary education in each educational circle may be entrusted to a Board of Education to be composed of official and non-official members, and presided over by the Inspector of Schools. The Board should have power to levy an education cess, the proceeds of which, supplemented by grants from Provincial, Local and Municipal funds, should be spent on primary education. The Board should open a primary school in every village (or group of villages) and give free education to all who care to attend the school. This would pave the way for compulsory primary education in course of time. Where there are already efficient primary schools, they should be allowed to continue as "aided" schools. Local Boards and Municipalities have too many irons in the fire, and they cannot give that attention to primary education, which its importance requires. Hence it is necessary that primary education should be entrusted to a Board of Education. Secondary education may be left to the Local Boards, and Municipalities.

10th July 1905.

The Headmaster, A.M. High School, Punganur.

9. The constitution of School Boards for supervising education may be a step in the right direction. But owing to the difficulty that may be experienced in selecting competent men in the greater part of the Presidency, the system may be tried for the present, as a tentative measure, in a few typical villages in the more advanced districts like Tanjore, Trichinopoly, Tinnevely and Malabar.

The question of the Board being empowered to distribute grants may be taken up for consideration only after the said Boards are found to do the work of supervision successfully, as it will involve material changes in the departmental rules relating to distribution of grants.

Secretary, North Arcot Teachers' Association.

10. Considering the importance of making parents and the public take an intelligent interest in the education of their children, the creation of a School Board consisting of private gentlemen of local influence will have a good effect in that direction. But we cannot expect much by their appointment for the cause of education itself. Past experience of Boards is not such as to warrant entrusting them with the important work of distributing grants or giving them powers of interfering with the internal management of schools. Of course they may be allowed to visit schools occasionally and record their impressions in visitors' books.

1st July 1905.

The Chairman, Municipal Council, Dindigul.

11. It is desirable that every village or group of villages should have a School Board for supervising the work of the primary schools therein and distributing the grants according to the rules framed by the Educational department. The creation of such Boards will enlist the sympathy and co-operation of a great many people in the work of education and will be one of the effective means of spreading education among the masses.

16th November 1905.

The Chairman, Municipal Council, Chingleput.

12. I consider it is not possible to have a School Board for a village or group of villages for supervising education and distributing the grants except in the Central, Southern and Western districts of this Presidency.

CHITTOOR,
25th May 1905.

B. C. RAGAVAYYAR.

13. It is desirable that such a School Board should exist.

20th July 1905.

Headmaster, Wesleyan Mission High School, Negapatam.

14. I thoroughly approve of the schemes proposed.

GUNTUR,
24th May 1905.

K. K. KRISHNA AYYAR, B.A., L.T.,
Headmaster, Town High School, Guntur.

15. I should certainly be glad to be present at any such conference as you suggest. The subjects of lower secondary and primary education are of great importance to the welfare of the country, and need the serious attention of all engaged in educational work. It is, perhaps, unnecessary for me to discuss the circulars you have sent. It seems to me however that there is one question of principle that has not (recently, at all events) been discussed. It is apparently

tacitly assumed that the present division into primary, lower secondary, upper secondary, and then college classes is a satisfactory one. But is this so? Should all the lower classes lead up to the Matriculation? Lower secondary education as it now exists is hardly on a level with what is known as "Elementary" education in England. The primary standard is very low and it is little short of iniquitous that little children of ten should be required to pass this examination to obtain a grant. But they have to, and can we regard an examination able to be passed by children of ten as being a satisfactory standard of even elementary education. I think not.

RAYAPETTAH,
26th May 1905.

REV. C. POLLARD.

16. The institution of school boards is one of the best ways of creating local interest in primary education as well as of supervising it. The constitution of a school board might be similar to that in England, or something like this:—the board be elected once in two or three years at a meeting convened by the department of (i) the fathers of school boys (ii) or their recognised guardians; and (iii) such as pay the school board an annual donation of Rs. 6.

20th May 1905.

N. S. VENKATARAMA AIYAR, M.A., L.T.,
Headmaster, National High School, Mannargudi.

17. I very well approve of every line of your new proposals and am quite sure that primary education on the new lines suggested would raise materially the condition of our masses.

2nd June 1905.

P. A. SANKARANARAYANA AIYAR,
Headmaster, Palghat Raja's High School, Alatur.

18. With reference to your pamphlets and circulars you were kind enough to send me I have the pleasure of stating that I entirely concur with the views stated therein about the primary education and the lower secondary curriculum of studies.

25th May 1905.

S. RAMACHANDRAN,
Headmaster, Kallangod Raja's High School.

19. It is desirable that every group of villages should have a school board.

15th May 1905.

T. RAMAKRISHNA PILLAI,
Thottakkadu House, Poonamallee Road, Madras.

20. The rural school circular meets many present requirements but I should add to it. It seems to me that local boards and municipalities are best agencies to carry out the school. Government may provide funds and scheme but the carrying out should vest in local bodies. Each district should have its own curriculum and class books, etc., requirements of each district are so various, but inspection and advice should be with Government, Director and Inspector.

MYLAPUR,
29th June 1905.

T. R. RAMANADHA AIYAR.

21. It is desirable that each village union should have a school board consisting of five members who will supervise the school and distribute the grants.

3rd June 1905.

P. R. SUBRAHMANYA SASTRY,
Ernaculam College.

22. The six queries raised therein are pregnant with desirable changes in the system of the existing state of primary education. Thanks for the interest taken in the cause of primary education.

31st May 1905.

C. GOPALA AIYANGAR,
Headmaster, Govt. Girls' School, Cuddalore.

23. In the first place it appears to me that every attempt at self-help on the part of our people such as your scheme necessitates ought to be welcomed. Whatever may be said of the abstract policy or impolicy of a scheme of "free" primary education by the State it is obvious enough that the day if at all it should come is far off when such a scheme will be practicable in India. There then remains the comparatively simpler method by which A, instead of paying taxes for the "free" education of all children of a school-going age in the country, is made to supervise the education of his own children and of the children of his neighbours and fellow-villagers—a matter obviously of direct and vivid interest to him.

29th June 1905.

R. PADMANABHACHARI, B.A., B.L.,
High Court Vakil, Egmore, Madras.

AGAINST.

1. I do not think that people in the villages have come up to that level when they can exercise their free and unprejudiced discretion in the matter of allotting grants. The factions in the villages would, I am afraid, deprive these boards of their usefulness.

21st May 1905.

V. RAMASWAMI AIYAR, B.A., L.T.,
Headmaster, Taylor High School, Narsapur.

2. The Educational Department is best fitted for distributing the grants and so I do not consider it desirable to form a Board of Education for village schools.

26th May 1905.

A. SANTANA RAMAN AIYANGAR,
Headmaster, V.R. High School, Nellore.

3. Most certainly it is, if so many of unimpeachable character, uninfluenced by any kind of bias, can be found in a village.

25th May 1905.

S. STEPHEN, B.A., L.T.,
Headmaster, H.L.G. M. High School, Tirupati.

4. The policy of the State to make the primary education free, i.e., to meet its expenses from public funds and to leave the secondary education to private generosity or charity is sound in principle and practice. For the primary education concerns as it were the very being whereas the secondary concerns the well being of the people of the country. The present scheme of rural schools seems to promise much and should be tried some years before we can decide upon a better plan.

4th June 1905.

S. STEPHEN,
Headmaster, S.P.G. High School, Ramnad.

5. Though desirable, I am doubtful of your being able to get together five men who can be expected to take sufficient interest in primary education and fairly distribute the grants.

11th June 1905.

K. B. RAMANATHAN, M.A., L.T.,
Bomarsund Cottage, Coonoor.

6. Considering the general want of education amongst villagers, it is not desirable to vest in such hands the responsibility of "supervising" education or "distributing" grants. The village schoolmaster and the inspecting schoolmaster under whom he works, low as their qualifications are, are yet men in a way fitted for their work by their training, and further they work under a sense of responsibility to their enlightened superiors. And it is inconceivable that results that these are unable to achieve can be accomplished by a board of illiterate and irresponsible villagers. One mischievous result of such a plan would be to make the village schoolmaster subservient to the whims of the ignorant board or its most influential member, whose ideas of education may altogether upset his own dear-bought pedagogies of the "Normal school." Nor do I think that amongst the villagers could be found men of such stern independence of character and of such keenness of judgment as could be relied on for thorough fairness in the distribution of grants. The most deserving teacher may not always be the most popular one with the board or with its most masterful member. Doubtless I shall be told that the distribution will only be made according to the rules framed by the department. But your Council knows how wide is the chasm between the law and its application. Therefore I would say "Let well alone."

4th June 1905.

C. T. PARTHASARATHY MUDALIAR, B.A., L.T.,
Headmaster, Board High School, Chittoor (North Arcot).

GENTLEMEN who have replied to the circular letter of Council of Native Education, dated 3rd May 1905.

1. M.R.Ry. Diwan Bahadur R. Ragunatha Row, Kumbakonam.
2. " Hon'ble M. Krishnan Nair, Calicut.
3. " B. C. Raghaviah, Pleader, North Arcot.
4. " Purniah Pantulu, Pleader, Vizagapatam.
5. " Cunniah Nayudu, Pleader, Erode.
6. " T. A. Ramakrishna Pillai, B.A., F.M.U., Egmore.

7. M.R.Ry. K. B. Ramanatha Aiyar, M.A., B.L., L.T., F.M.U., Pachaiyappa's College.
8. " Venkatarama Aiyar, Pleader, Secretary, District Association, Chingleput.
9. " T. B. Ramanatha Aiyar, B.A., L.T., Mylapore.
10. " Padmanabachari B.A., B.L., High Court Vakil, Egmore.
11. Secretary, Subrahmania Aiyar's High School, Mylapore.
12. M.R.Ry. P. R. Subrahmania Sastri, Ernakulam College.
13. Headmaster, Government Girls' School, Cuddalore.
14. Chairman, Municipality, Chingleput.
15. " Municipality, Conjeeveram.
16. " Municipality, Dindigul.
17. " Municipality, Anantapur.
18. " Municipality, Negapatam.
19. " Municipality, Chicakulam.
20. Headmaster, Municipal High School, Chicacole.
21. " Taylor's High School, Narasapur.
22. " A.E.L.M. High School, Peddapur.
23. " Rajah Chellayamma Row's High School, Pittapuram.
24. " C.M.S. High School, Bezvada.
25. " Town High School, Guntur.
26. Principal, Mrs. A. V. Narasinga Row College, Vizagapatam.
27. " A.E.L.M. College, Guntur.
28. " Noble College, Masulipatam.
29. Headmaster, Sri Raja's High School, Nuzvid.
30. " F.C.M. High School, Nellore.
31. " Venkatagiri Raja's High School, Nellore.
32. Principal, A.B.M. College, Ongole.
33. The Rev. Meston, Madras Christian College.
34. Principal, Doveton Protestant College.
35. Headmaster, Hindu Theological High School, Madras.
36. M.R.Ry. Narayana Aiyangar, Assistant Master, Pachaiyappa's College, Madras.
37. Headmaster, Thondai Mandalum Thuluva Vellalar's High School, Madras.
38. " St. Thome Seminary, Mylapore.
39. " P. Subrahmania Aiyar's High School, Mylapore.
40. " City High School, Madras.
41. Principal, Wardlaw College, Bellary.
42. " Wesley College, Royapetta.
43. " Raja's College, Pudukotta.
44. Headmaster, F.C.M. High School, Conjeeveram.
45. " Pachaiyappa's High School, Conjeeveram.
46. " Hindu High School, Madurantakam.
47. " Municipal High School, Anantapur.
48. " London Mission High School, Gooty.
49. " Board High School, Chittoor.
50. " American Mission High School, Punganur.
51. " H.L.G.M. High School, Tirupati.
52. " Srimahant's Hindu High School, Tirupati.
53. Principal, Voorhee's College, Vellore.
54. Headmaster, London Mission High School, Coimbatore.
55. " Mahajana High School, Erode.
56. " Diamond Jubilee High School, Gopichettipaliam.
57. " National High School, Mannargudi.
58. " Municipal High School, Mayavaram.
59. " National High School, Negapatam.
60. " St. Antony's High School, Negapatam.
61. " Board High School, Tiruvallur.
62. " Municipal High School, Srirangam.
63. " S.P.G. High School, Trichinopoly.
64. " National High School, Trichinopoly.
65. " Municipal High School, Dindigul.
66. Secretary, Teachers' Association, Madura.
67. Headmaster, Setupati Town High School, Madura.
68. " S.P.G. High School, Ramnad.
69. " Kshatria Vidhayasala, Virudupati.
70. " Alatur High School, Malabar.
71. " Kolongad Raja's High School, Malabar.
72. " Ottapalium High School, Malabar.
73. Principal, Brennen College, Tellicherry.
74. Secretary, Missionary aided Education, Vellore.
75. M.R.Ry. P. N. Raman Pillai, Editor, Madras Standard.
76. Secretary, North Arcot Teachers' Association.

II

Memorandum No. 764-1, Educational, dated 22nd April 1907.

Referred to the Director of Public Instruction for very early remarks.

(By Order.)

C. A. SOUTER,
Assistant Secretary to Govt.

III

Letter—from the Hon'ble Mr. T. T. LOGAN, Acting Director of Public Instruction.
To—the Secretary to Government, Educational Department.
Dated—Ootacamund, the 9th May 1907.
No.—R.C. No. 3088.

With reference to your Memorandum No. 764-1, Educational, dated 22nd April 1907, I have the honour to offer the following remarks on the various points contained in the petition of the Joint Secretary to the Council of Native Education, Madras.

2. *Establishment of school boards.*—The Council proposes the establishment of school boards as a means of accelerating the spread of elementary education.

The Council specifies the following obstacles to the spread of elementary education :—

A. *Financial.*—Starting of local fund schools and taking over of aided schools (teacher-managers) by local bodies would be too *expensive* to permit rapid extension.

B. *Lack of interest shown by local residents.*—This is attributed partly to the nature of the curriculum ("too rigid and not popular") and partly to their having no share in the control or upkeep of the schools.

C. The Council also notes the absence of adequate *supervision* of elementary schools, educational officers still being too few in number (though it is admitted that increased provision for grants should *precede* increased provision for supervision) and Taluk Boards and Municipalities having too many other *matters* to occupy their attention.

3. To remove these obstacles the Council proposes the formation of boards for solely educational purposes—composed of the most influential residents—to assist financially in starting and maintenance of schools; to supervise the general working of the schools; to advise the educational officers regarding the curriculum, etc.; and general to act as "go between" in matters educational between the Government and the people.

The details are not clearly worked out; and the authority to be given to these boards and their range of influence is nowhere precisely stated.

4. *General remarks on the proposal.*—The obstacles as stated by the Council are admitted on all sides by educational officers. Few educational officers would deny that swifter progress can be made only by securing more local co-operation and by popularising elementary education. The Local Fund Code contemplates the possibility of the Taluk Boards handing over schools to Union Panchayats.

5. *Remarks on details of the scheme—A. Financial.*—The problem of the immediate present is what to do with the "Teacher-Manager" schools (see Dr. Bourne's letter to Government on the revision of the Grant-in-aid Code). The general idea seems to be to bring them more under departmental (or board) control and to compensate for loss of independence by monthly salaries instead of annual grants. The same remark applies with even greater force to *new schools*. Are we to go on adding to the aided list these Teacher-Manager schools on the same footing as hitherto? Is not this (a) too slow a process, (b) too inefficient (owing to lack of supervision)? Is it not on the other hand too expensive to convert these Teacher-Manager schools—both old and new—into board schools.

The last question is answered in the affirmative by the Council who point to the difference in cost between the aided and the board school. Although it is true that many of the Teacher-Manager schools are even now supported entirely by grants from public funds and that in many cases their schools could be brought under public control by payment of smaller salaries than those at present recommended for full fledged board schools, yet it cannot be denied that the general effect of bringing them more completely under public control would be an increase in expenditure from public funds *per school* which might be a bar to rapid extension or even to any extension. But the Council nowhere shows clearly in what way the formation of school boards would prevent this increased expenditure.

(i) There is some vague talk of subscriptions and donations to be raised by the school boards. But there is a very strong and widespread conviction now in the villages that Government have taken on themselves the duty of providing elementary education and that this is not a case for private effort. On all sides there is a cry for establishment of more board schools and it is becoming every day more difficult to get the villagers to make any outlay on elementary education themselves.

It might be possible here and there in the more well-to-do villages for local committees to extract subscriptions; and in the matter of school buildings and equipment the appeal to local co-operation has not been always fruitless. But it would be unwise to look for very much from this quarter; and it might be considered a dangerous policy to entrust a local committee with authority from Government to collect funds for a school. Government servants are expressly forbidden to canvass for subscriptions.

(ii) The Council seems also to contemplate the possibility of local committees being authorised to levy cesses for educational purposes according to the needs and circumstances of the locality, which would supplement or even take the place of the portion of the local funds revenues set aside for educational purposes.

Even if we admit the possibility of local educational cesses it is obviously useless to contemplate the granting of this financial power to local school boards before their efficiency in other less important matters has been tested. Nor has the Council in any way demonstrated that such a system would involve less expenditure on the whole from public funds than hitherto.

6. *B. Lack of interest.*—This is undoubted. It is more specially marked in the case of village officers; there are frequent complaints that the help rendered by these to educational officers is inadequate. If these officers could be made more responsible for the popularity of the village school it would be a great step in advance.

Theoretically it is no doubt useful that educational officers should have a representative local body to consult in questions of curriculum. But as a matter of fact the verdict of most inspecting officers would probably be that they find great difficulty in getting a definite expression of opinion from the residents on this point. It would be rash to assert that the villagers as a whole are desirous of a more utilitarian education. The opinions most generally heard are that the school is a place where pupils should learn to read, write, and reckon and pass examinations. (The of Primary Examination had an immense influence on village schools.) Most villagers are dissatisfied with the present readers as being too utilitarian and not literary enough. They would like more extracts from popular legends, religious books, etc. But that a boy should learn in school what they consider he is sure to learn later on in experience in life they regard as very paradoxical. This is only pointed out in order to show that local consultations (which are already resorted to) are not sure means of providing a practical education.

On the other hand it is difficult to lay too much stress on the need of ascertaining and complying with local demands where they are not prejudicial to sound education.

7. *C. Lack of supervision.*—Here again the lack of co-operation on the part of village officers is keenly felt. More supervision to prevent continual absence of teachers—slack attendance—concocted registers, etc., is sorely needed.

A local committee could do more in this line than in any other; there are, however, obvious dangers, e.g.—

section 38 of the
Municipal Council to
aid schools under pr
open to of various obje

1. 20th

Subject
Circular letter
Subject
am being a

2. 3

the P
indig

for hold

8. R. Padn

9. 1

(i) The dual authority of educational officers and local boards already presents certain difficulties which are undoubtedly increased if to these is added the authority of a local committee.

(ii) In many villages there are permanent factions—the personal faction is most important. To put a teacher under a local committee has been found in some cases the same thing as making him the servant of the most influential men on that committee. It is not impossible that the creation of local supervising committees would necessitate the creation of special officers to supervise the supervising committees.

8. Before making final recommendations I would point out that an interesting account of attempts made to secure local co-operation in the Central Provinces is given by Mr. Sharp in volume I of special reports on educational subjects. In the Central Provinces there is (a) a school board for each district which seems to stand in the same relation to the District Board in educational matters as the Taluk Board is to the District Board in all matters within its sphere of influence. It is practically a committee of the District Board elected *ad hoc* with some outside members. But its chief work seems to be the appointment and dismissal of teachers.

There is (b) a school committee in each village where there is a Government rural school (most schools seem to be under Government; apparently the committee is not concerned with aided schools). This committee is appointed by the Local Boards; and consists largely of village officers. The members pay collective and individual visits to the schools; and are supposed to look after registers, assess fees, secure good attendance, enforce discipline, report irregularities and grant casual leave. The writer says little of the results of this system; and nothing that he says would lead one to suppose that so far it had been found very effective. He makes the ominous remark "they (the school committees) require to be looked after by inspecting officers."

9. I would offer the following recommendations:—

A. In every taluk two villages may be selected by inspecting officers—one containing an aided, the other a board school. For these two schools experimental local committees (not more than five members) may be selected by the Revenue officers. Their work may be as follows:—

(i) To supervise the working of the school by periodical checking of registers—visits to the school—noting absence of teachers, etc. (In the case of board schools they may be allowed to grant casual leave within the usual limits).

(ii) To take steps for improving the attendance by house-to-house visits; addresses, etc.

(iii) To look after the building and equipment of the school; to take such steps in these respects as may be possible by means of local help in consultation with inspecting officers; and to report to the inspecting officers where necessary improvement requires help from public funds.

(iv) To give advice to the manager through inspecting officers (or to represent public opinion) on matters concerning the curriculum, rates of fees, and on such other matters as may affect the welfare of the school.

(v) To be the medium through which educational officers may represent to the villagers the educational policy of the Government and may receive their opinion thereon.

It should be understood that this committee is essentially advisory and that it has no direct control over the school and can take action only in consultation with the inspecting officers.

After a year's trial has been given to these committees, reports on their working will be considered with a view to extending their functions and increasing their numbers if they are found effective.

B. Every Municipal Council should be expected to have an educational sub-committee. The desirability of forming educational sub-committees of the Taluk Boards should be considered by the Boards.

C. The active co-operation of village officers with educational officers should be more strictly enforced and village officers held partly responsible for the condition of the village school.

D. A special officer may be deputed to study the working of the School Boards and School Committees in the Central Provinces and to report on the desirability of introducing the system into this Presidency.

10. The conditions of the Madras City are peculiar and necessitate a separate treatment. I see no reason why the Council's suggestion that they may be allowed to organise a few local committees should not be accepted experimentally. The Madras Sub-Assistant Inspectors of Schools might be asked to specify one or two schools where condition is sufficiently bad to justify withdrawal of aid. Managers of these schools (non-mission) might be informed that aid will be continued only if they submit their schools to the general supervision of these committees, whose powers will of course be defined as in the case of the village committees.

11. I beg to return herewith the Council's petition and its enclosures.

IV

Memorandum No. 1110-1, Educational, dated 13th July 1907.

With reference to his R.C. No. 3088, dated 9th May 1907, forwarding his remarks on the memorial of the Council of Native Education, Madras, the Director of Public Instruction is requested to furnish at an early date information as to the constitution and history of the Council.

(By order.)

C. A. SOUTER,
Assistant Secretary to Government.

To the Director of Public Instruction.

V

Letter—from the Hon'ble Mr. T. T. LOGAN, B.A., Acting Director of Public Instruction, Madras.

To—the Secretary to Government, Educational Department.

Dated—the 30th July 1907.

No.—R.C. 3088.

In reply to Government Memorandum No. 1110-1, Educational, dated 13th instant, I have the honour to submit the enclosed copy of a printed pamphlet which furnishes information in regard to the constitution and history of the Council of Native Education, Madras.

ENCLOSURE.

Officers and Council.

