

Government of Madras.

EDUCATIONAL DEPARTMENT.

Recd.

Regd.

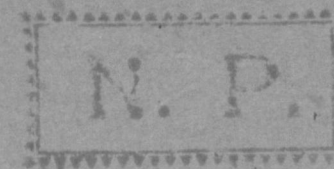
} 1908.

Enclosures

Spare copies

pp-9

G.O., No. 60, 24th January 1908.



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Educational Rules and the Grant-in-aid Code.

Informing certain petitioners that the suggestions contained in their memorial regarding the new — will be considered when the rules and the code are next revised.

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GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

READ—the following papers :—

I

Letter—from the Rev. H. PAKENHAM WALSH, M.A., President, the Trichinopoly Teachers' Association.
To—His Excellency the Governor of Madras.
Dated—Trichinopoly, October 1906.

MAY IT PLEASE YOUR EXCELLENCY,—I beg to forward the following resolutions adopted at a special meeting of the Trichinopoly Teachers' Association held on the 2nd October 1906 in connection with the issue of recent Educational Rules and Grant-in-Aid Code.

ENCLOSURE.

Resolutions.

1. That in case of boys coming with leaving certificate from Elementary schools, there should be an examination conducted by the Secondary school into which admission is sought, in lieu of the production of a certificate marked "good" as per foot-note to Chapter IV of Grant-in-Aid Code; as the latter arrangement cannot be satisfactorily carried out by the existing, or even by a largely augmented staff of School Inspectors—*Nem con.*

2. That needs of villages and small towns unable to maintain complete Secondary schools should be considered, especially as there is practically no provision for the boarding of Hindu and Muhammadan boys away from their own homes. We therefore consider that incomplete Secondary schools affiliated to complete Secondary schools be permitted to exist in places approved by Government—*Nem con.*

3. That the grants in aid of both Elementary and Secondary schools be in some fair proportion to the expenses and efficiency of the schools. The present Code gives no encouragement to the larger and better-staffed Elementary schools, and throws too heavy a burden on the management in the cases of both Elementary and Secondary schools—*Nem con.*

4. That in view of the backward state of female education in India and the need for its encouragement, the same liberality shown by Government in the matter of female education in the past, should be continued—*Nem con.*

5. That the regulation permitting grants-in-aid to be drawn only at the end of the year for which they are due, will act as an insupportable burden on private institutions, especially those Missionary bodies maintaining a large number of institutions—Colleges, Secondary and Primary schools.

We therefore recommend that the grants be drawn monthly as heretofore—*Nem con.*

6. That the same concession granted to backward classes for Elementary education be extended to them for Secondary education; and that a reasonable proportion of free scholars or assisted scholars be permitted in Secondary schools in calculating the fee-income; and that the same system of assisted scholarships in schools and colleges which prevailed in the past, be continued—*Nem con.*

7. That leaving certificates should be maintained in the case of Elementary schools—*Nem con.*

8. That these resolutions be type-written and sent by the Chairman to the Director of Public Instruction and to His Excellency the Governor of Madras and to the leading papers.

II

Letter—from Members of the Committee appointed at the Teachers' Conference.
To—the Collector of Trichinopoly.
Dated—the 17th November 1906.

We have been asked by the annual conference of teachers which met this day under the auspices of the Trichinopoly Teachers' Association, to request you to give us your kind aid in enabling the enclosed letter from the Conference, on important educational matters, to be presented to His Excellency the Governor during his visit to Trichinopoly, and to ask him whether it would be possible for him to give us—as representatives of the Teachers' Conference—a brief interview when we might present this address and receive His Excellency's answer.

We know that the final arrangements are already made, and that our suggestion may not be possible; but we hope that the importance of the subject brought forward and the practical nature of the proposals this Conference makes, may be our excuse in soliciting your kind offices in making this special request to the Governor to include the receiving of this address in any part of his programme which may prove convenient.

ENCLOSURE.

From—The Members of the Trichinopoly Teachers' Conference of 1906.
To—His Excellency the Governor of Madras.

MAY IT PLEASE YOUR EXCELLENCY,—We, 225 teachers of Trichinopoly city and district, in annual conference assembled under the auspices of the Trichinopoly Teachers' Association, desire to welcome Your Excellency to our city, and to express our feelings of esteem for your lofty personal character, of admiration for your wise and sympathetic administration, and of loyalty to our King-Emperor of whom you are so worthy a representative.

2. Knowing the keen interest you take in the education of this country, and your practical wisdom in dealing with the problems which arise in connection with it, we venture to draw your attention to certain matters of grave importance in connection with the recent legislation for schools in this Presidency.

3. While strongly in favour of the great principle which underlies the new rules, viz., the separation of