The Council of Native Education begs to submit the report of its working for the previous years:

After a few informal meetings of some gentlemen of Madras interested in the cause of Native education, it was resolved that a meeting should be held for the formation of a Council of Native Education for the Presidency. Invitations were issued to the Principals, Headmasters and Managers of Native schools and colleges as also to the Headmasters or Principals of Municipal or Board schools or colleges. In response to such invitations there was held in April 1900 at Pachaiyappa's Hall a good gathering of Native gentlemen who represented the Native Educational institutions of Madras and of some mufassal stations. It is unnecessary at this distant date to give the names of the institutions that were represented and the gentlemen who were present and took part in the meeting and their names are to be found in the appendix to this report (*vide* "Reprint of the Proceedings of the Council of Native Education held at Pachaiyappa's College on the 14th April 1900").

section 38 of the Municipal Council to and schools under provision to of various objects

The resolutions passed at that meeting were five in all, and of these the first resolution showing the objects of the Council of Native Education was as follows:—

That it is desirable to form an association to be called "The Council of Native Education" with the following objects, *via*:—

(1) to place before the Government and the Educational authorities, whenever necessary, the views of the Native community on questions of educational interest;

(2) to protect and promote, as effectively as possible, the interests of any educational institution or class of institutions in which the Native community in any place or in the whole residency is particularly interested;

(3) to bring into a focus the views of Native gentlemen and of educationists in the Presidency on questions affecting education, and to bring about such changes as may be deemed desirable in the educational system and machinery to suit them to the changing circumstances of the country; and

(4) to promote a spirit of co-operation among the Native Educational institutions of the country.

For three years the Council did not engage in any active work. Mr. K. B. Ramanathar, who was one of the Secretaries and who could have rendered very valuable work on behalf of the Council of Native education, resigned his office owing to pressure of work. The other members of the Council of Native Education being professional men, could not find time to deal with educational problems.

Some of the questions which might have been discussed by the Council of Native Education were being discussed in the Teachers' Guild and this also contributed to the indifference of the members to take interest in the work of the Council of Native Education. However, it was thought desirable to continue the association as representing the views of the general native public and not merely those of teachers. The services of Mr. S. Rajagopalachariar of Pachaiyappa's College as joint Secretary to the Council were secured and since then the Council has been inviting and expressing public opinion on several questions of educational interest and making representations to the authorities on such questions. The Council now feels that the time has come when a report of its operations during the past three years ought to be placed before the public so that it might secure further co-operation and support not only from those actually engaged in education but also from others interested in educational questions.

One of the first questions taken up by the Council was the desirability of substituting the vernaculars of the pupils for English as the media of instruction in the Lower Secondary classes, in short, the desirability of boys learning non-language subjects through vernacular manuals. In order to ascertain the views of those who by their position were most qualified to express an opinion and with whom would rest the practical carrying out of the reform, the Hon'ble Mr. P. S. Sivaswami Aiyar, the Secretary to the Council, forwarded a circular letter, dated 14th March 1904, with a printed pamphlet, "on vernaculars being the main media of instruction in non-language subjects in Lower Secondary classes." To avoid misapprehension it may be noted that what the Council proposed was not the excision of English from the Lower Secondary curriculum. On the other hand, its retention was advocated, but it was proposed that instruction in non-language subjects to boys of tender age should be in their own vernaculars and not in English. The circular letter and a pamphlet embodying the views of the Council were sent to the Headmasters of High Schools throughout the Presidency inviting their opinions on the desirability of so substituting the vernaculars for English. A few of these circulars were addressed to gentlemen other than Headmasters of Schools interested in education. About 50 circulars were thus sent out and about 50 replies were received almost all in favour of the proposed reform. A meeting of the Council took place at the Mahajana Sabha Hall on the 14th January 1905 and, as a result of the same, a memorial was prepared and sent to the Director of Public Instruction on the 31st January 1905, praying that the vernaculars should be made the media of instruction in non-language subjects in the Lower Secondary classes. Since then the Government of India have officially declared their opinion as to the soundness of this policy. The position of the Council was simply the following: that children whether in town or in villages could be profited by learning non-language subjects through vernacular manuals. The village boys will learn Indian History and Geography through vernacular manuals which they do not learn at present. The children in town schools will learn easily and in a shorter time these subjects learnt through vernacular manuals while English can be learnt as a language subject. The distinction made by the Department of schools into Elementary and Secondary and the further complication of this distinction by a rule that students of the 7th standard of an Elementary school can only be admitted into the 4th standard of a Secondary school will render inoperative the benefits which the Council expected would be bestowed upon the country by their suggestions. The Council proposes to take up this important question at an early date and express its views to the Government.

The next question to which the Council directed its attention was that of primary education. In order to invite and focus the opinions of Headmasters of High Schools and others interested in the subject a pamphlet containing the views of the Council pointing out the defects in the then existing system and showing how the same might be remedied was sent out. This was accompanied by a list of questions directed towards ascertaining the opinions of those

addressed, upon the main proposals of reform advocated by the Council. About 200 gentlemen were thus addressed and circulars were sent to the Chairmen of Municipalities as these persons ought, by their official position, to be of great help for the dissemination of primary education. The Hon'ble Mr. Sivaswami Aiyar's circular letters were sent on the 3rd May 1905. About 80 replies were received—promising co-operation and support. The Council then arranged for a Conference of Teachers in December 1905, for the purpose of discussing questions relating to primary education. The following was the programme:—

14th December 1905.

Preliminary meeting of the Headmasters of High and Middle Schools and others interested in education.

(1) School buildings to be provided with kindergarten gifts and physical apparatus chemicals.

(2) A comparative examination to be conducted by the Headmasters of High Schools at the place of the discredited Government Lower Secondary examination.

(3) Settlement of the curriculum of the Lower Secondary studies.

(4) The establishment of a non-official central body to supervise the Lower Secondary primary education.

As announced there was a Conference at Pachaiyappa's Hall of Headmasters of High Middle Schools and some other gentlemen interested in education.

15th December 1905.

Co-operation among educated Indians for the spread of education among the masses.

Mr. David Ashirvadham of the City High School read a paper on the subject put down at that day's meeting with Mr. P. Nagabushanam Pantulu, M.A., B.L., in the chair. The proceedings that were put down for the 16th were unavoidably postponed as it was feared that owing to an urgent and important meeting of the Senate of the Madras University fixed for that even and other public engagements a really representative meeting could not be held.

The Council with a desire to give effect to an important suggestion contained in the sympathetic leader of the *Madras Mail*, 6th June 1905, moved the Chingleput District Association to interest itself in this important question of Primary education. The question of opening schools under the supervision of the Council of Native Education was discussed at one of the monthly meetings held at Angambakkam with a view to start schools throughout the district places where there are no schools with an indigenous system of studies distinct and separate from that of the Educational department mainly with a view to observe the comparative merits of the two systems. But this work has yet to be done, for without help and without formal recognition and sanction from Government this work cannot be accomplished.

The Council then undertook the task of publishing and circulating among the masses schoolmasters who are ignorant of English, pamphlets in Tamil and Telugu, expressing its views on the system of Primary education then in vogue and on the necessity of introducing reform. Among the main objects of the circular one was to point out that by mutual help and co-operation much could be done in furtherance of the cause of Primary education and to awaken in the masses a sense of their responsibility in this direction. The views of the Council met with the cordial appreciation of the Madura Tamil Sangam on the application of whose Secretary, the Council gave permission to the Sangam to publish the Tamil pamphlet in the journal of the Sangam. This is a rare appreciation and the Council feels happy that their work has been recognized by the President of the Tamil Sangam. The Tamil pamphlet was then published in the *Siva Mitran* and other local vernacular journals. The Council then arranged for the publication of the same in the Telugu language, which was also published in some widely circulating Telugu journals, such as *Andhra Prakasika* and *Sasileka*. The Council has since published the translation of the Tamil pamphlet in the Telugu language and is circulating the same among the masters of indigenous schools.

On the New Year's day of 1906, Mr. S. Rajagopalachariar, Joint Secretary of the Council of Native Education, was present at a meeting convened at Pudukotta with Mr. Radhakrishnan Aiyar in the chair, when the pamphlets issued by the Council of Native Education were considered. There, as everywhere, great difficulties were experienced at the hard and fast rules of the Grant-in-Aid Code. The Pudukotta State could have chalked out an independent line for itself but instead it allowed itself to be guided by the rules prevailing here.

Many defects pointed out in the Tamil and Telugu pamphlets have now ceased to exist and other new difficulties have sprung up. No doubt the Director and the Inspectors allow some latitude to the managers of schools in following the Grant-in-Aid Code. But the schoolmasters, the managers and the low-paid Government officers are not easily persuaded to move out of the old track and now a beginning and a healthy beginning is being made.

Meetings in 1905.

1. 20th January 1905, at the Mahajana Sabha Office Hall, Mount Road.

Subject.—Consideration of the replies from the Headmasters of High Schools to the circular letter of the Council of Native Education regarding the teaching of non-language subjects in the vernaculars in the Lower Secondary classes, with Diwan Bahadur Mr. K. Krishnaswami Rao, C.I.E., in the chair.

A memorial to the Director of Public Instruction was sent.

2. 14th December 1905, at Pachaiyappa's Hall. Annual Conference of Headmasters of High and Middle schools, with Mr. Swaminatha Aiyar in the chair.

The following resolutions were passed:—

(1) That the Council of Native Education be requested to take steps for collecting funds to assist such managers of schools as may be in need of aid towards the providing of kindergarten, physical and chemical apparatus.

That it is desirable to have a comparative examination conducted by a representative body of teachers or the Council of Native Education at the end of the Lower Secondary Course in the place of the Lower Secondary Examination.

That the Council be requested to prepare definite scheme regarding the proposed comparative examination to take the place of the Lower Secondary Examination which has been abolished.

That the Council be requested to put themselves in communication with such of the Headmasters as are willing to submit their students for the proposed examination, to prepare the curriculum of studies and take other preliminary steps for carrying out this object.

Meetings in 1906.

January 1906, at the Mahajana Sabha Office, Mount Road.

—Consideration of the letter sent by Mr. V. Krishnaswami Aiyar for recommending to the Government the teaching of Hindi language to the extent of enabling boys to acquire acquaintance with it.

Subramania Aiyar, in the chair.

February 1906, at the Govinda Naicker's Middle School.

—The advisability of forming local associations of teachers for the discussion of current educational questions and collection of professional opinion thereon, such associations being affiliated to the Council.

Mr. Ananta Narayana Aiyar, B.A., B.L., in the chair.

3. 17th February 1906, at the Christian College Hall.

Mrs. Courtwright gave a demonstration lesson on the Kindergarten system. The pupils of the Panchama Free School, Mylapore, were brought to town for the benefit of the masters of indigenous schools in town for observing what can be done for the better class of pupils.

The Hon'ble Justice Sir S. Subramania Aiyar, Kt., C.I.E., in the chair.

4. 31st March 1906, at Govinda Naicker's Middle School, Georgetown.

Subject.—Formation of Primary Teachers' Associations in Georgetown in different centres.

Mr. K. Ramanuja Aiyangar, B.A., L.T., in the chair.

5. 13th April 1906, at the Cosmopolitan Club, Mount Road.

Subject.—“The establishment of School Boards in villages or groups of villages.”

The Hon'ble Mr. C. Sankaran Nayar, in the chair.

Rai Bahadur Mr. P. Anantha Charlu, C.I.E., addressed the meeting.

6. 12th May 1906, at the Senior F.A. Class Room in Pachaiyappa's College.

Mr. S. Rajagopalachari, Pachaiyappa's College, read a paper on Geometry Teaching in Presidency.

Mr. F. P. H. Sterling, Professor of Mathematics, Christian College, in the chair.

12th October 1906, at the Senior F.A. Class Room, Pachaiyappa's College, Madras.

Mr. S. Rajagopalachari submitted for the consideration of the meeting a printed pamphlet regarding a comparative examination for the Middle Schools.

Mr. A. S. Vythinatha Aiyar, M.A., L.T., in the chair.

10th November 1906, at the Senior F.A. Class Room, Pachaiyappa's College, when Mr. Anabachariar, B.A., B.L., addressed the meeting on Graphs, Curves and Curve Tracings.

Mr. T. R. Ramanatha Aiyar, B.A., L.T., in the chair.

1st December 1906, at the Mahajana Sabha Office.

Consideration of the replies sent by the Head Masters of High Schools regarding "Geometry Teaching in this Presidency" and of the regulations passed by the Senate of the Madras University.

Mr. S. Rajagopalachari explained to the meeting that the regulations passed by the Senate had not met with universal approval from the public and pointed out the defects.

Mr. N. Subba Rao Puntulu, B.A., B.L., in the chair

10. A meeting was convened for the 17th December 1906, at the Mahajana Sabha Office but no meeting was held for want of quorum.

11. 21st December 1906, at the Mahajana Sabha Office.

Subject.—University Regulations.

Mr. N. Subba Rao, B.A., B.L., in the chair.

With reference to the above subjects the following steps were taken :—

(1) In connection with making Hindi a colloquial language in indigenous schools was taken on account of want of funds.

(2) After one or two meetings held to consider the advisability of forming local of teachers the Council withdrew from the work because what they wished to do was by the Sub Assistant Inspector of Schools under the advice of Mr. A. Mayhew, Schools of the Central Division.

(3) The Council desired to give a series of demonstration lessons with the Courtwright and Mr. Kegey but owing to the ill-health of Mrs. Courtwright the obj abandoned. It was the intention of the Council to invite wealthy Nattukkottai Sowcars and ask them to take interest in the education of their children just as the Theosophical Society are helping the Panchamas.

(5) With reference to the establishment of School Boards, a memorial has and sent to the Government recently.

(6) Circular letters were issued to the Headmasters of High Schools opinions about the various changes made by the Senate in the University Regulation.

(7) The Council worked hard to conduct a comparative examination of Schools, but they were only partially successful. They were able to induce the Head following schools in Madras :—The Theological High School, The Hindu Union The Hindu Middle School, Pussawalkum, Anglo-Vernacular School, Chintadri Naidu's School, Chintadripet, The Peddu Naick Petta Middle School. Mr. B. Aiyar, Secretary of Pennathur Middle School was pleased to give the question paper school free. The thanks of the Council are due to him. A beginning has been made in this respect.

(9) As the Council could not get in time to discuss the replies submitted by the Head Masters of High Schools on the Geometry question it was thought advisable to permit Mr. S. Rajagopalachari to address the Government on the subject and a memorial was sent and the Government has ordered that the representation should, in the first instance, be addressed to the University.

Order—No. 742, Educational, dated 6th November 1907.

The Government have carefully considered the suggestions of the "Council of Native Education" for the establishment of village committees or Boards to assist in the development of education in rural areas, their duties being to collect subscriptions and donations towards the upkeep of schools the management of which they may undertake and to co-operate with the Educational Department by seeing that its orders are carried out and assisting the department with the benefit of their local experience. While fully sympathising with the desire to improve education in rural areas, Government are not satisfied that the scheme proposed would be of material help to the extension of elementary education. The responsibility rests primarily with the District Boards and Municipal Councils and the institution of independent school committees would be calculated to lead to friction and disputes not only with the bodies but with the department. Apart therefore from the objections admitted by memorialists in paragraph 13 of their memorial, the scheme would introduce a dual authority which is undesirable. Moreover, the law already provides for the constitution of local educational committees under the authority of Local Boards who, section 38 of the Local Boards Act, may appoint sub-committees of their own members to superintend educational institutions which are under their control. These committees may associate with themselves "other inhabitants of the local area for the purpose of fostering educational zeal within such area. Similar provisions

section 38 of the District Municipalities Act. It is open to any District Board or Municipal Council to appoint such committees. In the case of Government schools and schools under private management, the interference of local committees would be open to objection.

(True Extract.)

H. D. TAYLOR,
Ag. Secretary to Government.

Director of Public Instruction.
Joint Secretary to the Council of Native Education.

NOTES CONNECTED WITH G.O., No. 742, EDUCATIONAL, DATED
6TH NOVEMBER 1907.

[SUBJECT.—*Improvements desirable to be effected in the management of primary schools in the Presidency.*]

From the Council of Native Education, dated 23rd March 1907.

From the Director of Public Instruction, dated 9th May 1907, R.C. No. 3088.

In their memorial, dated 23rd March 1907, the Council of Native Education in Madras suggests certain improvements in the management of the large number of primary schools in this Presidency. The memorial was forwarded to the Director of Public Instruction whose remarks are contained in his letter read above.

2. The Council begins by pointing out that in each village, which has been the primary social unit from time immemorial, there was a school for the instruction of the children of the village, that the schoolmaster was one of the village officials and was remunerated by a grant of the common village land and fixed doles from the produce of the land of the villagers and that the old system which had obviously been working satisfactorily in ancient times has decayed and fallen into desuetude by the introduction by Government of the much more complex and highly organized system of departmental education. The Council is of opinion that the time has now come when the people may be allowed to take part in the management of schools for the elementary education of their children, Government for the present at any rate and until the system takes root, retaining the financial control and the general supervision.

3. The Council accordingly suggests that in each village or group of villages a Board may be established consisting of men of position and influence residing therein. "Such Boards will collect subscriptions and voluntary donations towards the upkeep and improvement of the school or schools under their management. They will receive and see to the proper carrying out of the orders of the department; they will further co-operate with the department by giving the benefit of their local experience. They will by the weight and influence of their members carry out such suggestions as the department might make after consultation with them. They will in fact act as a medium between the Government and the people explaining the objects and aims of Government to the people and expressing to Government the wishes and sentiments of the people."

4. The Council points out—

(1) that the starting of Local Fund schools and taking over by local boards of aided schools (schools maintained by teacher-managers) would be too expensive to permit of the rapid expansion of primary education;

(2) that the lack of interest shown by local residents in regard to these schools is partly attributable to the nature of the curriculum (too rigid and not popular) and partly to the residents having no share in the control or upkeep of the schools; and

(3) that there is no adequate supervision of elementary schools, educational officers being too few in number, and taluk boards and municipalities having too many other matters to occupy their attention.

The Council further states that in England the School Board era preceded the stage of free and compulsory education and suggests that the experiment of the system of School Boards suggested by it may be tried in the Madras City.

5. The Council recognises that there will be difficulties in the way of the system advocated by it in the shape of—

- (1) difficulty in finding public-spirited men to form members of village boards,
- (2) dissensions in the boards, and
- (3) funds for the upkeep of the schools;

but it expects that the difficulties in regard to (1) and (2) may gradually be overcome. As regards funds, the Council states that donations and subscriptions may gradually be collected and that rate aid can be levied in forward localities and free education given in backward localities.

6. The Director of Public Instruction (the Hon'ble Mr. Logan), while observing that few educational officers would deny that swifter progress can be made in elementary education only by securing more local co-operation and by popularising elementary education, points out that the problem of the immediate present is "what to do with the teacher-manager schools". Mr. Logan says that the general idea seems to be to bring them more under departmental control and to compensate for loss of independence by monthly salaries instead of annual grants. Although it is true that several of the teacher-manager schools are even now supported entirely by grants from public funds and that in many cases these schools could be brought under public control by payment of smaller salaries than those at present recommended for full-fledged board schools, yet it cannot be denied that the general effect of bringing them more completely under public control would involve an increase in the expenditure from public funds, which might be a bar to rapid extension or to any extension. He observes that the Council has not shown how the formation of School Boards will prevent this extra expenditure. Subscriptions and donations may perhaps be expected to a certain extent, but cannot be relied on too much, while it would be premature, Mr. Logan thinks, to vest these Boards with power to levy local cesses for educational purposes.

7. As regards the Council's argument that these Boards may exercise efficient control over the schools, Mr. Logan points out that although these Boards may do more in this line than in any other, there are obvious dangers arising from the dual authority of Educational officers and the Boards, and the existence of factions on the Boards. He states that local co-operation is greatly wanting and invites a reference to the account given by Mr. Sharp of attempts made in the Central Provinces to secure local co-operation.

8. Mr. Logan accordingly makes the following recommendations:—

I. Two villages should be selected in each taluk, one containing an aided school and the other a Board school; and experimental local committees should be appointed in each of these villages, the members of the committee being nominated by the Revenue officers.

II. The committee should be invested with power in the following matters:—

- (a) to supervise the working of the school by periodical visits and checking registers (In the case of Board schools the committee may be allowed to grant casual leave within the usual limits);
- (b) to improve the attendance by house-to-house visits or public addresses;
- (c) to look after the building and equipment by appealing when necessary to local help or to the inspecting officers for help from public funds;
- (d) to advise managers through inspecting officers as to curriculum, rates of fees and other matters concerning the school; and
- (e) to be the medium through which the Educational officers may represent to villagers the educational policy of Government.

The committee is to be essentially advisory and is to have no direct control over the school and is to take action only in consultation with the inspecting officers; and its operations are to be watched for one year.

III. Every Municipal Council should be expected to have an educational sub-committee. The desirability of forming educational sub-committees of the Taluk Boards should be considered by the Boards.

IV. The active co-operation of village officers with educational officers should be more strictly enforced and village officers held partly responsible for the condition of the village school.

V. A special officer may be deputed to study the working of the School Boards and School Committees in the Central Provinces and to report on the desirability of introducing the system into this Presidency.

VI. The committee may be allowed to organize a few local committees experimentally in the Madras City.

9. Recommendations I and II.—Formation of School Committees and the powers to be entrusted to them. The Hon'ble Mr. Logan suggests that in each taluk two villages, one containing an aided school and the other containing a Board school, may be selected and that a committee, whose duties are to be purely advisory, should be appointed in each village experimentally, the members of the committee to be appointed by the Revenue officers.

10. The Director of Public Instruction does not give any definite idea as to the strength and constitution of the experimental School Committee the appointment of which he advocates. Nor does he state whether the committee, the members of which should, he suggests, be appointed by the Revenue officers, be an independent body or a body subordinate to the Revenue or Educational authorities or to other local bodies.

11. In the Central Provinces, there are what are called "School Boards" and "School Committees." There is a District Council elected for each district under the Local Self-Government Act of 1883, and a Taluk Board for each Tahsil or Sub-Division of a district, and to facilitate the administration of schools, a School Board is attached to each District Council. The School Board holds towards the District Council "loosely the same relationship in educational matters for the district which each Local Board holds for general (including educational) matters for the tahsil. The School Board consists of such Council members as have special interest in education; outsiders who are likely to give useful advice may also be appointed to sit on it. The election of members and the nomination of a Secretary are in the hands of the Council, subject to the Deputy Commissioner's veto. All questions relating to the appointment, promotion, reduction, suspension and dismissal of masters are in the first instance decided by the School Board. Its proceedings are then laid before the next meeting of the Council, and it is open to any member present to raise a question as to any action taken by the School Board. If no such question is raised, the action is deemed to have been ratified by the Council."

12. Matters of detail concerning each school are in the hands of a "School Committee," a body which is composed of the leading persons in the village, the composition of which is given in paragraph 7 of Mr. Sharp's report. The members of the committee "are appointed by the Local Board in whose area the village lies, but subject to the approval of the Council and the Deputy Commissioner. In practice, the Inspector, the Tahsildar and the Deputy Inspector often have to make appointments themselves; nor do the Local Boards object, since these officers are able, by personal inspection, to see what is required and to supply it on the spot. The duties of the committee are—(1) To visit the school collectively at least once a month, recording their proceedings in a book, and individually at least once a week. Meetings are fairly regular and offer a useful opportunity for disposing of miscellaneous business. Individual visits, intended to ensure that masters are doing their work properly and that registers are not cooked, are very irregular (often less in number than the meetings) and very ineffective, because many of the members are illiterate and sometimes uninterested. (2) To secure regularity of

Page 3 of Vol. I of Occasional Reports and pages 29-30—paragraph 48 of the same.

This will always be the difficulty.

C. A. SOUTER.

"members are illiterate and sometimes uninterested. (2) To secure regularity of

"attendance, enforce discipline, assess fees in accordance with the fee-rules and check and sign the expenditure of fee receipts. The success attained as regards attendance and discipline depends on the committee's attitude towards education, which may be one of enthusiasm, toleration or hostility. The checking of fees is almost invariably well discharged, their assessment generally so, but with a bias towards leniency and (but this is the exception) favouritism towards children of its own members. (3) To report irregularities, want of accommodation, etc., to the Local Boards. In practice, these duties are more effectively performed by the Deputy Inspectors. (4) To grant casual leave not exceeding three days to schoolmasters, the fact being reported to the Deputy Inspector. The construction and repair of buildings might well be added as a fifth function, though no recognised part of the committee's work. The *personnel* (and with it the value) of these committees varies immensely; one will comprise native gentlemen of wealth, position, title and education; another (in more backward parts) will consist of unlettered yokels who can barely sign the fee register. On the whole, they perform their work well; but they require to be looked after by inspecting officers".

13. It will thus be observed that in the Central Provinces the "School Boards" and "School Committees" are bodies brought into existence by the District Councils and the Local Boards (corresponding to District Boards and Taluk Boards in Madras), that they are subordinate to and are merely the auxiliaries of the local bodies established under Local Self-Government Act, 1883.

14. If the Government are inclined to favour the Director's recommendation to appoint School Committees in two villages in each taluk, then it has to be settled whether these committees should be appointed by the Revenue authorities as suggested by the Director of Public Instruction or by the Local Boards within whose local areas the schools are situated. Whichever course is adopted, there can be no difficulty so far as regards the village containing the Board school. But in the case of the

Quite so and by this compulsion much of the good of the Committee will be lost at the outset.

C. A. SOUTER.

village containing the aided school it does not appear that the manager of the school can be compelled to accept the committee, unless such acceptance is made a condition of the grant of aid. On the whole it

seems to be desirable to have these School Committees as auxiliaries to the Local Boards concerned. If it is decided to establish these committees, then the Director of Public Instruction may be asked to draw up a definite scheme for the constitution and working of these committees, which may after approval be sent to the Local Boards for acceptance.

15. Recommendation III.—Formation of Educational Sub-Committees by Municipal and Local Boards.—Clause (v) of section 38 (1) of the Madras District Municipalities Act, 1884, authorizes the Municipal Council to make rules consistent with the Act and with any rules framed by Government, in regard to the "appointment and procedure of Committees consisting wholly of a certain number of Municipal Councillors or partly of such Municipal Councillors and partly of other inhabitants of the Municipality for the superintendence and management of educational institutions, hospitals or other institutions maintained by the Municipal Council." A similar provision is contained in section 34 (i) (v) of the Madras Local Boards Act, 1884. There is no information at present as to how far the powers conferred by these sections have been utilized by Municipal Councils and Local Boards in this Presidency, although it is possible that several local bodies would have framed rules and appointed Sub-Committees for the supervision of educational institutions maintained by them. Such of the local bodies as have taken no action in this direction may be exhorted to utilize their powers in the matter, but the Sub-Committees so appointed and the rules so framed would appear to be applicable only to schools "maintained" by those bodies and not to aided schools, unless it is held that these latter are also "maintained" in a sense by the local bodies. Otherwise, it will be necessary to amend the Grant-in-aid Code so as to make the acceptance of the "School Committee" a condition of the grant-in-aid—*cf.* paragraph 14 *supra*.

16. Recommendation IV.—Enforcement of the active co-operation of the village officers.—This can best be ensured by appointing the village officers on the School Committees and perhaps by making them Secretaries to those committees.

17. Recommendation V.—Deputation of a special officer to study the working of School Committees in the Central Provinces.—This suggestion of the Director of Public Instruction is for orders. The results of the working of the School Committees at the end of one year will show whether any extension of the system is desirable.

18. Recommendation VI.—The formation of a few School Committees by the Council of Native Education in the City of Madras may be accepted experimentally.—On this point the Director of Public Instruction observes as follows:—

"The conditions of the Madras City are peculiar and necessitate a separate treatment. I see no reason why the Council's suggestion that they may be allowed to organise a few local Committees should not be accepted experimentally. The Madras Sub-Assistant Inspectors of Schools might be asked to specify one or two schools whose condition is sufficiently bad to justify withdrawal of aid. Managers of these schools (non-Mission) might be informed that aid will be continued only if they submit their schools to the general supervision of these Committees, whose powers will of course be defined as in the case of the Village Committees."

19. It is, however, doubtful whether a condition similar to the one above referred to may be imposed without an amendment of the Grant-in-Aid Code—*cf.* paragraph 15 *supra*.

K. RANGASWAMI AIYANGAR—24-6-07.

The Council of Native Education proposes that School Boards should be introduced in the Presidency and as a preliminary step they suggest that they should be authorized to constitute a board or two in Madras itself where its working can be closely observed by Government. The Director of Public Instruction agrees and further suggests that two such boards should be constituted in each taluk and their effect watched. Paragraph 8 of the office-note gives a correct précis of his proposals.

2. The Native Council has put its views forward in a remarkably clear and impartial manner. I submit that its proposals may be accepted. I have always considered that a committee such as is described on pages 3, 29 and 30 of the Occasional Reports on Rural schools in the Central Provinces is an excellent thing and I note that Mr. Orange in introducing the report remarks that "the School Committee which appears on the whole to succeed in giving the villagers an interest in their school without exciting them to undue interference, is worth the attention of those who are considering the question". When the six lakhs grant was first sanctioned and when new schools were begun to be built, I sounded the heads of several villages as to what they thought of some such "panchayat" as I put it. I told them I would build and equip the school and provide a teacher if five of the leading men of the village would bind themselves to see that the school was kept in proper order and would start a voluntary fund to provide any repairs which might be necessary. Unfortunately I left the district before such a committee could be actually started, but the idea did not seem to be unfavourably received, though there seemed to be distrust as to the fund. It will be this distrust which will spoil any such scheme, for few natives will accept as altruistic the actions of others. Further, the success of any such local committee depends to a great extent on the enthusiasm of the inspecting agency and of the district officers, whether Local Board or Civil and this is always a variable quantity. Still, the suggestion seems well worth experiment. Taluk Boards and Municipalities might be induced to form school sub-committees to deal with all school matters, but they cannot do a vast deal unless there is some local interest in schools in villages. I submit that for the present the Native Council may be permitted to form a board to supervise such schools in Madras as the Director of Public Instruction may select. If at the end of a year he reports that the effort has been successful the scheme may be extended to districts.

C. A. SOUTER—26-6-07.

The memorial of the Council of Native Education, though dated 23rd March 1907, is really based on opinions of educationists received in reply to a circular of 3rd May 1905, which issued—

(a) before the recent revision of the Educational rules;

(b) before the grant of the special assignment of 6 lakhs in aid of elementary education, in consequence of which the number of rural schools has been largely increased;

(c) before the question of free elementary education by the abolition of fees was considered to be within the range of practical politics, and the proposals are based largely on the expectation that a considerable amount of funds will be forthcoming by means of voluntary subscriptions in the various groups of villages, or rural boards that it is proposed to form.

2. It seems very doubtful whether, after the issue of the recent circular of the Government of India on the subject of the abolition of fees in elementary schools, any funds at all are likely to be forthcoming from the source indicated, unless it be an annual subscription to qualify for membership of the rural board.

3. Again, the main object of the revised Educational rules has been to obtain a more efficient standard of teaching, and a standard scale of salaries for the masters.

4. While the co-operation of the people themselves in the matter of elementary education is heartily to be welcomed, and while the establishments of boards of visitors to the various schools, which can only occasionally be visited by the inspecting officers of the Educational department is also desirable, we are met by the question of financial limitations in regard to the opening of new schools, which can only be brought on to the aided list, provided that they fully satisfy the requirements of the Educational rules. Hence if new schools are to be opened, no guarantee for their maintenance can be given either from public purse, or from local rates. Until Local Boards have accepted the burden and proved their ability to finance the same the new schools should not be started as board schools, and there must be a guarantee that funds will be available for their maintenance from private sources, subject to such supplementary contributions by way of grant-in-aid—if the schools fulfil the conditions requisite for such grant—that may be available from time to time from the resources of the Local Board, or from Government through the medium of the Local Board.

5. A panchayat or local committee would no doubt work well in a single village, but I doubt whether they would be able to take interest in other schools or group of schools beyond the limits of their immediate head-quarters.

If local men could be induced to take a direct interest in these elementary schools, and aid in collecting voluntary funds for their maintenance so much the better. The proposals in paragraphs 9 "A" and 10 of the Director of Public Instruction's letter may be accepted tentatively. The committees will not be divided or torn into conflicting sections by having more than one school to attend to.

As to "C"—it has already been held that village officers have quite enough to do without being made responsible for additional duties. The village headman might well be on the committee. As to "D"—there seems to be no necessity to depute a special officer to the Central Provinces.

As to "B"—I doubt whether Educational sub-committees on Taluk Boards would do much real practical good. They would probably make extravagant proposals which would be beyond the power of the Taluk Board to provide—backed up by claims for additional provincial grants. There might well be an Educational sub-committee on each Municipal Council. In the case of Taluk Boards, members might be requested to take an interest in schools near their own head-quarters and pay them occasional visits.

6. Of course if Government decline to accept India's proposals on the subject of free Primary education, there is far more chance of private committees or panchayats being successful, and far more chance of funds for their maintenance being forthcoming from private subscriptions. But I have not much faith in the probability of these funds being forthcoming from people who already pay land-cess out of which it is the duty of the Local Boards, as far as possible, to provide for elementary education.

7. The Director of Public Instruction may, however, be allowed to experiment and to report at the close of a year.

H. D. TAYLOR—6-7-07.

Please note.

H. D. TAYLOR—10-7-07.

* Please instruct Press accordingly. To be struck off in Government Order form leaving last page only standing.

H. D. TAYLOR—10-7-07.

* Done.

K. RANGASWAMI AIYANGAR—12-7-07.

No information is available in this office as to the constitution and history of the Council of Native Education. The draft memorandum to the Director of Public Instruction placed below is for approval.

K. RANGASWAMI AIYANGAR—13-7-07.

Issue and then show to the Secretary.

C. A. SOUTER—13-7-07.

[Memorandum No. 1110-1, dated 13th July 1907.]

The memorandum has issued.

2. The file is submitted to the Secretary with reference to the Assistant Secretary's orders above.

K. RANGASWAMI AIYANGAR—13-7-07.

Reply from the Director of Public Instruction awaited.

H. D. TAYLOR—15-7-07.

From the Director of Public Instruction, dated 30th July 1907.

The Director of Public Instruction forwards a copy of a printed pamphlet which furnishes information in regard to the constitution and history of the Council of Native Education.

2. The information was called for at the instance of the Honourable Member—*vide* his note above.

K. RANGASWAMI AIYANGAR—2-8-07.

C. A. SOUTER—3-8-07.

H. D. TAYLOR—3-8-07.

When I first read the Association's proposals I was not impressed with them, and having further considered them I am not in favour of Government's intervening to give effect to them.

2. The responsibility for elementary education is primarily with the District Boards and Municipal schools, and to set up or reorganize independent school committees would only lead to friction and disputes. District Boards and Municipal Councils may themselves appoint sub-committees to "superintend" educational institutions under their own control—*vide* section 34 (1) (v) of the Local Boards Act and section 38 (1) (v) of the Municipal Councils Act, referred to at paragraph 15, page 4 of notes *supra*. These sub-committees of members may associate with themselves "inhabitants of the local area". These sub-committees would of course be entirely under the authority of the Board and there would be no clashing with its authority. Similarly in Madras City. In the case of Government schools it would never do to have committees interfering with the inspectorate. The inspectorate is always ready to listen to advice as to the opening, etc., of schools; but to have a body constituted to "receive and see to

the proper carrying out of the orders of the department" and be "consulted" before the department issues orders is utopian counsel. Still more open to objection would be their interference with the managers of "aided" schools. The managers would not stand it.

3. So far as concerns schools which are in existence, therefore, independent school committees would be not only open to the objections indicated in paragraph 13 of the current, but would cause intolerable friction and disputes and introduce divided authority.

4. So far as concerns the opening of new schools, fostering local educational zeal, and collecting money for new schools, these are the statutory duties of the Local Boards and Municipal Councils, and in discharging these they have already, as stated above, ample power to appoint sub-committees and call in the aid of the inhabitants. This may be pointed in reply to the "Native Educational Council". At the same time those who collect subscriptions for elementary education and are zealous to extend elementary schools in their neighbourhood may form themselves into a managing body and start the schools.

5. The proposals or some of them may look well on paper, but they are scarcely suited to this country, and are largely supported by arguments and ideas taken from speeches made in England, where the circumstances are totally different.

Nor do I see any need to start experiments on some local area as a *vile corpus*; or to depute an officer to the backward Commissionership of the Central Provinces so that a grandmother may be taught to suck eggs.

G. S. F[ORBES]---14--10-07.

P.S.—I have given the file to Dr. Bourne to read the office-notes and the memorial and he is in favour of the proposals no more than I am.

G. S. F[ORBES]--14-10-07.

Please draft for approval.

H. D. TAYLOR—16-10-07.

The draft placed below is submitted for approval.

K. RANGASWAMI AYYANGAR—21-10-07.

Type my draft please and submit to the Secretary.

C. A. SOUTER—29-10-07.

Typed and submitted to the Secretary.

K. RANGASWAMI AYYANGAR—29-10-07.

Retype please.

H. D. TAYLOR—30-10-07.

Retyped and submitted.

K. RANGASWAMI AIIYANGAR—30-10-07.

H. D. TAYLOR--31-10-07.

Draft approved with some slight revision.

G. S. F[ORBES]-3-11-07.

Issue.

H. D. TAYLOR—3-11-07.

[G.O., No. 742, Educational, dated 6th November 1907.]

CURRENT FILE.

CONTENTS.

PAPERS PUT UP WITH CURRENT No.

Papers of the department to which the current belongs.

Number.	Date.	Original (=O) or spare copy (=S. C.).	Remarks. (In this column such of the papers as have been removed for copying, printing, etc., should be marked with a cross.)	Initials of Referencer with date in token of return to Reference department.

Papers of other departments.

Department.	Number.	Date.	Original (=O.) or spare copy (=S. C.).	Despatcher to note the return of the papers to the departments concerned.

From
22-12-07

806-807/46
802-1808/26/3/07

S. RAJAGOPALACHARI, B.A.,

(Assistant Master, Pachaiyappa's College, Madras),

Joint Secretary to the Council of Native Education,

MADRAS.

To

THE SECRETARY to

The Government of Madras,

Educational Department.

SIR,

I beg respectfully to state that I am desired by the Council of Native Education to bring to the notice of His Excellency's Government certain improvements which it is desirable to effect in the management of the large number of Primary Schools in this Presidency. The attention of the Council of Native Education, of which I am the Joint Secretary, was drawn generally to the various questions in connection with Primary Education in this Presidency and especially to the desirability of inviting the people to co-operate in the dissemination of Primary Education. In order to ascertain the views of Educationists and others interested in Education the Council issued a circular letter on the 3rd of May 1905, asking for opinions on the proposal now submitted to His Excellency's Government. A copy of the letter inviting opinions and a printed pamphlet on Primary Education accompanying the same are herewith submitted.

2. In each village, the Primary social unit from time immemorial, there was a school for the instruction of the children of the village; the school-master was one of the village officials and was remunerated by a grant of the common village land, and fixed doles from the produce of the lands of the villagers. There is abundant reason to believe that in ancient times various sections of the community received instruction, though not perhaps in a highly developed form, yet enough to satisfy their ordinary requirements. But by the introduction, by Government, of the much more complex and highly organised system of Departmental Education the old system has decayed and is fast falling into desuetude.

3. The Council of Native Education is of opinion that the time has now come when the people may be allowed to take a part in the management of schools for the Elementary Education of their children, Government for the present, at any



rate and until the system takes firm root, retaining the financial control and the general supervision. In each village or group of villages may be established a Board consisting of men of position and influence residing therein. Such Boards will collect subscriptions and voluntary donations towards the up-keep and improvement of the school or schools under their management. They will receive and see to the proper carrying out of the orders of the Department; they will further co-operate with the Department by giving the benefit of their local experience. They will, by the weight and influence of their members, carry out such suggestions as the Department might make after consultation with them. They will in fact act as a medium between Government and the people explaining the objects and aims of Government to the people, and expressing to Government the wishes and sentiments of the people. It is mainly owing to the absence of such an exchange of ideas between the Government and the people that the beneficent intentions of the Government are often misunderstood. According to the recent Educational policy of the Government of India, the Madras Government on the recommendation of the Director of Public Instruction has ruled that pupils in Elementary Schools should after leaving the VIIth Standard be admitted in Secondary Schools in the IVth Standard only. This rule is considered by many managers and headmasters to be revolutionary and harmful. For it is argued on the part of the managers that so long as non-language subjects are learnt through vernacular manuals a great deal of time can be set apart even in Elementary Schools for learning English as a language subject, and even in the remotest villages a knowledge of English is considered as most important. A knowledge of English is absolutely necessary if the people of this country are to rise in the scale of nations. Again, the teaching of English is prohibited in the standard classes mainly because of the desire on the part of Government that children should acquire a thorough grounding in the vernacular languages of the country. It must be admitted in this connection that the learning by children of their mother tongue is not inconsistent with their learning English early.

4. The system advocated by the Council will not only enable instruction to be effectually imparted to children, but it will also be an instrument of education to those actually concerned in carrying it out. It will also tend to interest the masses in questions about which they are now apathetic and ignorant, and in course of time will fit them to take part in the all important duty, among the other duties of citizenship, of educating their children. The views of the Council are also in accord with those expressed by the late Justice Sir T. Muthusami Iyer in his evidence before the Education Commission in 1882: He said: "In devising a sound and comprehensive system of Primary Education the following consideration should be kept in view. The final result to be brought about is that the village schools ought to be indigenous and self-supporting and this result may gradually be brought about by a well contrived system of Grant-in-aid or indigenous agencies or by a mode of administration calculated to awaken a direct and personal interest amongst the rural population in the management of Primary Education."

5. The introduction of the system will not be undesirable even in the most backward parts of the Presidency and its simultaneous introduction

throughout the Presidency will not be attended with disturbance of the existing Educational system.

The following facts will show the need of the agency here advocated.

According to the last Census:

The population of Madras town is 5,09,346 and of that population only 81,549 of those who are above 20 years of age are literate and only 29,945 can read and write English. Thus it will be seen that among those who are above 20 years of age the literates are only 16 per cent. and those that can read and write English are 6 per cent of the total population. Hence the necessity for the creation of School Boards is all the greater even in seemingly forward localities. The creation and working of such bodies even in backward localities will not be very difficult since the people of such localities are more amenable to guidance. I might here instance the case of the Panchamas who are being slowly brought under educational influences under proper guidance. However I am desired by the Council to suggest that the system may be introduced at first in one or more selected localities in the most advanced districts and that it may be gradually extended to other parts of the Presidency in the light of the experience gained. The adoption of such a scheme would only be in accord with the liberal traditions of the British Administration and would also be in accord with its policy of Local Self-government. Such a policy becomes all the more desirable when it recognises and gives effect to the natural right and duty of parents to look directly after the Education of their children. The adoption of such a policy is calculated to render the system of Primary Education flexible and more suited to local needs and to the requirements of particular classes of people.

6. I am further desired by the Council to point out that in course of time endowments of money, not of great magnitude perhaps, but still useful in their way, might be made to village schools managed and supervised as above suggested. The School Committees might by grants from their members and by collecting subscriptions raise sums which would from time to time be spent with the approval of Government in various useful ways, such as repairs and additions to the school-house, improvement in the position of the teachers, the purchase of maps, globes, specimens, &c., and various other such matters.

7. I beg to point out that the views of the Council are also in accord with the views expressed by the Hon'ble Dr. Bourne, the Director of Public Instruction, in his Educational Notification which runs thus:—"The Director desires that the existing results' system schools numbering 7000 should be placed under the Local Board management and would like to see a salary paid monthly to which a capitation fee might be added."

The proposal of the Council of Native Education would vest the management in the near Village School Board instead of the distant District Board.

8. The Council begs to point out that even in England the School Board era preceded the stage of Free and Compulsory Education. In England up to 1870 popular education was entirely in the hands of the established church, which kept

state interference within the narrowest limits. The Act of 1870 introduced the new system of the elected School Board supported by the rates. "It is only when one looks back and tries to visualise the London of 1870 with its monstrous ignorance, its gross neglect of child life, its pitiful helplessness, that one begins to realise the greatness and glory of the work that has been going on before our eyes during the last 33 years. Sir George Kekewich, than whom no man is better qualified to speak on an educational question, has said that the London School Board has done more in a shorter time for a larger number of people than any other authority in the world. It is a large claim but one which would be difficult to refute." It is stated that in England "this splendid instrument of educational progress which has served them so well in the past" was flung aside in 1903 because voluntary schools remained stationary.*

9. Taking 15 % of the total population as the usual proportion of school-going children to the total population in this Presidency, out of a total population of 41,000,000, the number of children attending Elementary Schools ought to be at least 6 millions. From the reports of the Director of Public Instruction for the year 1904-05, the Council finds only 760,377 children attend Primary Schools and 63,841 children attend Lower Secondary Schools. According to the new classification of schools there will be 824,218 in Elementary Schools. There were 21,025 Primary Schools and 586 Lower Secondary Schools for both boys and girls. Thus it will be noted that the children attending schools in Elementary stages do not even approach a million.

There are at present (according to the latest Census report):

3 towns with a population above	100,000
8 " " " "	between 50,000 and 100,000
31 " " " "	20,000 and 50,000
111 " " " "	10,000 and 20,000
339 " " " "	5,000 and 10,000
10,328 " " " "	1,000 and 5,000
44,019 " " " "	below 1,000.

Thus there are 492 towns with a population of 5,000 inhabitants and above and 54,347 villages with a population ranging between 1,000 and 5,000. Approximately there are 55,000 villages. The low percentage of children under instruction in this country is mainly due to the neglect of Government and the people of this country to give to the children of the villages such education as would "fit them for their position in life." If education is to spread, that can only be effected by taking the people into active co-operation by the creation of School Boards.

10. The Madras Government in their Proceedings, dated 22nd December, 1902, declared that "it is to private effort that the Director must continue to look principally for a further extension of Primary Education." According to the latest report of the Director of Public Instruction, there were 287 schools supported by Municipalities, 2,242 Schools supported by Local Fund Boards, 3,382 Schools under Missionary bodies, 8,218 Schools under private agencies, and

* The story of the School Board by H. B. Philpott.

6896 schools or nearly 7000 schools under the supervision of School Master Managers. Therefore, it cannot be said that private effort has been exhausted. Last year the Government spent the special recurring grant of 6 lakhs of rupees in constructing 1057 school houses in villages where hitherto no school, or only a very unsuitable one, existed. Again out of the special recurring grant of 6 lakhs granted by the Government of India in aid of Primary Education for the current year, nearly 2 lakhs have been set apart for the maintenance of schools newly opened and for furnishing and equipping these newly opened schools. The council would suggest that these 1,057 schools instead of being managed departmentally either by Government or by Local Fund Boards, should be vested in School Boards of which the Local Revenue Officer and the Sub-Assistant Inspector of Schools of the Range can be made members, with two or three influential residents of the locality. The yearly maintenance and equipment of these Schools must be a charge on the School Boards. It is also possible to provide responsible School Boards for all the above mentioned schools except those under missionary bodies.

11. In all European countries the right of every child to receive an Elementary Education, and the duty of the State to provide it is fully asserted. In this Presidency there are according to the latest report of the Director of Public Instruction. There are still more than two millions of boys and more than two and three-quarter millions of girls of school-going age not attending any school either public or private. These children belong to the labouring classes. In England and in other countries, the working classes demand for their children educational advantages equal to those enjoyed by children of their own class in other countries. Further, it is recognized that the industrial and agricultural prosperity of a country greatly depends upon the speedy provision of Elementary Education. Mathew Arnold distinctly affirmed "to give rewards for proved good reading, writing, and arithmetic is not the whole duty of the State towards popular education. The old principle that the 'three R's.' is quite as much education as the working classes have any right to expect" is no longer considered a sound one. If any improvement of the education of the *children of the working classes* is to be effected, it can only be done in the manner herein indicated.

12. The Government in the concluding paragraph of the review of the report of the Director of Public Instruction for the year 1904-'05, observes "that they trust that the Elementary Education which will now be under the immediate control of Local Boards and Municipalities within their respective local areas will be greatly advanced by the special contributions made by Government, by the increased attention which the Inspectorate will be in a position to devote to it and by the freedom which it will enjoy under the new rules from all but the simplest regulations for recognition." There are at present 23 Local Boards, 60 Municipalities, 70 Taluk Boards and about a thousand Union towns. It is too much to expect that these local bodies will devote their undivided attention to the spread of education. At any rate they have not done so during the past. Nor are they likely to do so in the near future. There were 66 Sub-Assistant Inspectors of Schools during the

year 1903-04. Fifty-four new Sub-Assistant Inspectors were appointed last year. The 20,000 Schools that now obtain help from Government can in each year be visited by these 120 Sub-Assistant Inspectors only once and very rarely twice. The council begs to bring to the kind notice of His Excellency's Government that the staff is still quite inadequate to supervise the educational needs of this Presidency which both in area and in population can be favourably compared with any one of the following countries: *viz.*, Great Britain and Ireland, France, or Japan.* It is undesirable to increase the expenditure on supervision, for when this source of expenditure increases the money set apart for the spread of education will decrease as is evidenced by the following fact. In 1903-04, the schools registered under the results grant system were 13,846. The total earnings of schools from public funds amounted to Rs. 7,54,062. The expenditure from public funds in direction and inspection during the year amounted to Rs. 5,04,329 which was 35 % of the expenditure. No doubt until now the schools have been greatly handicapped by the hard-and-fast Rules of the Educational Department. The council welcomes freedom from undue restrictions. Freedom should at the same time be conducive to the spread of Education. This can only be when such freedom is given to responsible School Boards under the guidance of Government Educational Officers instead of to individual School Master Managers. Lastly, the Council welcomes the Government of India's Resolution to make Primary Education free and compulsory. The total expenditure on Primary Education last year was Rs. 23, 32, 268. Fees met 4 per cent. of the expenditure in Government Schools, 18 per cent. in Board Schools, and 24 per cent. in Aided Schools. The cost of each pupil in a Government School was Rs. 8 4 as., in a Board School it was Rs. 5 3 as., and in an Aided School Rs. 3 14 as. Thus it will be seen that the cost is least in Aided Schools. The Council would, therefore venture to point out that the money which will liberally be set apart by the Government of India can very well be spent through Village School Boards.

13. Summary of the opinions of the Head Masters of High Schools in favour of the proposal:—

- (1) The existence of such a Board will be a safeguard against the dereliction of duty and malpractices which often escape the eyes of Inspecting officers, who visit them once in six months or a year.
- (2) A School Board should certainly be able to feel the needs of the locality better than departmental officers.
- (3) It is an incentive to prominent villagers to take an interest in the schools.

	Area.	Population.	Percentage of children under instruction.
* 1. Madras Presidency	141,228	41,000,000	29
2. British Isles	121,000	41,605,000	85
3. France	204,000	39,000,000	90
4. Japan	161,000	46,000,000	85

- (4) Local Boards and Municipalities cannot give that attention to Primary education which its importance requires.
- (5) The creation of a School Board consisting of private gentlemen of local influence will have a good effect when we consider the importance of making the parents and the public take an intelligent interest.
- (6) The creation of such Boards will enlist the sympathy and co-operation of a great many people and will be the effective means of spreading education among the masses.
- (7) The institution of School Boards is one of the best ways of creating local interest in Primary education as well as of supervising it.
- (8) Every attempt at self-help on the part of our people ought to be welcomed.

The main objections to the proposal have been on the ground that it will be difficult to find public spirited people to form members of the Village School Boards, and that they would also quarrel with each other, but it is also reasonable to expect that the proposed system will create public spirit and a healthy difference of opinion among the members will also conduce to the public good, for without differences of opinion nothing great can be achieved.

There is no denying the fact that the country is at present unprepared, but it is hoped that in the near future several organizations will spring into existence with the object of enforcing their special views as to the lines on which the impending educational settlement should be made. If a beginning is made, different localities can be treated differently. Rate aid can be levied in forward localities and free education can be given in backward localities for the children of the agricultural and industrial classes. In course of time it is not unreasonable to expect that elected School Boards supported by rates will come into existence. The idea of asking the villagers to interest themselves in the education of their children is no doubt novel in this country at present, but it is no more novel than the establishment of rural credit societies, which spring into existence in this country with the rapidity of the prophet's gourd.

14. In this connection the council wishes to bring to the kind notice of His Excellency's Government that, during the last two years the Council has been working very hard to create public opinion among the masses by publishing pamphlets* in the vernacular languages of the country, *viz.*, Tamil and Telugu pointing out the necessity of our people taking a direct interest in the education of their children. In the pamphlet on Primary Education herewith sent certain defects in the old system are pointed out. Of these, the evils of the Results' System have ceased to exist. The methods of examining pupils at the end of the primary stage have also undergone a change.

* Copy of each is herewith sent.

15. I am desired by the Council to suggest that the experiment be at first tried in Madras Town, where the facilities of observation by Government and the Educational Department would be greatest. In municipal towns the School Boards will have to be established in wards or groups of streets. Should His Excellency's Government approve of this humble suggestion the Council is prepared to initiate and to work out the scheme in Madras City.

I beg to remain,
Sir,

Your most obedient and humble servant,

S. Rajagopalachari.
Joint Secretary to the Council of Native Education, Madras.

President.

THE HON'BLE JUSTICE SIR S. SUBRAHMANIA Aiyar, Kt, C.I.E.

Secretaries.

THE HON'BLE MR. P. S. SIVASWAMI Aiyar, B.L., F.M.U.,
MR. S. RAJAGOPALACHARI.

ENCLOSURES.

- (1) Hon'ble Mr. P. S. Sivaswami Aiyar's circular letter to the Headmasters of High Schools, dated 3rd May 1905.
- (2) Primary Education Pamphlet prepared by Mr. S. Rajagopalachari.
- (3) Replies from the Headmasters of High Schools and other educationists.
- (4) List of the names of the Gentlemen who replied to the circular letter.
- (5) Hon'ble Mr. P. S. Sivaswami Aiyar's letter to the Hon'ble Dr. Bourne, Director of Public Instruction.

HIGH COURT BUILDINGS,
31st January, 1905.

To

THE DIRECTOR OF PUBLIC INSTRUCTION,

MADRAS.

SIR,

I am desired by the Council of Native Education, Madras, to bring to your notice certain defects in the system of Lower Secondary Education now in force in the Presidency. It has long been felt both by Educationists and by the public that the results of the present system of Lower Secondary Education are unsatisfactory and that boys who have gone through a course of instruction in the Lower Secondary schools do not possess any real knowledge of the subjects which they have been taught and are not fully qualified to undergo a course of instruction in the Upper Secondary classes. The annual heavy slaughter of candidates in the Matriculation Examination of the University is a clear indication that the majority of the boys who have entered upon the High School course have done so without a sound previous training. Among the many causes of this unsatisfactory state of things a prominent place must be given to the method generally adopted in Lower Secondary schools of imparting instruction in non-language subjects through the medium of English. The pupils who attend the Lower Secondary classes are boys of tender years and do not possess sufficient knowledge of English to be able to understand English text books in non-language subjects or to benefit by any instruction in such subjects through the medium of the English language. The books which they read convey no ideas to them and they are obliged to cram the books prescribed, or badly written notes and compendiums. That the system is faulty and requires to be changed is admitted by most people who have had any experience of the system of Education or of its products and there can be no more weighty condemnation of the evils of the system than is contained in paragraph 26 of the recent resolution of the Government of India, dated 11th March 1904.

It may be pointed out that in the Educational Conference of 1899 in Madras it was resolved that vernaculars should be the media of instruction in Lower Secondary schools. I may also state that the Council of Native Education addressed a large number of school masters and other gentlemen interested in education with reference to this matter and they find a practical unanimity among the persons consulted as to the necessity for adopting the vernaculars as the medium of instruction in non-language subjects. Notwithstanding this unanimity of opinion, English still continues to be the medium of instruction and no steps have been taken to bring about a reform. It is a matter for surprise that even the Managers who voted for the resolution at the educational conference, have not adopted this strongly advised course in their schools and that Government has not followed the course in its own training schools which the Department of

Education directly manages. The circumstances which appear to stand in the way of the change appear to be the following:—

- (1) The desire of parents that their boys should receive instruction in English from as early an age as possible,
- (2) The fact that instruction through the medium of the vernaculars in non-language subjects has not been made compulsory by the rules of the department,
- (3) The alleged want of suitable text books in the vernaculars,
- (4) The fear that if any change is made in the system it will lower the standard of knowledge in English among the boys,

It is true that the large majority of uneducated parents desire their boys to begin the study of English as early as possible but this cannot affect the introduction of the reform, provided all schools other than European or otherwise requiring exceptional treatment like some of the schools in the City of Madras are compelled to make the vernaculars the medium of instruction. So long as the rules of the department do not prohibit the use of English as a medium, there will be schools bidding for popularity by professing to teach even non-language subjects through the medium of English. As between two rival schools one of which adopts English as a medium of instruction and the other which adopts the vernaculars, there is no doubt that parents will send their boys to the former school in preference to the latter and the school which provides instruction through the vernaculars will find itself at a great disadvantage and all its well-meant efforts in the cause of sound education will be liable to be frustrated. But if the department makes it compulsory upon all schools to adopt the vernaculars as the medium of instruction the wishes of parents cannot stand in the way of carrying out the change.

As to the alleged want of suitable text-books, we think that there is no great difficulty in finding appropriate text-books in the vernaculars. Even if there are no suitable text books available at present, if rewards are offered by the department for good translations of suitable text-books, they are sure to come into existence in two or three years. If proper translations have not yet been published of suitable text-books, it is because there has been no demand for them and no encouragement to translators. If the change is to be postponed, till there are suitable books in existence and if suitable books are not likely to come into existence until there is a demand for them, there is no possibility of introducing a change at all. We believe that sufficient encouragement in the shape of rewards has not been offered to induce people to come forward with translations of the necessary text-books. Notwithstanding these disadvantages there have been a fair number of translations published and the time has come to make a new departure. The last reason given is considered by some people as one of importance but we cannot share this view. The cramming up of ill-understood English text-books on miscellaneous subjects taught not as Text-books in language, but merely as books of information is not calculated to improve the knowledge of the English language possessed by the students. Notwithstanding the fact that the present system has been in force for a great number of years, the results have been far from satisfactory. It is said that if English is abandoned as a medium of instruction

the attainments of the students in English will be even worse than they are now. On the other hand we think that a great deal of the energy of the pupils which is now wasted in getting up books without understanding the contents can be set free and utilised for the acquisition of a better knowledge of the English language. If necessary, more books may be prescribed in the English language and as these books will have to be taught as language lessons, the students are likely to acquire a more correct knowledge of the language. Our proposal does not in any way involve the abandonment of English as a language subject. English should be taught as a language even in the Lower Secondary Department and if the students are obliged to read more text-books in English as part of their language lessons, it may be safely predicted that there will be no deterioration in the standard of knowledge of English possessed by the students. The obstacles which have stood in the way of a change can all be easily removed and a change may now be safely made. The steps which in our opinion should be taken for this purpose are (1) the issuing of rules by the department rendering it obligatory upon all Lower Secondary Schools to teach non-language subjects in the vernaculars and upon the inspecting agency to hold the examinations in such subjects also in the vernaculars, (2) the holding of the Lower Secondary Examination (so long as it may yet be held) so far as these subjects are concerned in the vernaculars even in the case of those candidates who bring up English as their first language, and (3) the encouragement of translations of suitable text-books by means of rewards. We hope that in the interests of sound education and in furtherance of the policy laid down by the Government of India, you will be pleased to take steps to introduce these desired changes at as early a date as possible.

I have the honor to remain

Sir,

Your most Obedient Servant,

Secretary to the Council of Native Education,

MADRAS.

List of persons who have replied to the circular of the Council of Native Education on the subject.

IN FAVOUR.

- 1 The Hon'ble Nawab Syed Mohammed Bahadur,
- 2 The Hon'ble Dewan Bahadur R. V. Srinivasier, F.M.U.
- 3 Dewan Bahadur K. Krishnaswami Rao, C.I.E.
- 4 The Hon'ble Mr. V. C. Desikachariar B.A., B.L., F.M.U.
- 5 Dewan Bahadur R. Raghunatha Rao,
- 6 M. R. Ry. A. Sitaramaier, F.M.U.
- 7 " S. Kasturirangaiengar B.A., B.L.
- 8 " T. V. Seshagiri Aiyar, B.A., B.L., F.M.U.
- 9 " T. R. Ramakrishna Pillai, B.A.
- 10 Dr. C. B. Rama Rao
- 11 M. R. Ry. K. B. Ramanatha Aiyar, M.A., B.L., L.T., F.M.U.
- 12 S. Rungiah Chetti, B.A., F.M.U.
- 13 " M. Ramasami Aiyangar, B.A., L.T.
- 14 " L. C. Williams Pillai, B.A., F.M.U.
- 15 " C. Nugogi Rao, B.A., F.M.U.

- 16 M. R. Ry. V. Ramasami Aiyar, B.A., Headmaster, Taylor's High School, Narsapur.
- 17 " D. Ananthan, Manager, C.M.S. High School, Bezvada.
- 18 " P. T. Srinivasiengar Principal, M.A. LT F.M.U. Mrs. A.V. Narasinga Rao College, Vizagapatam.
- 19 " V. R. Venkatesvara Aiyar, M.A., L.T. Principal, Pittapur. Raja's College, Cocanada.
- 20 Revd. Wolfe, M.A.F.M.U. Principal A.E.L.M. College, Guntur.
- 21 M. R. Ry. K. K. Krishnaier, Headmaster, Town High School, Guntur.
- 22 " K. Sudrasina Rao, Headmaster Sri Raju's High School, Nuzvid.
- 23 " C. R. Samuel, Headmaster, S.P.G. High School, Nundyal.
- 24 " Santhana Ramiengar, B.A., L.T. Headmaster, Venkatagiri Raja's High School, Nellore.
- 25 " S. Venkataramier, B.A. Headmaster, High School, Gooty.
- 26 " S. Stephen Headmaster, H.L.G.M. High School, Tripati.
- 27 " V. Regunatha Rao, B.A. Headmaster, Sri Mahant's High School, Tripati.
- 28 " K. S. Ramachandra Aiyar, Headmaster, Sri Malant's High School, Vellore.
- 29 " N. S. Venkata Rama Aiyar, M.A., L.T. Head Master, National High School, Mannargudi.
- 30 " P. A. Subramenia Aiyar, Headmaster, Hindu High School, Sheali.
- 31 " P. S. Venkatarama Aiyar, B.A. Headmaster, Wesleyan Mission High School, Thiruvellur.
- 32 " S. Krishnaswami Aiyar, B.A. Headmaster, Town High School, Kumbhaconum.
- 33 " S. Srinivasaier, Headmaster, S.P.G. High School, Trichinopoly.
- 34 " G. Seethiengar, Headmaster, National High School, Trichinopoly.
- 35 " C. Narayanasami Aiyar, Headmaster, The Setupati High School, Madura.
- 36 " Y. Stephen, Headmaster, S.P.G. High School, Ramnad.
- 37 " S. Naryana Aiyangar, B.A., L.T. Headmaster, Raja's High School, Palghat.
- 38 " K. Subramania Aiyar, B.A., L.T. Secretary to the Teachers' Association, Madura.
- 39 " C. R. Krishnamachari, B.A., Secretary, to the Graduates' Sunday Club, Madras.
- 40 " A. Narasimachariar, Secretary, Teachers' Association, Tripati.
- 41 " M. Arumanayagam, Headmaster, S.P.G. High School, Madras.
- 42 " Manicka Chettiar, B.A., Headmaster, Muthialupet High School, Madras.
- 43 " Srinivasa Aiyangar, B.A., L.T. Headmaster Triplicane, Wesleyan Mission School, Madras.
- 44 " T. R. Ramanatha Aiyar, B.A., L.T. Headmaster, Hindu Theological High School, Madras.
- 45 " Ashirvedham David, B.A., Headmaster, City High School, Madras.
- 46 " V. S. Srinivasa Sastriar, B.A., L.T. Headmaster, Hindu High School, Triplicane.
- 47 " N. Ramanujachariar M.A., L.T. Pachaiyappa's College, Madras.

AGAINST.

- 1 Rev. Lazarus, Danish Mission, Madras.
- 2 M. R. Ry. M. V. Kolandavelu, Headmaster, F.C.M. High School, Nellore.
- 3 " P. S. Annachariar, B.A., Church of Scotland Mission College, Madras.

Encl. 5
764 Edt.

Sir,

Madras,
3rd May, 1905.

The Educational Resolution of the Government of India dated 11th March 1904, reviewed what has been, and is being done to elevate the present standard of Education and to inspire teachers with higher ideals, and called upon the leaders of native thought and upon the great body of workers in the field of Education to carry on and complete the task which the Government of India could do no more than begin.

2. Till now no recognized body has discussed the various questions raised in that Resolution, and if the Educational Rules should be issued departmentally without the managers of schools offering their suggestions and criticisms, it would be difficult to get those rules altered, should they be found unsuitable to the satisfactory working of the existing schools.

3. It has been suggested that a Conference of Head Masters of High Schools and others interested in these questions may be convened, at Madras, about the beginning of next month, the date to be notified later on, to consider the following questions among others:—

(i) Lower Secondary Education:—

Of late, public attention has been drawn to important aspects of Lower Secondary Education. In the Circular issued by me as Secretary to the Council of Native Education three* questions were raised:—

(a) Imparting instruction in the Lower Secondary Classes in non-language subjects through vernacular manuals. This subject was duly considered and a memorial has already been sent to the Director of Public Instruction.

(b) The other two questions about which opinions were invited, viz., the settlement of the curriculum of studies and the conduct of the Lower Secondary Examination may be discussed at the ensuing Conference.

(ii.) Primary Education:—

What steps can be taken to place Primary Education on a firm basis without much additional expense to the State? The present

*See page 4.

Madras,
13th March, 1907.

Sir,

I beg to invite your opinion on the following points with reference to the printed pamphlet, herewith sent, on Primary Education.

1. Whether it is not desirable that every village or group of villages should have a School Board consisting of 5 members for supervising education and distributing the grants according to rules framed by the Educational Department?

2. How the grants have to be awarded. Whether the test is to be only that of examination or the efficiency of the institution; and if the latter, what would be the definite rules that must govern the award of grants?

3. Considering the low attainments of the present Primary School Master, whether: (1) Students who have read in recognized High Class Sanskrit Schools, (2) Students who have passed the Madura Tamil Sangam examinations, (3) Students who have been rewarded for high proficiency by various public bodies and Native Governments, may not be allowed to become Primary School Masters after such training as may be necessary for them in the Government Primary Training Schools?

4. Whether the indigenous system of education may be combined with the present methods that are in vogue in this country; and if so to what extent?

5. Whether sums of money may not be raised, supplemented by grants from the Municipalities or the Local Fund Boards, to construct in each municipal town or in union villages, a building with a garden attached, to contain exhibits to promote industrial education, and appliances to impart kindergarten instruction, and a small laboratory containing chemical substances and physical apparatus, so as to be of use not only to children in recognized schools but also to the dissemination of knowledge on popular lines.

6. Considering that the majority of pupils in Primary Schools will have to make Agriculture their pursuit in life, what would be the curriculum and the course of studies best suited to the pupils in Primary Schools?

Yours truly,
P. S. SIVASWAMI AIYAR,
Secretary to the Council of Native Education.

3

policy is to withdraw funds from High and Middle Schools so as to improve Primary Education. If steps could be taken to enlist the active co-operation of Head Masters of High and Middle Schools for the improvement of Primary Education so as to make it possible for a better system of Primary Education to be adopted without additional expense to the State, a large portion of the funds now diverted from High and Middle Schools for Primary Education will not be so diverted, and sufficient funds will be left with the Managers of High Schools. Not only can the status of the present Middle and High Schools be improved but an industrial and a technical side may also be added to the existing schools.

(iii.) What steps, if any, should be taken to impart religious instruction on a non-sectarian basis in all schools?

(iv.) The desirability of bringing into existence a central non-official body to supervise Lower Secondary and Primary Education, especially with reference to the Lower Secondary Examination; and from time to time to suggest to the Educational Department defects which may become apparent in the system of Education. Such a body may also be of great help in the initial stages of the development of technical and of female education in this country.

(v.) In connection with Primary Schools now under the control of local bodies such as Local Boards and Municipalities, whether the system of control over them now obtaining is one best calculated to the most effective imparting of instruction therein?

4. As the questions raised here are of importance it is considered necessary to obtain the opinion of Head Masters of High Schools who are actually engaged in the work.

5. Should you approve of the proposed conference, I shall be highly obliged by your kindly intimating your willingness to be present, so as to enable me to make proper arrangements for the proposed Conference.

Yours truly,
P. S. SIVASWAMI AIYAR,
Secretary to the Council of Native Education.

Questions referred to on page 2.

1. Is it not desirable to teach History, Geography, Arithmetic and Geometry through Vernacular manuals in the Lower Secondary classes, *i.e.*, to boys whose average age is between 10 and 13?

2. To obviate the defects at present noticeable in the Lower Secondary Examination, does some scheme like the following meet with your approval?

COMPULSORY SUBJECTS.

- i. English as a compulsory second language to those who wish to continue their studies in the High School department (in schools other than European schools.)
- ii. One of the Vernaculars—Tamil, Telugu, Malayalam or Canarese—as a compulsory first language.
- iii. Elementary Mathematics—Arithmetic.
- iv. Indian History and Geography.

The following need only be optional subjects:—

- i. A classical language such as Sanskrit or Persian.
- ii. Geometry and Algebra.
- iii. Drawing, Freehand or Geometrical.
- iv. Any one of the subjects or group of subjects of the Elementary Technical Examination.

N. B.—No candidate may at one examination appear in more than 5 branches.

3. The Lower Secondary Examination throughout the Presidency to be *hereafter* conducted by the Head Masters of the High Schools, the setting of the papers being entrusted to a Board appointed by the Director of Public Instruction and the valuation being done by the Head Masters and their qualified assistants who are best acquainted with the subject.

Sub 1
764 Sd.

PRIMARY EDUCATION.

1. The importance of the subject.
2. Free Primary education in England and in other countries.
3. Chief defects noticed.
 - (1) Modern Primary education did not adopt much that was good in the indigenous system of education.
 - (2) Educational department issues hard and fast rules to bring under control all classes of pupils.
 - (3) Much of the present unsatisfactory condition is mainly due to the results' system.
4. (a) Unsuitable courses of study and text-books.
(b) Inefficient teaching.
(c) Injudicious methods of examination.

Primary Education.

THE IMPORTANCE OF THE SUBJECT.

At present there is a great deal of public interest felt on the subject of education in India. The Government has taken up the question of University Education and is enquiring into it with a view to introduce such reforms as may be necessary, but sufficient attention has not been paid to the lower stages of education, Primary and Secondary, which, as most intimately touching the masses, are of great and vital importance.

FREE PRIMARY EDUCATION IN ENGLAND AND OTHER COUNTRIES.

Speaking about the above subject, the Hon'ble Mr. G. H. Stuart, late Director of Public Instruction, recently said—"In England and in many other countries elementary education has been made completely free* for all who care to send their children to the schools maintained by the State, the theory being, I suppose, that as it is to the advantage of the nation, as a whole, that its members should be educated, the nation as a whole would bear the cost, not merely of individual parents whose children are compelled to go to school. Secondary Education is naturally more expensive, and as not every child is fit for it, † it has not been made free. But there are very few boys of real ability who have not a chance of gaining one of the many scholarships that have been founded in our Schools and Colleges by the piety and wisdom of our ancestors. In this country we are a long way from any system of free and compulsory education, and it is doubtful whether any such system can ever be adopted.‡

* In this country Primary as well as Secondary Education need not be made free. Much less need schools be maintained by the State. It is enough if sufficient funds are set apart for helping education.

† Facilities should be given for even less talented boys to pursue their studies in Secondary Schools.

‡ Such a system appears to have existed during the time of the early Moghul Emperors and also during the Hindu period as the following extracts will show.

STATE OF PRIMARY EDUCATION DURING THE TIME OF EARLY MOGHUL EMPERORS.

"At this period education was cultivated by the Hindus in every village by a national edict; knowledge was universally inculcated and it was then as rare to find a poor villager who could not read as it is now to find one who can. In fact the whole social system seems to have undergone a complete revolution."

CONDITION OF PRIMARY EDUCATION DURING THE HINDU PERIOD.*

"Education has always, from the earliest period of their history, been an object of public care and public interest to the Hindu Governments of the Peninsula of India. Every well regulated village under those Governments had a public school and a public schoolmaster. The system of instruction in them was that which, in consequence of its *efficiency, simplicity, and cheapness*, was a few years ago introduced from Madras into England and from England into the rest of Europe. Every Hindu parent looked upon the education of his child as a *solemn duty* which he owed to his God and to his country and placed him under the schoolmaster of his village as soon as he had attained his fifth year.†

PRESENT CONDITION OF EDUCATION IN THE COUNTRY.

According to the recent census, only

64 in every thousand can read and write their Vernaculars.

119 in every thousand males can read and write.

9 in every thousand females can read and write.

Considered according to communities:

Among 1000 males of the Hindus ... 116

" " " Mussalmen ... 141

" " " Christians ... 198

can read and write;

* Extract of a letter of Sir Alexander Johnston to Mr. C. Grant upon the Hindu National Education.

† This is true even to-day. The ceremony is called Akshrabiasum.

And among 1000 females of the Hindus	... 7
" " " Mussalmen	... 9
" " " Christians	... 91

can read and write.

From the above figures it would appear that 6.4 per cent of the whole population can read and write, among males, the percentage being 11.9, and below 1 per cent among females.

These percentages in the present progressive and enlightened age contrast unfavourably with the conditions that prevailed under the Hindu or the Muhammadan period.

As Professor Rangachariar said:—"If education as current in this country is carefully examined, we find that there are two unrelated systems in existence, one the indigenous system and the other the modern British system. Very little in the way of systematic survey of the former has been done, though in regard to the latter a good deal of trustworthy information is available. The primary education, imparted under the indigenous system in pial schools had been most beautifully adjusted to the popular requirements of the country till the advent of the new civilisation of Europe into India, so much so, it seems to me a pity, that even the modern Primary Education did not adopt much that was good in the pial school system."

Moreover, the Educational Department instead of being elastic, issues hard-and-fast rules mainly with a view to the distribution of money among the various schools without taking any note of the different races and different tribes in various stages of development, with varying powers and capacities—that is to say, one set of rules is issued to guide all schools in the Presidency.

At present there are in this Presidency, besides schools directly maintained by the Municipalities and Local Fund Boards, schools under the fixed Grant System, Salary System and the Results System. Of these by far the largest number (so far as the Primary education is concerned) belong to the last class. It is needless to point out in detail the faults of the Results' System and the abuses of which it is capable. From the days of Mathew Arnold in 1861 in England to the present hour in India these faults have been pointed out "that by

concentrating the teacher's attention upon enabling his scholars to pass" in the subjects prescribed for the earning of the grant "it must injure the teaching, narrow it, and make it mechanical" is an educator's objection which cannot be gainsaid. As Mathew Arnold distinctly affirmed, to give rewards for proved good reading, writing and arithmetic is not the whole duty of the State towards popular education. Under this system the pupils presented for examination are usually the pick of the class far in advance of the average pupil. Thus the interests of the ordinary pupil are sacrificed to those of the exceptional few who can pass the examination. It is also not impossible for unscrupulous teachers to make false presentations of pupils. It requires great vigilance on the part of Assistant Inspectors to checkmate this and also to see that the registers and other records of the school are not made up for the occasion of the Inspectors' visit. They are thus forced to spend their time and energies on matters of trifling importance and quite foreign to their legitimate sphere of work. Further, besides all the trouble thus entailed on the Inspectors it very often happens that the Municipalities and Local Fund Boards cannot find funds to grant in full the amounts passed by the Inspectors in their certifying memoranda. The legitimate expectations of the schoolmasters being thus frustrated they continue their work with less enthusiasm than ever.

Moreover, it is to be remembered that the Results' System is directly responsible for the complex and harassing system of examinations to which children of tender years are year after year subjected.

Next with reference to unsuitable courses of study and text-books.

Children generally join school at the very early age of five and they stop in Primary Schools for five years.

The Educational Code prescribes the following Curriculum:—

COMPULSORY SUBJECTS—

- (1) Reading, Recitation and Grammar; (2) Writing and Spelling;
- (3) Arithmetic.

OPTIONAL SUBJECTS—

- (1) Elementary Science; (2) Second Language; (3) Drawing; (4) History of India; (5) Geography; (6) Needle work; (7) Singing (for Girls only.)

(8) Hygiene and Elementary Sanitary Science; (9) Agriculture (for boys only)
(10) Mensuration (for boys only); (11) Any one of the industrial subjects laid
down in Chapter V (iii) of the Madras Educational Rules (for private candidates
only).

It is further provided that every candidate shall bring up the com-
pulsory and 2 optional subjects at the same examination.

The examination is mainly *viva voce* and the little writing that it
involves is done on slates so that the Examinees do not acquire even
facility of penmanship.

Considering the unsatisfactory knowledge which the boys in the
Primary schools obtain in the compulsory subjects, we think all optional
subjects should be done away with. In the generality of schools, Indian
History and Geography of the Madras Presidency are taken as optional
subjects, and since the boys have to read, later on, these subjects for
three years in the Middle School Department, and for another three
years in the High School Department, they can very well be removed
from the curriculum.

1, 8, 9, 10 and 11 of the optional subjects are entirely unsuited for
boys of tender years.

Let us next examine what is the general proficiency obtained by a
study of the compulsory subjects.

I. (1) To read with ease, correctness, and intelligence a few
lines from any Reader approved for the Standard that has not been
studied in the class during the year and also from manuscripts.

(2) Recitation; about 140 lines for five years.

(3) Subject-matter.

(4) To point out nouns, verbs, the subject, predicate and the
object.

II. Writing.

III. Arithmetic: Compound Rules, Reductions, Fractions and
Bazaar accounts.

IV. Geography. (a) Shape and size of the earth, simple notions
regarding the relations of sun, moon and the earth; (b) Oceans and
continents of the world; (c) Geography of the Madras Presidency,

Coorg, Travancore, Mysore, Cochin and Hyderabad as in any approved
book; also of the important physical features of the rest of India.

V. History of India.

It is not enough that boys after five years' stay in school merely
acquire a facility to read and write. It is possible in that period to
acquire a thorough grounding in the Vernaculars as well when the op-
tional subjects are removed from the curriculum.

Next with reference to unsuitable text-books.

The evils have grown to such an extent that the attention of the
Educational Departments is drawn to them by the Teachers' Confer-
ence held at Godavari,* where 400 Primary and Lower-Secondary Tea-
chers were present when the following resolution was passed:—"As
most of the approved text-books prescribed for use in Government and
Board Schools are quite unsuited both in regard to quality and quantity
to the Standards for which they are prescribed, this Conference humbly
requests the Government to give greater scope in the selection of text-
books to the teachers of the Government and Board Lower Secondary
and Primary Schools, and to appoint a special and representative com-
mittee of Telugu men competent to judge the merits or otherwise of
Vernacular text-books now in use in the District and encourage the
publication of good books in that subject based on the recommendation
of such committee."

Now, from time immemorial the children of this country had been
accustomed to commit to memory chaste, simple poetical stanzas con-
taining two lines and four lines each. Children in the Primary depart-
ment once learnt a book called Poetical Anthology, No. 1, printed by
the order of the Director of Public Instruction. It ran through eight
editions. The eighth and the last which was printed in 1884 by the
Madras School Book and Vernacular Literature Society consisted of
30,000 copies. When the Educational rules prescribed for recitation
only 140 lines for five years these books fell out of use and the prose
books issued by English publishers and prescribed as text-books con-
tain only as much as is required by the code. We do not desire to be
understood as praising cram; these verses were not only committed
to memory but the pupils understood them. Under the present

* December 1902.

curriculum of studies, children are unable to grasp sufficiently well the subject-matter in their Readers and to obtain an intelligent study of History and Geography, their low paid teachers anxious that their pupils should pass the examinations encourage them to learn by heart ill-written and badly printed notes and compendia of which tens of thousands are sold every year. But very little aid is given to the cultivation of memory in the proper sense. Speaking about this subject an ancient writer says: "Keeness of memory is also most valuable. When the mind is fresh and vigorous it should be stored with what is good and lasting. How many an aged person in a long illness has been comforted by the psalms and hymns and prayers learned in his childhood. Ruskin says: "My mother forced me to learn long chapters of the Bible by heart and to that discipline I owe the best part of my taste in literature." Thus as the curriculum is ridiculously meagre, after passing through it the child is really as ignorant as before. That the question of reform in this matter is an important one nobody can deny who remembers how the child can be moulded and influenced in its tender years, and how the children of the present are the citizens of the future.

Next, with reference to inefficient teaching.

Persons who ought themselves to have been learners are made to teach these little children. One of the objects of the Primary Examination is "to test the fitness of teachers for admission to Primary Training Schools." The general proficiency of those who pass the Primary Examination has already been sketched above, and these Arnolds and Pestalozis, after a year's stay in a training school, became full blown teachers, and it is not at all to be wondered at that children with little powers of concentration and comprehension break down miserably under their tuition.

Lastly, the question of injudicious methods of examination.

The examination is entrusted to a Board and they have to examine a large number of students within a limited time; therefore, they wish to elicit answers which are capable of being marked mechanically. This will always be the case where an examiner has to correct a large number of slates. Nor is it to be wondered at that school masters generally teach only those points which are usually questioned.

Thus the present system instead of helping the child sinks him down into ignorance. It is the duty of every earnest worker to take the children and also the nation (for the children of to-day will be the nation, a generation hence) out of ignorance. As the Viceroy has said: "What is the greatest danger in India; what is the source of suspicion, superstition, outbreaks, crime, yes, and also of much agrarian discontent and suffering among the masses? It is ignorance. What is the only antidote to ignorance? Knowledge in proportion. As we teach the masses, so we shall make their lot happier; so they will become more useful members of the body politic." The Japanese, availing themselves of the knowledge of the West by translations of scientific books, have developed their industries, while we have remained stagnant and unprogressive.

We think the only way of making the education reach the masses is to conduct it on national lines. At present the people are not made to take an interest in the education of their children.

The Education Commission held that it was the duty of Revenue officers to inspect schools and it was also desirable that other Government officers and private persons should also inspect schools. The Government of India in their Resolution on the Quinquennial Review of Education (1892-93—1896-97) said that this duty on the part of the district officer "is especially incumbent on him in respect of Primary Schools."

We think Primary Education can be made truly national when every Municipality and Local Fund Board is made to start schools within its boundaries, such schools being opened without prejudice to existing schools. These schools should not only, as recommended by the Education Commission, be under the inspection of private gentlemen, but should be under the management of local bodies of which such gentlemen should also be members. The funds for these schools should ordinarily be obtained from three sources:—1. School Fees; 2. Voluntary Contribution Fund; 3. Contribution from the Municipality or Local Board. These may be supplemented by contributions from Provincial Funds, if necessary. For such a purpose there would assuredly be no want of outside help in this land of proverbial charity, and though large endowments are not so frequent or

of such magnitude as in England and America, yet we may be sure that modest sums will be forthcoming with the help of which and school fees and contributions from the Municipalities and Local Fund Boards, Primary Schools may be efficiently conducted without any extra outlay of money. We also think that local bodies with their special knowledge of local conditions are fit to be entrusted with the work of Primary Education. Of course, these schools should be under the general supervision of the Government Educational Department. By thus practically interesting the parent in the education of his children the State would be simultaneously educating the citizen in his duties, thus making him more self-reliant than now, while at the same time, imparting the elements of knowledge to his child and fitting him for the battle of life.

During the last few months it has been pointed out that to bring in the neglected 8½ millions of school-going children under instruction it would cost about 70 lakhs of rupees. Should government be pleased to sanction the above-mentioned sum the money would be better spent on technical schools where the majority of these neglected children, that is, children of agriculturists, artisans and other labouring classes, will be profited immensely.

List of Gentlemen who have replied to the circular letter of the Council of Native Education, dated 3rd May 1905.

1. M. R. Ry. Dewan Bahadur R. Ragunatha Row, Kumbakonam.
2. „ Hon'ble M. Krishnan Nair, Calicut.
3. „ B. C. Ragaviah, Pleader, North Arcot.
4. „ Purniah Pantalu, Pleader, Vizagapatam.
5. „ Cunniyah Naidu, Pleader, Erode.
6. „ T. A. Ramakrishna Pillai, B. A., F. M. U., Egmore.
7. „ K. B. Ramanatha Aiyar, M. A., B. L., L. T., F. M. U., Pachiyappa's College.
8. „ Venkataramier, Pleader, Secretary, District Association, Chingleput.
9. „ T. R. Ramanatha Aiyar, B. A., L. T., Mylapore.

10. M. R. Ry. Padmanabachari, B. A. B., L., High Court Vakil, Egmore.
11. Secretary, Subramania Aiyar's High School, Mylapore.
12. M. R. Ry. P. R. Subramania Sastri, Ernaculam College.
13. Head Master, Government Girls' School, Cuddalore.
14. Chairman, Municipality, Chingleput.
15. „ Municipality, Conjeeveram.
16. „ Municipality, Dindigal.
17. „ Municipality, Anantapur.
18. „ Municipality, Negapatam.
19. „ Municipality, Chicakulam.
20. Headmaster, Municipal High School, Chicacole.
21. „ Taylor's High School, Narasapur.
22. „ A. E. L. M. High School, Peddapur.
23. „ Rajah Chellayamma Row's High School, Pittapuram.
24. „ C. M. S. High School, Bezwada.
25. „ Town High School, Guntur.
26. Principal, Mrs. A. V. Narasinga Row College, Vizagapatam.
27. „ A. E. I. M. College, Guntur.
28. „ Noble College, Masulipatam.
29. Headmaster, Sri Raja's High School, Nuzvid.
30. „ F. C. M. High School, Nellore.
31. „ Venkatagiri Rajah's High School, Nellore.
32. Principal, A. B. M. College, Ongole.
33. „ Revd. Mr. Meston, Madras Christian College.
34. „ Docton Protestant College.
35. Headmaster, Hindu Theological High School, Madras.
36. M. R. Ry. Narayana Aiyangar, Assistant Master, Pachaiyappa's College, Madras.
37. Headmaster, Thondai Mandalum Thuluva Vellalur's High School, Madras.
38. „ St. Thome Seminary, Mylapore.
39. „ P. Subramania Aiyar's High School, Mylapore.
40. „ City High School, Madras.
41. Principal, Wardlaw College, Bellary.
42. „ Wesley College, Royapetta.
43. „ Raja's College, Puducottah.

14. Headmaster F. C. M. High School, Conjeevaram.
45. „ Pachaiyappa's High School, Conjeevaram.
46. „ Hindu High School, Madurantakam.
47. „ Municipal High School, Anantapur.
48. „ London Mission High School, Gooty.
49. „ Board High School, Chittore.
50. „ American Mission High School, Punganoor.
51. „ H. L. G. M. High School, Tripati.
52. „ Srimahant's Hindu High School, Tripati.
53. Principal, Voorhee's College, Vellore.
54. Headmaster, London Mission High School, Coimbatore.
55. „ Mahajana High School, Erode.
56. „ Diamond Jubilee High School, Gopichettipaliam.
57. „ National High School, Mannargudi.
58. „ Municipal High School, Mayavaram.
59. „ National High School, Negapatam.
60. „ St. Antony's High school, Negapatam.
61. „ Board High School, Thiruvallur.
62. „ Municipal High School, Srirangam.
63. „ S. P. G. High School, Trichinopoly.
64. „ National High School, Trichinopoly.
65. „ Municipal High School, Dindigul.
66. Secretary, Teachers' Association, Madura.
67. Headmaster, Setupati Town High School, Madura.
68. „ S. P. G. High School, Ramnad.
69. „ Kshatria Vidhayasala, Virudupatti.
70. „ Alatur High School, Malabar.
71. „ Kolengode Raja's High School, Malabar.
72. „ Ottapallum High School, Malabar.
73. Principal, Brennen College, Tellicherry.
74. Secretary, Missionary aided Education, Vellore.
75. M. R. Ry. P. N. Raman Pillai, Editor, *Madras Standard*.
76. Secretary, North Arcot Teachers' Association.

Encl. 2
764 Edl.

OPINIONS.

IN FAVOUR.

1. It is certainly desirable to have a School Board consisting of competent members appointed for each group of villages for the supervision of education and the distribution of grants.

PEDDAPOOR,
Dated 7th July, 1905.

M. RAMA RAU,
HEAD MASTER,
A. E. L. M. High School.

2. I am at one with you in thinking it desirable to organise a School Board consisting of 5 members to superintend the schools and distribute grants in accordance with the rules of the Educational department. But they must be residents of places that are very near the schools which they are to superintend and men of impartial judgment, who take genuine interest in the cause of education and in whose integrity and disinterestedness the public have a strong faith. The existence of such a Board will be a safeguard against the dereliction of duty and malpractices observable in some of the Primary Schools of to-day which often escape the eye of the Inspecting officers, who visit them once in six months or a year.

PITTAPURAM,
22nd July 1905.

THE HEAD MASTER,
K. Ch. High School.

3. A School Board, if efficiently constituted, should, certainly, be able to feel the needs of the locality better than Departmental Officers, especially in the lower ranks, can at present, who generally have a lot of work to do and naturally do it all in their own way.

M. KRISHNAMACHARYA,
HEAD MASTER,
Hindu Theological High School.
MADRAS,
3rd August 1905.

4. School Board is highly desirable, but every village need not have a Board unless it contains a population of over 1,000. Villages within the radius of 2 miles may have one Board.

CONJEEVERAM,
24th July 1905.

N. PARAMASIVAN,
HEAD MASTER,
Pachaiyappa's High School,

5. As an incentive for the prominent villagers to take an interest in the schools it would be desirable to place the schools under the supervision of Local School Boards; but their supervision should be strictly confined to seeing whether the school is properly conducted, whether the teacher is regular and punctual and to assisting the teachers in securing the attendance of boys and getting their fees collected (i.e.) in general terms to do what local influence alone could do; but they should be strictly excluded from having any control over the finances of the school or over any of the technical points with which a Departmental Officer alone can deal. The most influential men of each village should be selected and they should act as mediators between the teachers and the villagers, the former being a stranger and not in the confidence of the latter.

TANJORE RANGE,
9th August 1905.

THE SUB ASSISTANT INSPECTOR OF SCHOOLS.

6. I approve of the proposed arrangement. For a population of 2,000 in a village or group of villages, there should be a School Board of 3 members who should be influential men with sufficient amount of education and public spirit, for supervising education by periodical examinations and visits. Their remarks entered in a book are to be considered by the Inspectors of the Educational Department at the time of paying grant.

TRICHINOPOLY,
5th June 1905.

G. SESHAIYANGAR,
THE HEAD MASTER,
National High School.

7. Provided that there is a responsible Educational Officer of a grade not lower than that of a Sub-Assistant Inspector on the School Board, and provided also that the other members are competent to exercise intelligent control over the schools. As a tentative measure this system may be tried in towns and large villages where such School Boards may be easily formed.

TIRUVALUR,
27th May 1905.

THE HEAD MASTER,
Board High School.

8. A school board for every village is not possible under the present circumstances. It is premature. But Primary Education in each educational circle may be entrusted to a Board of Education to be composed of official and non-official members, and presided over by the Inspector of Schools. The Board should have power to levy an education cess, the proceeds of which, supplemented by grants from Provincial, Local and

Municipal Funds, should be spent on Primary Education. The Board should open a Primary School in every village (or group of villages) and give free education to all who care to attend the school. This would pave the way for compulsory Primary Education in course of time. Where there are already efficient Primary Schools, they should be allowed to continue as "aided" schools. Local Boards and Municipalities have too many irons in the fire, and they cannot give that attention to Primary Education, which its importance requires. Hence it is necessary that Primary Education should be entrusted to a Board of Education. Secondary Education may be left to the Local Boards and Municipalities.

PUNGANUR,
10th July 1905.

THE HEAD MASTER,
A. M. High School.

9. The constitution of School Boards for supervising education may be a step in the right direction. But owing to the difficulty that may be experienced in selecting competent men in the greater part of the Presidency, the system may be tried for the present, as a tentative measure, in a few typical villages in the more advanced Districts like Tanjore, Trichinopoly, Tinnevely and Malabar.

The question of the Board being empowered to distribute grants may be taken up for consideration only after the said Boards are found to do the work of supervision successfully, as it will involve material changes in the departmental rules relating to distribution of grants.

SECRETARY NORTH ARCOT TEACHERS' ASSOCIATION.

10. Considering the importance of making parents and the public taking an intelligent interest in the education of their children, the creation of a School Board consisting of private gentlemen of local influence will have a good effect in that direction. But we cannot expect much by their appointment for the cause of education itself. Past experience of Boards is not such as to warrant entrusting them with the important work of distributing grants or giving them powers of interfering with the internal management of schools. Of course they may be allowed to visit schools occasionally and record their impressions in visitor's books.

DINDIGAL,
1st July 1905.

THE CHAIRMAN,
Municipal Council.

11. It is desirable that every village or group of villages should have a School Board for supervising the work of the Primary Schools therein and distributing the grants according to the rules framed by the Educational

Department. The creation of such Boards will enlist the sympathy and co-operation of a great many people in the work of education and will be one of the effective means of spreading education among the masses.

CHINGLEPUT,
16th November 1905.

THE CHAIRMAN,
Municipal Council.

12. I consider it is not possible to have a School Board for a village or group of villages for supervising education and distributing the grants except in the Central, Southern and Western Districts of this Presidency.

CHITTOOR,
25th May 1905.

B. C. RAGAVAYYAR,

13. It is desirable that such a school board should exist.

NEGAPATAM,
20th July 1905.

HEAD MASTER,
Wesleyan Mission High School.

14. I thoroughly approve of the schemes proposed.

GUNTUR,
24th May 1905.

(Sd.) K. K. KRISHNA AIYER, B.A., L.T.,

HEAD MASTER,
Town High School.

15. I should certainly be glad to be present at any such Conference as you suggest. The subjects of Lower Secondary and Primary Education are of great importance to the welfare of the country, and need the serious attention of all engaged in educational work. It is, perhaps, unnecessary for me to discuss the circulars you have sent. It seems to me however that there is one question of principle that has not, (recently, at all events) been discussed. It is apparently tacitly assumed that the present division into Primary, L.S., U.S., and then College classes is a satisfactory one. But is this so? Should all the lower classes lead up to the Matriculation? Lower Secondary Education as it now exists is hardly on a level with what is known as "Elementary" Education in England. The Primary Standard is very low and it is little short of iniquitous that little children of 10 should be required to pass this examination to obtain a grant. But they have to, and can we regard an examination able to be passed by children of 10 as being a satisfactory standard of even Elementary Education. I think not.

ROYAPETTAH,
26th May 1905.

REV. C. POLLARD.

16. The institution of School-boards is one of the best ways of creating local interest in Primary Education as well as of supervising it. The constitution of a school-board might be similar to that in England, or something like this:—the board be elected once in two or three years at a meeting convened by the Department of (i) the fathers of school-boys (ii) or their recognised guardians; and (iii) such as pay the school-board an annual donation of Rs. 6.

N. S. VENKATARAMA AIYAR, M.A., L.T.
NATIONAL HIGH SCHOOL, MANNARGUDI,
20th May 1905. THE HEAD MASTER.

17. I very well approve of every line of your new proposals and am quite sure that Primary Education on the new lines suggested would raise materially the condition of our masses.

PALGHAT RAJAH'S HIGH SCHOOL, P. A. SANKARANARAYANA IYER,
ALATUR, 2nd June 1905. HEAD MASTER.

18. With reference to your pamphlets and circulars you were kind enough to send me I have the pleasure of stating that I entirely concur with the views stated therein about the Primary Education and the Lower Secondary Curriculum of Studies.

KALLANGOD RAJA'S HIGH SCHOOL, S. RAMACHANDRAN,
25th May 1905. HEAD MASTER.

19. It is desirable that every group of villages should have a school-board.

T. RAMAKRISHNA PILLAI.
THOTTAKKADU HOUSE, POONAMALLI ROAD,
MADRAS, 15th May 1905.

20. The Rural School circular meets many present requirements but I should add to it. It seems to me that Local Boards and Municipalities are best agencies to carry out the school. Government may provide funds and scheme but the carrying out should vest in Local Bodies. Each District should have its own curriculum and class books, etc., requirements of each District are so various but inspection and advice should be with Government, Director and Inspector.

MAILAPUR,
29th June 1905.

T. R. RAMANADHA AIYER.

21. It is desirable that each village union should have a school-board consisting of 5 members who will supervise the school and distribute the grants.

ERNAKULAM,
3rd June 1905.

P. R. SUBRAHMANYA SASTRY,
Ernakulam College.

22 The six queries raised therein are pregnant with desirable changes in the system of the existing state of Primary Education. Thanks for the interest taken in the cause of Primary Education.

GOVT. GIRLS' SCHOOL,
CUDDALORE,
31st May 1905.

C. GOPALA AIYANGAR,
HEAD MASTER.

23. In the first place it appears to me that every attempt at self-help on the part of our people such as your scheme necessitates ought to be welcomed. Whatever may be said of the abstract policy or impolicy of a scheme of "free" Primary Education by the State it is obvious enough that the day if at all it should come is far off when such a scheme will be practicable in India. There then remains the comparatively simpler method by which A instead of paying taxes for the "free" Education of all children of a school going age in the country, is made to supervise the education of his own children and of the children of his neighbours and fellow villagers—a matter obviously of direct and vivid interest to him.

EGMORE, MADRAS,
29th June 1905.

R. PADMANABHACHARI, B.A., B.L.
High Court Vakil.

AGAINST.

1. I do not think that people in the villages have come up to that level when they can exercise their free and unprejudiced discretion in the matter of allotting grants. The factions in the villages would, I am afraid, deprive these Boards of their usefulness.

V. RAMASWAMI AIYER, B.A., L.T.,
HEAD MASTER,
Taylor High School.

NARSAPUR,
21st May 1905.

2. The Educational Department is best fitted for distributing the grants and so I do not consider it desirable to form a Board of Education for village schools.

A. SANTANA RAMAN AIYANGAR,
HEAD MASTER,
V. R. High School.

NELLORE,
26th May 1905.

3. Most certainly it is, if so many of unimpeachable character, uninfluenced by any kind of bias, can be found in a village.

S. STEPHEN, B.A., L.T.,
HEAD MASTER,
H. L. G. M. HIGH SCHOOL, TIRUPATI,
25th May 1905.

4. The policy of the state to make the Primary Education free, i.e., to meet its expenses from public funds and to leave the Secondary Education to private generosity or charity is sound in principle and practice. For the Primary Education concerns as it were the very being whereas the Secondary concerns the well being of the people of the country. The present scheme of Rural Schools seems to promise much and should be tried some years before we can decide upon a better plan.

S. P. G. HIGH SCHOOL, RAMNAD,
4th June 1905.

S. STEPHEN,
HEAD MASTER.

5. Though desirable, I am doubtful of your being able to get together 5 men who can be expected to take sufficient interest in Primary Education and fairly distribute the grants.

BOMASUND COTTAGE, COONOR,
11th June 1905.

K. B. RAMANATHAN, M.A., L.T.

6. Considering the general want of education amongst villagers, it is not desirable to vest in such hands the responsibility of "supervising" education or "distributing" grants. The village school-master and the inspecting school-master under whom he works, low as their qualifications are, are yet men in a way fitted for their work by their training, and further they work under a sense of responsibility to their enlightened superiors. And it is inconceivable that results that these are unable to achieve can be accomplished by a Board of illiterate and irresponsible villagers. One mischievous result of such a plan would be to make the village school-master sub-servient to the whims of the ignorant Board or its most influential member, whose ideas of education may altogether upset his own dear-bought pedagogics of the "Normal School." Nor do I think that amongst the villagers could be found men of such stern independence of character and of such keenness of judgment as could be relied on for thorough fairness in the distribution of grants. The most deserving teacher may not always be the most popular one with the Board or with its most masterful member. Doubtless I shall be told that the distribution will only be made according to the rules framed by the Department. But your Council knows how wide is the chasm between the law and its application. Therefore I would say "Let well alone."

C. T. PARTHASARATHY MUDALIAR, B.A., L.T.,
CHITTOOR (NORTH ARCOT),
4th June 1905.
HEAD MASTER,
Board High School.

Gentlemen who have replied to the circular letter of
Council of Native Education, dated 3rd May 1905.

- 198m
451
- M. R. Ry. Dewan Bahadur R. Ragunatha Row, Kumbhakonum.
 - " Hon'ble M. Krishnan Nair, Calicut.
 - " B. C. Ragaviah, Pleader, North Arcot.
 - " Purniah Pantalu, Pleader, Vizagapatam.
 - " Cunniah Naidu, Pleader, Erode.
 - " T. A. Ramakrishna Pillai, B. A., F. M. U., Egmore.
 - " K. B. Ramanatha Aiyar, M. A., B. L., L. T., F. M. U., Pachaiyappa's College.
 - " Venkataramier Pleader, Secretary, District Association, Chingleput.
 - " T. R. Ramanatha Aiyar, B. A., L. T., Mylapore.
 - " Padmanabachari B. A., B. L., High Court Vakil, Egmore.
 10. Secretary Subramania Aiyar's High School, Mylapur.
 11. Mr. R. Ry. P. R. Subramania Sastri, Ernaculam College.
 12. Head Master, Government Girls' School Cuddalore.
 13. Chairman, Municipality, Chingleput.
 14. Municipality, Corjeeveram.
 15. Municipality, Dindigal.
 16. Municipality, Anantapur.
 17. Municipality, Negapatam.
 18. Municipality, Chicakulam.
 19. Headmaster, Municipal High School Chicacole.
 20. Taylor's High School, Narasapur.
 21. A. E. L. M. High School, Peddapur.
 22. Rajah Chellayamma Row's High School, Pittapuram.
 23. C. M. S. High School, Bezwada.
 24. Town High School, Guntur.
 25. Principal Mrs. A. V. Narasinga Row College, Vizagapatam.
 26. A. E. L. M. College, Guntur.
 27. Noble College Masulipatam.
 28. Headmaster, Sri Raja's High School, Nuzvid.
 29. F. C. M. High School, Nellore.
 30. Venkatagiri Rajah's High School, Nellore.
 31. Principal A. B. M. College, Ongole.
 32. Revd. Mr. Meston Madras Christian College.
 33. Principal Doveton Protestant College.
 34. Headmaster, Hindu Theological High School, Madras.
 35. M. R. Ry. Narayana Aiyangar, Assistant Master, Pachaiyappa's College, Madras.
 36. Headmaster, Thondai Mandalum Thuluva Vellalur's High School, Madras.
 37. St. Thome Seminary Mylapore.
 38. P. Subramania Aiyar's High School Mylapur.
 39. City High School Madras.
 - 40.

Encl. 3
764 857.

20P

CN. 764.

Memo. 764-1 of 22-4-07

Referred to the Director of Public

Instruction for very early remarks.

20/4/07

22/4/07

23/4/07

41. Principal, Wardlaw College, Bellary.
42. " Wesley College, Royapetta.
43. " Raja's College, Paducottah.
44. Headmaster F. C. M. High School, Conjeeveram.
45. " Pachaiyappa's High School, Conjeeveram.
46. " Hindu High School, Madurantakam.
47. " Municipal High School, Anantapur.
48. " London Mission High School Gooty.
49. " Board High School, Chittoor.
50. " American Mission High School, Punganoor.
51. " H. L. G. M. High School, Tripati.
52. " Srimahant's Hindu High School, Tripati.
53. Principal, Voorhet's College, Vellore.
54. Headmaster, London Mission High School, Coimbatore.
55. " Mahajana High School, Erode.
56. " Diamond Jubilee High School, Gopichettipallam.
57. " National High School, Mannargudi.
58. " Municipal High School, Mayavaram.
59. " National High School, Negapatam.
60. " St. Antony's High School, Negapatam.
61. " Board High School, Thiruvallur.
62. " Municipal High School, Sripingam.
63. " S. P. G. High School, Trichinopoly.
64. " National High School, Trichinopoly.
65. " Municipal High School, Diadigul.
66. Secretary, Teachers' Association Madura.
67. Headmaster, Setupati Town High School, Madura.
68. " S. P. G. High School, Ramnad.
69. " K-batria Vidhayasala, Virudupati.
70. " Alatur High School, Malabar.
71. " Kolongad Raja's High School, ".
72. " Ottapallam High School, ".
73. Principal, Brennen College, Tellicherry.
74. Secretary Missionary aided Education, Vellore.
75. M. R. Ry. P. N. Raman Pillai, Editor, Madras Standard.
76. Secretary, North Arcot Teachers' Association.

Encl. 4
Ed. 764

Department of Public Instruction.

C. No. 3088 of 1907.

P.A.

From

Name and Designation

Gout. Edl.

Station

memo No. 764-1
Date 22-4-07
Enclosures 7

SUBJECT.

Primary Education - Referring for
remains the proposals of the Council
of the Native Edu for the improvement
of — in the Presidency

Instructions relating to References.

Date of Receipt 26-4-07

Date of Registry 26-4-07

Date of Receipt by Clerk
in charge with Initials.

Date of Receipt by
Record Superintendent.

Date of Receipt by Clerk in charge

Date of Note for Orders

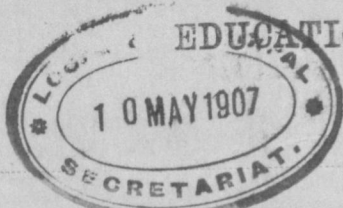
References. { When issued

{ Date of reminders

{ When received

Explanation for delay to be entered here if
called for.

ORDER.

Received  1907, Registered 10-5-1907

Subject.

Establishment of school boards. — Returning, with remarks, petition from the Council of Native Education, Madras, relating to the —

ENCLOSURES.

No. 5

Spare copies

Re No. 3088/07

Station *Cotacmand*, Dated the *9th* May 1907

From (Name) *The Honble Mr. T. T. Logan*,
(Designation) *Ag. Director of Public Instruction*

To The Secretary to the Government of Madras,
Educational Department.

Sr,

With reference to your Memo, Edl, N^o. 764-1 dated 22nd April 1907 I have the honour to offer the following remarks on the various ^{points} questions contained in the petition of the Joint Secretary to the Council of Native Education, Madras: —

2. *Establishment of school boards* — The Council propose the establishment of school boards as a means of accelerating the spread of elementary education.

The Council specifies the following obstacles to the

Rev.

of elementary education.

A. Financial - Starting of local fund schools and taking over of aided schools (Teacher-Managers) by local bodies would be too expensive to permit rapid extension.

B. Lack of interest shown by local residents - This is attributed partly to the nature of the curriculum ("too rigid and not popular") and partly to their having no share in the control or upkeep of the schools.

C. The Council also notes the absence of adequate supervision of elementary schools, educational officers still being too few in number (though it is admitted that increased provision for grants should precede increased provision for supervision) and taluk boards and municipalities having too many other matters to occupy their attention.

3. To remove these obstacles the Council proposes the formation of boards for solely educational purposes - composed of the most influential residents - to assist financially in starting and maintenance of schools; to superintend the general working of the schools; to advise the educational officers regarding the curriculum &c; and in general to act as "go between" in matters educational between the Government and the people.

Rev.

228

25

The details are not clearly worked out; and the authority to be given to these boards and their range of influence is nowhere ^{precisely} stated.

4. General Remarks on the proposal - The obstacles as stated by the Council are admitted on all sides by educational officers. Few educational officers would deny that progress can be made only by securing more local co-operation and by popularising elementary education. The Local Fund Code contemplates the possibility of the Taluk Boards handing over schools to Union Panchayats.

5. Remarks on details of the scheme.

A. Financial. The problem of the immediate present is what to do with the "Teacher-Managers" schools (see Dr. Bournie's first letter to Govt. on the revision of the Grant-in-aid Code). The general idea seems to be to bring them more under Departmental (or board) control and to compensate for loss of independence by monthly salaries instead of annual grants. The same remark applies with even greater force to new schools. Are we to go on adding to the Aided List these Teacher-Manager schools on the same footing as hitherto? Is not this (a) too slow a process (b) too inefficient (owing to lack of supervision)? Is it not on the other hand too expensive to convert these Teacher-Manager schools - both old and new - into

373 - 10/14 +
326.05
para 157C

into board schools.

The last question is answered in the affirmative by the Council who point to the difference in cost between the aided and the board school. Although it is true that many of the Teacher-Managers schools are even now supported entirely by grants from public funds and that in many cases their schools could be brought under public control by payment of salaries ^{smaller} than those at present recommended for full fledged board schools, yet it cannot be denied that the general effect of bringing them more completely under public control would be an increase in expenditure from public funds ^{per} school which might be a bar to rapid extension or even to any extension. But the Council nowhere shows clearly in what way the formation of school boards would prevent this increased expenditure.

(i) There is some vague talk of subscriptions and donations to be raised by the school boards. But there is a very strong and widespread conviction now in the villages that Government have taken on themselves the duty of providing elementary education and that this is not a case for private effort. On all sides there is a cry for establishment of more board schools and it is becoming every day more difficult to get the villagers to make any outlay on elementary education themselves.

It might be possible here ^{and} there in the more well-to-do villages for local committees

to

to extract subscriptions; and in the matter of school buildings and equipment the appeal to local co-operation has not been always fruitless. But it would be unwise to look for very much from this quarter; and it might be considered a dangerous policy to entrust a local Committee with authority from Govt. to collect funds for a school. Government servants are expressly forbidden to canvass for subscriptions.

(ii) The Council seems also to contemplate the possibility of local committees being authorised to levy cesses for educational purposes according to the needs and circumstances of the locality, which would supplement or even take the place of the portion of the local funds revenues set aside for educational purposes.

Even if we admit the possibility of local educational cesses it is obviously useless to contemplate the granting of this financial power to local school boards, before their efficiency in other less important matters has been tested. Nor has the Council in any way demonstrated that such a system would involve less expenditure on the whole from public funds than hitherto.

b. B. Lack of interest. This is undoubted. It is more specially marked in the case of village officers; there are frequent complaints that the help rendered by these to educational officers

is inadequate. If these officers could be made more responsible for the popularity of the village school it would be a great step in advance.

Theoretically it is no doubt ^{useful} that educational officers should have a representative local body to consult in questions of curriculum. But as a matter of fact the verdict of most inspecting officers would probably be that they find great difficulty in getting a definite expression of opinion from the residents on this point. It would be rash to assert that the villagers as a whole are desirous of a more utilitarian education. The opinions most generally heard are that the school is a place where pupils should learn to read, write, and reckon and pass examinations. (The old Primary Examination had an immense influence on village schools) Most villagers are dissatisfied with the present Readers as being too utilitarian and not literary enough. They would like more extracts from popular legends, religious books etc. But that a boy should learn in school what they consider he is sure to learn later on by experience in life they regard as very paradoxical. This is only pointed out in order to show that local consultations (which are already resorted to) are not a sure means of providing a practical education.

On the other hand it is difficult to lay too much stress on the need of ascertaining and complying with ^{not} local demands where they are prejudicial to sound

sound education.

7. Lack of supervision - Here again the lack of co-operation of the part of village officers is keenly felt. More supervision to prevent continual absence of teachers - slack attendance - concocted registers etc is sorely needed.

A local Committee could do more in this line than in any other; there are however obvious dangers, e.g.,

(i) The dual authority of educational officers and local boards already presents certain difficulties which are undoubtedly increased if to this is added the authority of a local Committee.

(ii) In many villages there are permanent factions - the personal question is most important. To put a teacher under a local Committee has been found in some cases the same thing as making him the servant of the most influential men on that Committee. It is not impossible that the creation of local supervising Committees would necessitate the creation of special officers to supervise the supervising Committees!

8. Before making final recommendations I would point out that an interesting account of attempts made to secure local co-operation in the Central Provinces is given by Mr. Sharp in Vol I of special reports on educational subjects. In the Central Provinces there is (a) a school board for each district which seems to stand in the same relation to the District Board in educational matters as

the Taluk Board is to the District Board in all matters within its sphere of influence. It is practically a Committee of the District Board elected "ad hoc" with some outside members. But its chief work seems to be the appointment and dismissal of teachers.

There is (b) a school Committee in each village where there is a Govt. rural school (most schools seem to be under Government; apparently the Committee is not concerned with aided schools.) This Committee is appointed by the Local Boards, and consists largely of village officers. The members pay collective and individual visits to the schools, and are supposed to look after registers, assess fees, secure good attendance, enforce discipline, report irregularities and grant casual leave. The writer says little of the results of this system, and nothing that he says would lead me to suppose that so far it had been found very effective. He makes the ominous remark "They (the school Committees) require to be looked after by inspecting officers."

9. I would offer the following recommendations:—

A. In every taluk two villages may be selected by inspecting officers — one containing an aided, the other a Board school. For these two schools experimental Local Committees (not more than five members) may be selected by the Revenue officers. Their work may be as follows — (i) To superintend the working of the school by periodical checking of registers — visits to the school — noting absence of teachers etc. (In the case of Board schools they may be allowed to grant casual leave within the

the usual limits.)

(ii) To take steps for improving the attendance by house to house visits; addresses etc.

(iii) To look after the building and equipment of the school to take such steps in these respects as may be possible by means of local help in consultation with inspecting officers; and to report to the inspecting officers where necessary improvement requires help from public funds.

(iv) To give advice to the manager through inspecting officers (or to represent public opinion) on matters concerning the curriculum, rates of fees, and on such other matters as may affect the welfare of the school.

(v) To be the medium through which educational officers may represent to the villagers the educational policy of the Govt. and may receive their opinion thereon.

It should be understood that this Committee is essentially advisory and that it has no direct control over the school and can take action only in consultation with the inspecting officers.

After a year's trial has been given to these Committees reports on their working will be considered with a view to extending their functions and increasing their numbers if they are found effective.

B. Every Municipal Council should be expected to have an educational sub-committee. The desirability of forming educational sub-committees of the Taluk Boards should be considered by the Boards.

The active Co-operation of village officers with educational officers should be more strictly enforced and village officers held partly responsible for the condition of the village school.

2D. A special officer may be deputed to study the working of the School Boards and School Committees in the Central Provinces and to report on the desirability of introducing the system into this presidency.

10. The conditions of the Madras City are peculiar and necessitate separate treatment. I see no reason why the Council's suggestion that they may be allowed to organise a few local Committees should not be accepted experimentally. The Madras Sub. assistant might be asked to specify one or two schools whose condition is sufficiently bad to justify withdrawal of aid. Managers of these schools (non Mission) might be informed that aid will be continued only if they submit their schools to the general supervision of these Committees, whose powers will of course be defined as in the case of the village Committees.

11. I beg to return herewith the Council's petition and its enclosures.

I have the honour to be

Sir,

Your most obedient Servant,

J. J. Dwyer
Ag. Director of Public Instruction
9.5.7

257
Educational Dept

Memo.

1110-1 of 13.7.07

With reference to his No. 3088, Dated 9th May 1907, forwarding his remarks on the Memorial of the Council of Native Education Madras, the S.P.D. is requested to furnish at an early date full and detailed information as to the Constitution and history of the Council.

RD
13.7.07

CH
13.7.7

Submitted
RD
13/7/07

To S.P.D. Despatched
13.7.07

EDUCATIONAL DEPARTMENT.



Received 2-AUG 1907, Registered 2. 8. 1907.

Regular
return done
at once - 8/8/07

Subject.

Submitting a pamphlet furnishing information in regard to
the constitution and history of the Council of Native Education,
Madras.

ENCLOSURES.

No.

Spare copies

R. C. No. 3088/07

Station Madras, Dated the 30th July 1907

From (Name) The Hon'ble Mr. T. T. LOGAN, B.A.,

(Designation) Ag. Director of Public Instruction.

To the Secretary to the Government of Madras,
Educational Department

Sir,

In reply to Government Memorandum No.
1110-1, Educational, dated 13th instant, I have the honour to
submit the enclosed copy of a printed pamphlet which furnishes
information in regard to the constitution and history of the
Council of Native Education, Madras.

I have the honour to be,

Sir,

Your most obedient servant,

O. Krishnaswami

For Director of Public Instruction.

RS
29.7.07 K.P.D.

27/

2781P

Officers and Council.

President:

The Hon'ble Sir S. Subramaniya Aiyar, Kt., C.I.E.

Vice-Presidents:

1. Rai Bahadur Mr. P. Ananthachari, B.L., C.I.E.
2. Dewan Bahadur Mr. K. Krishnaswami Row, C.I.E.
3. The Hon'ble Mr. Nawab Syed Muhammed Saheb Bahadur.
4. The Hon'ble Mr. C. Sankaran Nair, C.I.E.

Secretaries:

1. The Hon'ble Mr. P. S. Sivaswami Aiyar, B.A., B.L.
2. Mr. S. Rajagopalachari, B.A.

Council:

1. Mr. A. S. Balasubramania Aiyar, B.A., B.L.
 2. The Hon'ble Sir V. C. Desikachariar, B.A., B.L.
 3. Dewan Bahadur Mr. L. A. Govinda Ragava Aiyar, B.A., B.L.
 4. Mr. V. Krishnaswami Aiyar, B.A., B.L.
 5. Rajah Sir S. Ramaswami Mudaliar, Kt., C.I.E.
 6. Mr. K. B. Ramanatha Aiyar, M.A., B.L., L.T.
 7. " T. R. Ramachandra Aiyar, B.A., B.L.
 8. " T. V. Seshagiri Aiyar, B.A., B.L.
 9. " C. Srinivasachariar.
 10. " P. R. Sundara Aiyar, B.A., B.L.
 11. " N. Subba Row Pantulu, B.A.
 12. " S. Radhakrishna Aiyar, B.A., B.L.
 13. " S. Venkobachariar, B.A.
- The only relief? Cus

The Council of Native Education begs to submit the report of its working for the previous years :

After a few informal meetings of some gentlemen of Madras interested in the cause of Native Education, it was resolved that a meeting should be held for the formation of a Council of Native Education for the Presidency. Invitations were issued to the Prin-

cipals, Head Masters and Managers of Native Schools and Colleges as also to the Head Masters or Principals of Municipal or Board Schools or Colleges. In response to such invitations there was held in April, 1900, at Pachaiyappa's Hall a good gathering of Native gentlemen who represented the Native Educational Institutions of Madras and of some mofussil stations. It is unnecessary at this distant date to give the names of the institutions that were represented and the gentlemen who were present and took part in the meeting and their names are to be found in the Appendix to this Report (*vide* "Reprint of the Proceedings of the Council of Native Education held at Pachaiyappa's College on the 14th April, 1900.")

The resolutions passed at that meeting were five in all, and of these the first resolution showing the objects of the Council of Native Education was as follows:—

That it is desirable to form an Association to be called "The Council of Native Education" with the following objects, *viz* :—

(1) to place before the Government and the Educational authorities, whenever necessary, the views of the Native community on questions of educational interest;

(2) to protect and promote, as effectively as possible, the interests of any educational institution or class of institutions in which the Native community in any place or in the whole Presidency is particularly interested;

(3) to bring into a focus the views of Native gentlemen and of educationists in the Presidency on questions affecting education, and to bring about such changes as may be deemed advisable in the educational system and machinery to suit them to the changing circumstances of the country; and

(4) to promote a spirit of co-operation among the Native educational institutions of the country.

For three years the Council did not engage in any active work. Mr. K. B. Ramanatha Aiyar, who was one of the Secretaries and who could have rendered very valuable work on behalf of the Council of Native Education, resigned his office owing to pressure of

work. The other members of the Council of Native Education being professional men, could not find time to tackle educational problems.

Some of the questions which might have been discussed by the Council of Native Education were being discussed in the Teachers' Guild and this also contributed to the indifference of the teachers to take interest in the work of the Council of Native Education. However it was thought advisable to continue the Association as representing the views of the general native public and not merely those of teachers. The services of Mr. S. Rajagopalachariar of Pachaiyappa's College as Joint Secretary to the Council were secured and since then the Council has been inviting and focussing public opinion on several questions of educational interest and making representations to the authorities on such questions. The Council now feels that the time has come when a report of its operations during the past three years ought to be placed before the public so that it might secure further co-operation and support not only from those actually engaged in Education but also from others interested in Educational questions.

One of the first questions taken up by the Council was the desirability of substituting the respective vernaculars of the pupils for English as the media of instruction in the Lower Secondary classes, in short, the desirability of boys learning non-language subjects through vernacular manuals. In order to ascertain the views of those who by their position were most qualified to express an opinion and with whom would rest the practical carrying out of the reform, the Hon'ble Mr. P. S. Sivaswami Aiyar, the Secretary to the Council, forwarded a Circular letter, dated 20th March, 1904, with a printed pamphlet, "On vernaculars being the main media of instruction in non-language subjects in Lower Secondary classes." To avoid misapprehension it may be pointed out that what the Council proposed was not the excision of English from the Lower Secondary Curriculum. On the other hand, its retention was advocated, but it was proposed that the instruction in non-language subjects to boys of tender age should be in their own vernaculars and not in English. The circular letter and a pamphlet embodying the views of the Council were sent to the Head Masters of High Schools throughout the Presidency inviting their opinions on the desirability of so sub-

stituting the vernaculars for English. A few of these circulars were also addressed to gentlemen other than Head Masters of Schools interested in education. About 120 circulars were thus sent out and about 50 replies were received almost all in favour of the proposed reform. A meeting of the Council took place at the Mahajana Sabha Hall on the 20th January 1905 and, as a result of the same, a memorial was prepared and sent to the Director of Public Instruction on the 31st January 1905, praying that the vernaculars should be made the media of instruction in non-language subjects in the Lower Secondary classes. Since then the Government of India have officially declared their opinion as to the soundness of this policy. The position of the Council was simply the following: that children whether in town or in villages would be profited by learning non-language subjects through vernacular manuals. The village boys will learn Indian History and Geography through vernacular manuals which they do not do at present. The children in town schools will learn easily and in a shorter time these subjects if learnt through vernacular manuals while English can be learnt as a language subject. The distinction made by the Department of schools into Elementary and Secondary and the further complication of this distinction by a rule that students of the 7th Standard of an Elementary School can only be admitted into the 4th Standard of a Secondary School will render inoperative the benefits which the Council expected would be bestowed upon the country by their suggestions. The Council proposes to take up this important question at an early date and express its views to the Government.

The next question to which the Council directed its attention was that of Primary education. In order to invite and focus the opinions of Head Masters of High Schools and others interested in the subject a pamphlet containing the views of the Council pointing out the defects in the then existing system and showing how the same might be remedied was sent out. This was accompanied by a list of questions directed towards ascertaining the opinions of those addressed, upon the main proposals of reform advocated by the Council. About 200 gentlemen were thus addressed and circulars were sent to the Chairmen of Municipalities as these

742 Ed.
6-11-05

29 S.P.

persons ought, by their official position, to be of great help for the dissemination of Primary education. The Hon'ble Mr. Sivaswami Aiyar's circular letters were sent on the 3rd May 1905. About 80 replies were received—promising co-operation and support. The Council then arranged for a Conference of Teachers in December, 1905, for the purpose of discussing questions relating to Primary Education. The following was the programme:—

14th December, 1905.

Preliminary Meeting of the Head Masters of High and Middle Schools and others interested in education.

1. School buildings to be provided with kindergarten gifts and physical apparatus and chemicals.
2. A comparative examination to be conducted by the Head Masters of High Schools, in the place of the discredited Government Lower Secondary examination.
3. Settlement of the curriculum of the Lower Secondary studies.
4. The establishment of a non-official central body to supervise the Lower Secondary and Primary education.

As announced there was a Conference at Pachaiyappa's Hall of Head Masters of High and Middle Schools and some other gentlemen interested in Education.

15th December, 1905.

Co-operation among educated Indians for the spread of education among the masses.

Mr. David Ashirvatham of the City High School read a paper on the subject put down for that day's meeting with Mr. P. Naga-bushanam Pantulu, M.A., B.L., in the chair. The proceedings that were put down for the 16th were unavoidably postponed as it was feared that owing to an urgent and important meeting of the Senate of the Madras University fixed for that evening and other public engagements a really representative meeting could not be held.

The Council with a desire to give effect to an important suggestion contained in the sympathetic leader of the *Madras Mail*, 6th June 1905, moved the Chingleput District Association to interest

itself in this important question of Primary education. The question of opening schools under the supervision of the Council of Native Education was discussed at one of the monthly meetings held at Angambakkam with a view to start schools throughout the District in places where there are no schools with an indigenous system of studies distinct and separate from that of the educational Department mainly with a view to observe the comparative merits of the two systems. But this work has yet to be done for without help and without formal recognition and sanction from Government, this work cannot be accomplished.

The Council then undertook the task of publishing and circulating among the masses and schoolmasters who are ignorant of English, pamphlets in Tamil and Telugu, expressing its views on the system of Primary education then in vogue and on the necessity of introducing reforms. Among the main objects of the circular one was to point out that by mutual help and co-operation much could be done in furtherance of the cause of Primary education and to awaken in the masses a sense of their responsibility in this direction. The views of the Council met with the cordial appreciation of the Madura Tamil Sangam on the application of whose Secretary, the Council gave permission to the Sangam to publish the Tamil Pamphlet in the Journal of the Sangam. This is a rare appreciation and the Council feels happy that their work has been recognized by the President of the Tamil Sangam. The Tamil Pamphlet was then published in the *Swadesa Mitran* and other local vernacular journals. The Council then arranged for the publication of the same in the Telugu language, which was also published in some widely circulating Telugu journals, such as *Andhra Prakasika* and *Sasileka*. The Council has since published the Translation of the Tamil Pamphlet in the Telugu language and is circulating the same among the masters of indigenous schools.

On the New Year's day of 1906, Mr. S. Rajagopalachariar, Joint Secretary of the Council of Native Education was present at a meeting convened at Pudukottah with Mr. Radhakrishna Aiyar in the chair, when the pamphlets issued by the Council of Native Education were considered. There as everywhere

great difficulties were experienced at the hard and fast rules of the Grant-in-Aid Code. The Pudukotta State could have chalked out an independent line for itself but instead it allowed itself to be guided by the rules prevailing here.

Many defects pointed out in the Tamil and Telugu pamphlets have now ceased to exist and other new difficulties have sprung up. No doubt the Director and the Inspectors allow some latitude to the Managers of Schools in following the Grant-in-Aid Code. But the schoolmasters, the managers and the low-paid Government officers are not easily persuaded to move out of the old track and now a beginning and a healthy beginning is being made.

MEETINGS IN 1905.

1. 20th January 1905, at the Mahajana Sabha Office Hall, Mount Road.

Subject :—Consideration of the replies from the Head Masters of High Schools to the circular letter of the Council of Native Education regarding the Teaching of non-language subjects in the vernaculars in the Lower Secondary classes, with Dewan Bahadur Mr. K. Krishnaswami Row, C.I.E., in the chair.

A memorial to the Director of Public Instruction was sent.

2. 14th December 1905, at Pachaiyappa's Hall. Annual Conference of Head Masters of High and Middle Schools, with Mr. Swaminatha Aiyar in the chair.

The following resolutions were passed :—

1. That the Council of Native Education be requested to take steps for collecting funds to assist such Managers of Schools as may be in need of aid towards the providing of Kindergarten gifts and physical and chemical apparatus.
2. That it is desirable to have a comparative examination conducted by a representative body of teachers or the Council of Native Education at the end of the Lower Secondary Course in the place of the Lower Secondary Examination.
3. That the Council be requested to prepare definite scheme regarding the proposed comparative examination to take the place of the Lower Secondary Examination which has been abolished.

4. That the Council be requested to put themselves in communication with such of the Headmasters as are willing to submit their students for the proposed examination, to prepare the curriculum of studies and take other preliminary steps for carrying out this object.

MEETINGS IN 1906.

1. 19th January 1906, at the Mahajana Sabha Office, Mount Road.

Subject :—Consideration of the letter sent by Mr. V. Krishnaswami Aiyar for recommending to all indigenous schools the teaching of Hindi language to the extent of enabling boys to acquire a speaking acquaintance with it.

Mr. G. Subramania Aiyar, in the chair.

2. 10th February 1906, at the Govinda Naicker's Middle School.

Subject :—The advisability of forming local associations of teachers for the discussion of current educational questions and collection of professional opinion thereon, such associations being affiliated to the Council.

Mr. Ananta Narayana Aiyar, B.A., B.L., in the chair.

3. 17th February 1906, at the Christian College Hall.

Mrs. Courtright gave a demonstration lesson on the Kindergarten system. The pupils of the Panchama Free School, Mylapore, were brought to town for the benefit of the masters of indigenous schools in town for observing what can be done for the better class of pupils.

The Hon'ble Justice Sir S. Subramania Aiyar, Kt., C.I.E., in the chair.

4. 31st March 1906, at Govinda Naicker's Middle School, Georgetown.

Subject :—Formation of Primary Teachers' Associations in Georgetown in different centres.

Mr. K. Ramanuja Aiyangar, B.A., L.T., in the chair.

5. 13th April 1906, at the Cosmopolitan Club, Mount Road.

Subject :—"The establishment of School Boards in villages or groups of villages."

The Hon'ble Mr. C. Sankaran Nair, in the chair.

Rai Bahadur Mr. P. Anantha Charlu, C.I.E., addressed the meeting.

6. 12th May 1906, at the Senior F.A. Class Room in Pachaiyappa's College.

Mr. S. Rajagopalachari, Pachaiyappa's College, read a paper on Geometry Teaching in this Presidency.

Mr. F. P. H. Sterling, Professor of Mathematics, Christian College, in the chair.

7. 12th October, 1906, at the Senior F.A. Class Room, Pachaiyappa's College, Madras.

Mr. S. Rajagopalachari submitted for the consideration of the meeting a printed pamphlet for holding a comparative examination for the Middle Schools.

Mr. A. S. Vythinatha Aiyar, M.A., L.T., in the chair.

8. 10th November 1906, at the Senior F.A. Class-Room, Pachaiyappa's College, when Mr. R. Padmanabachariar, B.A., B.L., addressed the meeting on Graphs, Curves and Curve Tracings.

Mr. T. R. Ramanatha Aiyar, B.A., L.T., in the chair.

9. 11th December 1906, at the Mahajana Sabha Office.

Consideration of the replies sent by the Head Masters of High Schools regarding "Geometry Teaching in this Presidency" and of the regulations passed by the Senate of the Madras University.

Mr. S. Rajagopalachari explained to the meeting that the regulations passed by the Senate had not met with universal approval from the public and pointed out the defects.

Mr. N. Subba Row Puntulu, B.A., B.L., in the chair.

10. A meeting was convened for the 17th December 1906, at the Mahajana Sabha Office, but no meeting was held for want of quorum.

11. 21st December 1906, at the Mahajana Sabha office.

Subject :—University Regulations.

Mr. N. Subba Row, B.A., B.L., in the chair.

With reference to the above subjects the following steps were taken—

1. In connection with making Hindi a colloquial language in

indigenous schools no action was taken on account of want of funds.

2. After one or two meetings held to consider the advisability of forming local associations of teachers the Council withdrew from the work because what they wished to do was undertaken by the Sub-Assistant Inspectors of Schools under the advice Mr. A. Mayhew, Inspector of Schools of the Central Division.

3. The Council desired to give a series of demonstration lessons with the help of Mrs. Courtright and Mr. Kegey but owing to the ill-health of Mrs. Courtright the object had to be abandoned. It was the intention of the Council to invite wealthy Nattukkottai Chetties and Sowcars and ask them to take interest in the education of their children just as Missionaries and Theosophical Society are helping the Panchamas.

5. With reference to the establishment of School Boards, a memorial has been prepared and sent to the Government recently.

6. Circular letters were issued to the Head Masters of High Schools inviting their opinions about the various changes made by the Senate in the University Regulations.

7. The Council worked hard to conduct a comparative examination of all the Middle Schools, but they were only partially successful. They were able to induce the Head Masters of the following schools in Madras:—The Theological High School, The Hindu Union Middle School, The Hindu Middle School, Pursawalkum, Anglo-Vernacular School, Chintadripet, Kesavalu Naidu's School, Chintadripet, The Peddu Naick Petta Middle School. Mr. Balasubramania Aiyar, Secretary of Pennathur Middle School was pleased to give the question papers set for his school free. The thanks of the Council are due to him. Only a beginning has been made in this respect.

9. As the Council could not meet in time to discuss the replies submitted by the Head Masters of High Schools on the Geometry question it was thought advisable to permit Mr. S. Rajagopalachari to address the Government on the subject and a memorial was sent and the Government has ordered that the representation should in the first instance be addressed to the University.

NOTES CONNECTED WITH G.O., No. 742, EDUCATIONAL, DATED JUNE 1907.

[SUBJECT.—Improvements desirable to be effected in the management of primary schools in the Presidency.]

From the Council of Native Education, dated 23rd March 1907.
From the Director of Public Instruction, dated 9th May 1907, R.O. No. 3038.

Para 2 — page 1 of current.

Para 3 — do. do.

Para 3 — do. do.

In their memorial, dated 23rd March 1907, the Council of Native Education in Madras suggests certain improvements in the management of the large number of primary schools in this Presidency. The memorial was forwarded to the Director of Public Instruction whose remarks will be found on pages 21 to 24 of current file.

2. The Council begins by pointing out that in each village, which has been the primary social unit from time immemorial, there was a school for the instruction of the children of the village, that the schoolmaster was one of the village officials and was remunerated by a grant from the produce of the land of the villagers and that the old system which had obviously been working satisfactorily in ancient times has decayed and fallen into disuse by the introduction by Government of the much more complex and highly organized system of departmental education. The Council is of opinion that the time has now come when the people may be allowed to take part in the management of schools for the elementary education of their children, Government, for the present at any rate and until the system takes root, retaining the financial control and the general supervision.

3. The Council accordingly suggests that in each village or group of villages a Board may be established consisting of men of position and influence residing therein. Such Boards will collect subscriptions and voluntary donations towards the upkeep and improvement of the school or schools under their management. They will see to the proper carrying out of the orders of the department; they will further co-operate with the department by giving the benefit of their local experience. They will by the weight and influence of their members carry out such suggestions as the department might make after consultation with them.

receive and

Para 12 of memorial on page 5 of current +
para 2 on page 21 of cf.

Para 9 of the memorial & para 2 of
the D.P.D. letter on pp 3 & 28 of cf.

Para 12 of memorial on pages 4 & 5
of cf. and para 2 of the D.P.D. letter
on page 28 of cf.

Para 8 - page 3 of current.

Para 13 - page 5 of current.

Para 13 - page 6 of current.

Para 4 of his letter - page 21 of cf.

Para 5 - do - do.

do - do -

"They will in fact act as a medium
"between the Government and the people
"explaining the objects and aims of
"Government to the people and expressing
"to Government the wishes and senti-
"ments of the people".

4. The Council points out—

(1) that the starting of Local Fund
schools and taking over by local boards of
aided schools (schools maintained by
teacher-managers) would be too expensive
to permit of the rapid expansion of
primary education;

(2) that the lack of interest shown by
local residents in regard to these schools is
partly attributable to the nature of the
curriculum (too rigid and not popular) and
partly to the residents' having no share in
the control or upkeep of the schools; and

(3) that there is no adequate super-
vision of elementary schools, Educational
officers being too few in number, and taluk
boards and municipalities having too many
other matters to occupy their attention.

The Council further states that in Eng-
land the School Board era preceded the
stage of free and compulsory education and
suggests that the experiment of the system
of School Boards suggested by it may be
tried in the Madras City.

5. The Council recognises that there
will be difficulties in the way of the system
advocated by it in the shape of—

(1) difficulty in finding public spirited
men to form members of village
boards,

(2) dissensions in the boards, and

(3) funds for the upkeep of the
schools;

but it expects that the difficulties in regard
to (1) and (2) may gradually be overcome.
As regards funds, the Council states that
donations and subscriptions may gradually
be collected and that rate aid can be levied
in forward localities and free education
given in backward localities.

6. The Director of Public Instruction
(the Hon'ble Mr. Logan), while observing
that few educational officers would deny
that swifter progress can be made in ele-
mentary education only by securing more
local co-operation and by popularising
elementary education, points out that the
problem of the immediate present is "what
to do with the teacher-manager schools".
Mr. Logan says that the general idea
seems to be to bring them more under
departmental control and to compensate for
loss of independence by monthly salaries

Para 5 - page 22. Cf.

instead of annual grants. Although it is true that several of the teacher-manager schools are even now supported entirely by grants from public funds and that in many cases these schools could be brought under public control by payment of smaller salaries than those at present recommended for full-fledged board schools, yet it cannot be denied that the general effect of bringing them more completely under public control would involve an increase in the expenditure from public funds, which might be a bar to rapid extension or to any extension. He observes that the Council has not shown how the formation of School Boards will prevent this extra expenditure. Subscriptions and donations may perhaps be expected to a certain extent, but cannot be relied on too much, while it would be premature, Mr. Logan thinks, to vest these Boards with power to levy local cesses for educational purposes.

7. As regards the Council's argument that these Boards may exercise efficient control over the schools, Mr. Logan points out that although these Boards may do more in this line than in any other, there are obvious dangers arising from the dual authority of Educational officers and the Boards, and the existence of factions on the Boards. He states that local co-operation is greatly wanting and invites a reference to the account given by Mr. Sharp of attempts made in the Central Provinces to secure local co-operation.

8. Mr. Logan accordingly makes the following recommendations:—

I. Two villages should be selected in each taluk, one containing an aided school and the other a Board school; and experimental local committees should be appointed in each of these villages the members of the committee being nominated by the Revenue officers.

II. The committee should be invested with power in the following matters:—

- (a) to supervise the working of the school by periodical visits and checking of the registers (in the case of Board schools the Committee may be allowed to grant casual leave within the usual limits);
- (b) to improve the attendance by house-to-house visits or public addresses;
- (c) to look after the building and equipment by appealing when necessary to local help or to the inspecting officers for help from public funds;
- (d) to advise Managers through inspecting officers as to curriculum, rates of fees and other matters concerning the school; and

Para 7 - page 23 Cf.

Para 8 - do -
Pages 27-30 of the Volume put up.

Para 9 - do -

do do

Para 9 - page 23 of current.

4

(e) to be the medium through which the Educational officers may represent to villagers the educational policy of Government.

The Committee is to be essentially advisory and to have no direct control over the school and is to take action only in consultation with the inspecting officers, and its operations are to be watched for one year.

III. Every Municipal Council should be expected to have an educational sub-committee. The desirability of forming educational sub-committees of the Taluk Boards should be considered by the Boards.

IV. The active co-operation of village officers with Educational officers should be more strictly enforced and village officers held partly responsible for the condition of the village school.

V. A special officer may be deputed to study the working of the School Boards and School Committees in the Central Provinces and to report on the desirability of introducing the system into this Presidency.

VI. The Committee may be allowed to organize a few local committees experimentally in the Madras City.

9. Recommendations I and II.—Formation of School Committees and the powers to be entrusted to them. The Hon'ble Mr. Logan suggests that in each taluk two villages, one containing an aided school and the other containing a Board school, may be selected and that a Committee, whose duties are to be purely advisory, should be appointed in each village experimentally, the members of the Committee to be appointed by the Revenue officers.

10. The Director of Public Instruction does not give any definite idea as to the strength and constitution of the experimental School Committee the appointment of which he advocates. Nor does he state whether the Committee, the members of which should, he suggests, be appointed by the Revenue officers, be an independent body or a body subordinate to the Revenue or Educational authorities or to other local bodies.

11. In the Central Provinces, there are what are called "School Boards" and "School Committees." There is a District Council elected for each district under the Local Self-Government Act of 1883, and a Taluk Board for each Tahsil or Sub-Division of a district, and to facilitate the administration of schools, a School Board is attached to each District Council. The School Board holds towards the District

Para 9. A - page 23 of.

Page 274 Vol. I of
occasional reports
- para 44.

(Corresponding to
our S. Board)

29.
Page 29 of Vol. I of
Occasional Reports.
- para. 46.

Page 3 of Vol. I of
Occasional Reports.
pages 29-30-para 48 of
the same.

This will always be
the difficulty.
Cao

Council "loosely the same relationship
" in educational matters for the district
" which each Local Board holds for general
" (including educational) matters for the
" tahsil. The school board consists of
" such Council members as have special
" interest in education; outsiders who are
" likely to give useful advice may also be
" appointed to sit on it. The election of
" members and the nomination of a Secre-
" tary are in the hands of the Council,
" subject to the Deputy Commissioner's
" veto. All questions relating to the
" appointment, promotion, reduction, sus-
" pension and dismissal of masters are in
" the first instance decided by the School
" Board. Its proceedings are then laid
" before the next meeting of the Council,
" and it is open to any member present to
" raise a question as to any action taken
" by the School Board. If no such ques-
" tion is raised, the action is deemed to
" have been ratified by the Council."

12. Matters of detail concerning each
school are in the hands of a "School
" Committee," a body which is composed
of the leading persons in the village, the
composition of which is given in para-
graph 7 of Mr. Sharp's report. The
members of the Committee "are appointed
" by the Local Board in whose area the
" village lies, but subject to the approval
" of the Council and the Deputy Commis-
" sioner. In practice, the Inspector, the
" Tahsildar and the Deputy Inspector often
" have to make appointments themselves;
" nor do the Local Boards object, since
" these officers are able, by personal inspec-
" tion, to see what is required and to
" supply it on the spot. The duties of
" the Committee are—(1) To visit the
" school collectively at least once a
" month, recording their proceedings in
" a book, and individually at least once
" a week. Meetings are fairly regular
" and offer a useful opportunity for
" disposing of miscellaneous business.
" Individual visits, intended to ensure
" that masters are doing their work
" properly and that registers are not cooked,
" are very irregular (often less in number
" than the meetings) and very ineffective,
" because many of the members are illi-
" terate and sometimes uninterested. (2)
" To secure regularity of attendance,
" enforce discipline, assess fees in accord-
" ance with the fee-rules and check and
" sign the expenditure of fee receipts.
" The success attained as regards attend-
" ance and discipline depends on the
" Committee's attitude towards education,
" which may be one of enthusiasm, tolera-
" tion or hostility. The checking of fees
" is almost invariably well discharged,

"their assessment generally so, but with
 "a bias towards leniency and (but this
 "is the exception) favouritism towards
 "children of its own members. (3) To
 "report irregularities, want of accommo-
 "dation, etc., to the Local Boards. In
 "practice, these duties are more effectively
 "performed by the Deputy Inspectors.
 "(4) To grant casual leave not exceeding
 "three days to schoolmasters, the fact
 "being reported to the Deputy Inspector.
 "The construction and repair of buildings
 "might well be added as a fifth function,
 "though no recognised part of the Com-
 "mittee's work. The *personnel* (and with
 "it the value) of these Committees varies
 "immensely; one will comprise native
 "gentlemen of wealth, position, title and
 "education; another (in more backward
 "parts) will consist of unlettered yokels
 "who can barely sign the fee register.
 "On the whole, they perform their work
 "well; but they require to be looked
 "after by inspecting officers".

13. It will thus be observed that in the
 Central Provinces the "School Boards"
 and "School Committees" are bodies
 brought into existence by the District
 Councils and the Local Boards (correspond-
 ing to District Boards and Taluk Boards
 in Madras), that they are subordinate to
 and are merely the auxiliaries of the
 local bodies established under Local Self-
 Government Act, 1883.

14. If the Government are inclined to
 favour the Director's recommendation to
 appoint School Committees in two villages
 in each taluk, then it has to be settled
 whether these Committees should be ap-
 pointed by the Revenue authorities as
 suggested by the Director of Public
 Instruction or by the Local Boards within
 whose local areas the schools are situated.
 Whichever course is adopted, there can be
 no difficulty so far as regards the village
 containing the Board school. But in the
 case of the village containing the aided
 school it does not appear that the manager
 of the school can be compelled to accept
 the Committee, unless such acceptance is
 made a condition of the grant of aid. On
 the whole it seems to be desirable to have
 these school committees as auxiliaries to
 the Local Boards concerned. If it is decided
 to establish these Committees, then the
 Director of Public Instruction may be
 asked to draw up a definite scheme for the
 constitution and working of these Com-
 mittees, which may after approval be sent
 to the Local Boards for acceptance.

Quite so why this
 compulsion much of
 the food of the Committee
 will be lost at the
 outset. Ces

15. Recommendation III.—Formation of Educational Sub-Committees by Municipal and Local Boards.—Clause (iv) of section 38 (1) of the Madras District Municipalities Act, 1884, authorizes the Municipal Council to make rules consistent with this Act and with any rules framed by Government, in regard to the appointment and procedure of Committees consisting wholly of a certain number of Municipal Councilors or partly of such Municipal Councilors and partly of other inhabitants of the Municipality for the superintendence and management of educational institutions, hospitals or other institutions maintained by the Municipal Council. A similar provision is contained in section 34 (i) (v) of the Madras Local Boards Act, 1884. There is no information at present as to how far the powers conferred by these sections have been utilized by Municipal Councils and Local Boards in this Presidency, although it is possible that several local bodies would have framed rules and appointed Sub-Committees for the supervision of educational institutions maintained by them. Such of the local bodies as have taken no action in this direction may be exhorted to utilize their powers in the matter, but the Sub-Committees so appointed and the rules so framed would appear to be applicable only to schools "maintained" by those bodies and not to aided schools, unless it is held that these latter are also "maintained" in a sense by the local bodies. Otherwise, it will be necessary to amend the Grant-in-Aid Code so as to make the acceptance of the "School Committee" a condition of the grant of aid. Cf. para. 14 *supra*.

16. Recommendation IV.—Enforcement of the active co-operation of the village officers.—This can best be ensured by appointing the village officers on the School Committees and perhaps by making them Secretaries to those Committees.

17. Recommendation V.—Deputation of a special officer to study the working of School Committees in the Central Provinces.—This suggestion of the Director of Public Instruction is for orders. The results of the working of the School Committees at the end of one year will show whether any extension of the system is desirable.

18. Recommendation VI.—The formation of a few School Committees by the Council of Native Education in the City of Madras may be accepted experimentally.—On this point the Director of Public Instruction observes as follows:—

Page 38 of the book put up.

Page 31 of the book put up.

Para 10 - page 24 of current.

8

"The conditions of the Madras City
"are peculiar and necessitate a separate
"treatment. I see no reason why the
"Council's suggestion that they may be
"allowed to organise a few local Committees
"should not be accepted experimentally.
"The Madras Sub-Assistant Inspectors of
"Schools might be asked to specify one or
"two schools whose condition is sufficient-
"ly bad to justify withdrawal of aid.
"Managers of these schools (non-Mission)
"might be informed that aid will be con-
"tinued only if they submit their schools
"to the general supervision of these Com-
"mittees, whose powers will of course be
"defined as in the case of the village
"Committees."

19. It is, however, doubtful whether a
condition similar to the one above referred
to may be imposed without an amendment
of the Grant-in-Aid Code—cf. paragraph
15 *supra*.

24.6.07

Sec.

The Council of Native Education
proposes that School Boards should
be introduced in the Presidency as
a preliminary step. They suggest
that they should be authorized to
Constitute a Board or two in Madras
itself where its working can be
closely observed by Govt. The D.P.D.
agrees & further suggests that
two such Boards should be
Constituted in each Taluk & their
effect watched. Para 8 of the
office note gives a correct précis
of his proposals.

Read

9
The Native Council has
put its views forward in a
remarkably clear, ^{or impartial} manner.
I submit that its proposals
may be accepted. I have
always considered that
a ~~Council~~ ^{Committee} such as is
described on pp. 3 & 4 of
the Occasional Report on Rural
Schools in the Central Provinces
is an excellent thing & I
note that Mr. Brange in
p. iii of Introduction introducing the Report remarks
that "the School Committee
"which appears on the whole
"to succeed in giving the
"villagers an interest in
"their school without exciting
"them to undue interference,
"is worth the attention of
"those who are considering
"the question." When the
6 lakhs grant was
first sanctioned & when
new schools were begun to
be built, I sounded the
heads of several villages
as to what they thought of

10
of some such 'panchayat'
as I put it. I told them I
would build & equip the
school & provide a teacher
if 5 of the leading men of
the village would bind them-
selves to see that the school
was kept in proper order &
would start a voluntary
fund to provide any repairs
which might be necessary.
Unfortunately I left the
District before such a
Committee could be actually
started, but the idea did
not seem to be unfavourably
received, though there seemed
to be distrust as to the fund.
It will be this distrust which
will spoil any such scheme
for ~~the~~ few natives will
accept as altruistic the
actions of others. Further,
the success of any such
Local Committee depends
to a great extent on the
enthusiasm of the Inspecting
Agency & of the District Officers.

11
whether Local Board or Cini
other is always a variable
quantity. Still, the
suggestion seems well
worth experiment. Talang
Board Municipalities
might be induced to form
School Sub-Committees to
deal with all school
matters, but they cannot
do a vast deal unless
there is some local interest
in schools in villages. I
submit that for the present
the Native Council may
be permitted to form a Board
to supervise such schools
in Madras as the D.P.D. may
select. If at the end of a
year he reports that the
effort has been successful
the scheme may be extended
to Districts.

Cadogan
26.6.7.

p9. 14. 16

The removal of the Council on Native Education, though dated 23rd March, is really based on opinions of educationalists received in reply to circular of 3rd May 1905 - which issued (a) before the recent meeting of the Educational Conference (b) before the grant of the special grant of Rs. 10 lakhs in aid of elementary education, in consequence of which the number of rural schools has been largely increased (c) before the question of free elementary education by the abolition of fees was considered the entire the cause of practical politics. and the proposals are based largely on the expectation that a considerable amount of funds will be forthcoming by means of voluntary subscription in the various groups of villages or rural boards that it is proposed to form.

2. It seems very doubtful whether, after

the issue of the recent circular of the
Govt. of India on the subject of the
abolition of fees in elementary schools,
any funds at all are likely to be
forthcoming from the source indicated,
unless it be an annual subscription
to qualify for membership of the
rural Board.

3. Again the main object of the
revised ed. rules has been to
obtain a more efficient standard
of teaching, and a standard
scale of salaries for the masters.
4. While the cooperation of the people
themselves in the matter of
elementary education is heartily
to be welcomed, & while the
establishment of Boards of visitors
to the various schools, which can
only occasionally be visited
by the inspecting officer of the
Ed. Dept. is also desirable, we
are met by the question of
financial limitations in regard
to the opening of new schools, which
can only be brought to the aid
but provided that they fully satisfy
the requirements of the Educational
Rules. Hence if new schools are

to be opened, no guarantee for their
 maintenance can be given either from
 the public purse, or from local rates.
 Unless Local Boards have accepted
 the burden and proved their ability to
 finance the same the new schools
 should not be started as Board schools,
 and there must be a guarantee that
 funds will be available for their
 maintenance from private sources,
 subject to such supplementary
 contributions by way of grant in aid
 - if the schools fulfil the conditions
 requisite for such grant - that
 they be available from time to
 time from the resources of the
 Local Board, or from Govt. through
 the medium of the Local Board.

5. A parochial or Local Committee
 would no doubt work well
 in a single village - but I
 doubt whether they would
 be able to take interest in
 the schools or group ~~the~~ of
 schools ~~outside~~ beyond
 the limits of their immediate
 Headquarters.

If local men could be induced
 to take ^{direct} interest in these

elementary school, & aid in
collecting voluntary funds for their
maintenance so much the better
to the proposal in para 9 'A' & 10

p 23.24 cpl

of B.P.L. letter may be accepted
tentatively. The Committee
will not be divided or torn
into conflicting sections by
lauding more than one school
to attain to.

As to 'C' - it has already been
held that village officers have
quite enough to do without being
made responsible for additional
duties. The village headman
might well be on the Committee.
As to 'D'. There seems to be
no necessity to depute a special
officer to the C.P.

As to 'B'. I doubt whether the
Sub Committee on Taluk B.
would do much real practical
good. They would probably
have a large amount of proposals
which would be
beyond the power of the Taluk
B. to provide - backed up by
claims for addl. Provincial
funds. There might well

be an est. sub committee on
each R.P. Council. & the Long
Talley R.P. members might be
requested to take an interest in
schools near their own headwaters.
perhaps occasional visits.

J. Of course if Mr. decline to
accept Mr. A's proposal on
the subject of free Primary
education there to form more
class of private committees
or parochial being successful,
and form more class of funds
for their maintenance being
furnished from private
subscriptions. But I have no
doubt in the probability of their
funds being forthcoming ~~than~~
~~the~~ for people who already
pay lawers out of what it is
the duty of the Local Board,
as far as possible, to provide
for elementary education.

& The B.P. may however be allowed
to experience & to report at the
close of a year.

W. H. Taylor
62.7

These notes
May 10
10.7.07

Who are the Council of
Native Education, & what
is their history?

Better strike off the Currents
(actual no. of copies)
so as not to have the
type standing

G. F. L. 10/7/07

Shall be sent Press according to
to be struck off 10.6 from having
last page only standing

Done
May 10
10.7.07

11.7.07

No information is available
in this office as to the Constitution
History of the Council of Native
Education. The draft memorandum
to the S.P.C. placed below is for
approval.

AD Anggawani
13.7.07
Issue other show
to see.
C. L. 13.7.7.

[Memo. No. 1110-1, dated 13.7.07]

The memo. has issued.
2 The file is submitted to the Secretary
with reference to the Secretary's order
above.

AD Anggawani
13.7.07
By order of the Secretary
11.7.07

Page 27 of 4.

18

188

Cur. No. 1841 from the D.P.G. 5 30.7.07.

The D.P.G. forwards copy of a printed pamphlet which furnishes information in regard to the Constitution and history of the Council of Native Education.

2. The information was called for at the instance of the Hon. Vide his note on the previous page.

H. D. G. 2.8.07
H. D. G. 3.8.7.

H. D. G. 5.8.07

When I first read the Association's proposals I was not impressed with them, and having further considered them I am not in favour of ^{Govt's. intervening to} ~~give effect~~ to them.

responsibility for elementary education is primarily with the D. Boards & Municipal Schools: and to set up or recognize independent school

Committees w^d only lead to friction and disputes. D^r Boards & Mun: Councils may themselves appoint subcommittees to "superintend" educational institutions under their own control - vide s 34 (i)(v) of the Loc. Bd^r Act & s 38 (i)(v) of the Mun. C. Act, referred to at para 15-17 of Notes supra. These subcommittees of members may associate with themselves "inhabitants of the local area". These subcommittees w^d of course be entirely under the authority of the Board & there w^d be no ~~clashing~~ ^{clashing} with its authority. Similarly in Madras City. In the case of Government Schools it w^d never do to have committees interfering with the Inspectorate. The Inspectorate is always ready to listen to advice as to the opening ^{of} schools; but to have a body constituted to receive order to the paper "carrying out of the orders of the dep^t" & be "consulted" before the dep^t issues orders

vide para. 3 of
current

is utopian counsel. Still more open to objection w^d be their interference with the managers of "aided" schools. The managers w^d not stand it.

So far as ^{concerns} schools which are in existence, therefore, independent School Committees would be not only open to the objections indicated in para. 13 of the current, but would cause intolerable friction and disputes and introduce divided authority.

So far as concerns the opening of new schools, fostering ^{local} educational zeal, and collecting money for new schools, these are the ^{statutory} duties of the Jor. Bd. & Mun. C^d, & ~~they~~ ⁱⁿ dis-
-charging ^{these} they have already, as stated above, ample power to appoint subcom-
mittees & call in the aid of the inhabitants. This may be pointed in reply to the "Native Education Journal". At the same time those who collect subscriptions ^{for} elementary

21)

21P

& are zealous & extend elementary schools in their neighborhood may form themselves into a managing body & start the schools.

The proposals or some of them may ~~well~~ look well on paper, but they are scarcely suited to this country, and are ~~entirely~~ ^{largely} supported by arguments ^{& ideas} taken from speeches made in England where the circumstances are totally different

nor do I see any need to start experiments on some local area as a vile corpus; or to depute an officer to the backward Commissions of the Cent. Prov. ~~to~~ so that a grandmother may be taught to suck eggs

As I have given the file to D. Brown & read the office notes & the memorial & he is ~~not~~ in favour of the proposals no more than I am G. F. Colles

G. F. Colles
14/10

23

23 P

Draft appeared with some slight
revisions.

H. Taylor

22

22 P

These draft for approval

H. Taylor

16-10-07

The draft placed below is submitted
for approval.

RD ang gowami ang gowami
21.10.07

Type long draft please
submit Dec.

Calender
28.10.7.

Typed and submitted to secretary

RD ang gowami ang gowami
29.10.07 Retype please

H. Taylor
31.10.07

Retyped and submitted.

RD ang gowami ang gowami
30.10.07
H. Taylor
31-10-07



[E.]
[11.]
1,000-16-9-07.

Received 190 , Registered 190 .

Abstract.

Not 74284

EDUCATIONAL DEPARTMENT.

ENCLOSURES.

G.O., No. 742

, dated 6th November

1907

No.

READ the following paper:—

From the Joint Secretary to the Council of Native Education dated 23rd March 1907.

From the Director of Public Instruction, R.C.No.3088 dated 9th May 1907.

From the same officer, R.C.No.3088 dated 30th July 1907.

ORDER:-

The Government have carefully considered the suggestions of the "Council of Native Education" for the establishment of village Committees or Boards to assist in the development of education in rural areas, their duties being to collect subscriptions and donations towards the upkeep of schools the management of which they may undertake

and

and to co-operate with the Educational Department by that its orders are carried out and assisting the Department with the benefit of their local experience. While fully sympathising with the desire to improve education in rural areas, the Government are not satisfied that the scheme proposed would be of material help to the extension of elementary education. The responsibility rests primarily with the District Boards and Municipal Councils and that the institution of independent school committees would be calculated to lead to friction and disputes not only with the Local Bodies but with the Department. Apart from the objections therefore from the objections admitted by the memorialists in paragraph 13 of their memorial, the scheme would introduce a divided authority which is undesirable. Moreover the law already provides for the constitution of local educational committees under the authority of Local Boards who under Section 38 of the Local Boards Act may appoint sub-committees of their own members to superintend educational institutions which are under their control. These sub-committees may associate with themselves "other inhabitants of the local area" for the purpose of fostering educational zeal within such area. Similar provisions appear in section 38 of the District Municipalities Act. It is open to any District Board or Municipal Council to appoint such committees. In the case of Government schools and schools under private management, the interference of local committees ^{must} be open to obvious objection.

(True Extract)

H.D. Taylor,

Ag. Secretary to Government.

To

The Director of Public Instruction.

" Joint Secretary to the Council of Native Education.

Forwarded to the

(By Order)

Deputy Registrar.

and to co-operate with the Educational Department by seeing that its orders are carried out and assisting the Department with the benefit of their local experience. While fully sympathising with the desire to improve education in rural areas, the Government are not satisfied that the scheme proposed would be of material help to the extension of *elementary* education. The responsibility rests primarily with the District Boards and Municipal Councils and that the institution of independent school committees would be calculated to lead to friction and disputes not only with the Local Bodies but with the Department. Apart ~~therefore~~ ~~therefore~~ therefore from the objections admitted by the memorialists in paragraph 13 of their memorial, the scheme would introduce a divided authority which is undesirable. Moreover the law already provides for the constitution of local educational committees under the authority of Local Boards who under Section 38 of the Local Boards Act may appoint sub-committees of their own members to superintend educational institutions which are under their control. These sub-committees may associate with themselves "other inhabitants of the local area" for the purpose of fostering educational zeal within such area. Similar provisions appear in section 38 of the District Municipalities Act. It is open to any District Board or Municipal Council to appoint such committees. In the case of Government schools and schools under private management, the interference of local committees ^{must} be open to obvious objection.

(True Extract)

H.D. Taylor,

Ag. Secretary to Government.

To

The Director of Public Instruction.

" Joint Secretary to the Council of Native Education.

Forwarded to the

(By Order)

Deputy Registrar.

C. No. 764, from the Joint Secretary, Council of Native Education,
dated 23rd March 1907.

C. No.1110, from the D.P.I., Madras, No.3088, d/9th May 1907.

C. No.1841, from the D.P.I., Madras, No.3088, d/30th July 07.

ORDER:--
P.S.

Para. 3 of the Memorial
Pages 1 & 2 of Ct file.

Spin ma today
Take a copy for
recd - 70
6/11/07

The Council of Native Education in Madras has submitted a memorial to Government in which they suggest that in each village or group of villages a Board or Committee should be formed for the purpose of supervision and management of the schools within such village or group. These Committees would, it is suggested, be composed of the most influential persons resident in the villages and their duties would be restricted to the collection of subscriptions and voluntary donations towards the upkeep of the schools under their management, to co-operation with the Educational Department by seeing that its orders are carried out, and ~~to~~ ^{the} assisting that Department ^{with} by giving ~~it~~ the benefit of their local experience.

2. The Government have carefully considered the suggestions of the Council of Native Education and while fully sympathising with their desire to improve education in ~~the villages~~, ^{rural areas} ~~have concluded~~ ^{that it is not desirable to give effect to their proposals.} The responsibility for elementary education rests primarily with the District Boards and Municipal Councils.

Page 18029 of Notes File

For the establishment of village
Committees & Boards to ^{assist} ~~cooperate~~
with the Educat. Dept. in the
development of education in rural
areas, their duties being ^{the} ~~the~~ collection
of subsidies & donations towards the upkeep
of schools the management of which they in
cooperate with the S.D. Dept.

Not only with the Loc. Bodies
but with the Depart.
Page 20 of Note File.

Pages of it.

Local education

imposed upon

~~Memorials~~
~~Memorials~~

38

For the purpose of fostering
educational zeal within
such area. Similar
provisions ~~should~~ ^{ought} to
appear in sec 38
of the D. M. Act. & it is
open to any D. B. or
Mun. C. to appoint
such Com. ~~as~~ ^{see}

Pages 20 + 21 of Note File.

Councils and it seems ~~to be~~ ^{not} improbable
that the institution of independent school
committees would lead to friction and
disputes. ^{be calculated to} ~~So far therefore as regards~~ ^{apart therefore from}
schools which are already in existence,
the appointment of such committees would
be open not only to the objections ^{admitted} indi-
cated by the Council of Native Education ^{Memorialists}
in para. 13 of their memorial, ^{the scheme} but would
introduce a divided authority which is
clearly undesirable. ^{Moreover the} ~~As regards the~~
~~collection of money for and the opening~~ ^{promotion of fund} ~~law already provides for the constitution~~
~~of new schools and the fostering of local~~ ^{educational zeal, these are the statu-}
~~educational zeal, these are the statu-~~ ^{authority of} ~~tory duties of the local boards and~~
~~Municipalities. under Section 34 of the~~ ^{Local Boards, who}
~~Local Boards Act and Section 34 of the~~
~~District Municipalities Act these bodies~~ ^{may appoint sub-committees of their own members}
~~may appoint sub-committees to superin-~~ ^{which are}
~~tend educational institutions under their~~ ^{own control.}
~~own control. These sub-committees may~~ ^{associate with themselves "inhabitants"}
~~associate with themselves "inhabitants"~~ ^{of the local area.}
~~of the local area.~~ ^{They would, however,}
~~be entirely under the authority of the~~
~~Boards and Municipal Councils and there~~
~~would be no clashing with that authority.~~
~~The same remarks apply to schools in the~~
~~Madras City. In the case of Government~~
~~schools and schools under private manage-~~
~~ment, the interference of local commit-~~
~~tees would obviously be open to great~~ ^{obvious}
~~objection.~~

3. At the same time, it is open to
those who may be willing to collect sub-
scriptions ^{in aid of education} and who are anxious to extend

elementary education, to form themselves
into managing bodies and to start new
schools.

MSD
3/11/7

To

The D.P.I.

" Joint Secretary ✓
to the Council
of Native Education.

MSD
3/11/7

sent to Press.

for signature.

in print.

DATED

NUMBER OF COPIES
REQUIRED.

Order complete.

Letter only.

Order complete with Letter.

all already typed A
mrm.
cm 1841

34 P
not 123 P

V. G.

Press

Please send proof
of the notes
by the 30th instant
if possible.

28/10/07

Notes A

PAPER FILED OR, BEING MEANT FOR OFFICE
ORIGINAL.

A - Print in full.
B - Not to be printed.
C - Print also of only.
D - Print heading only.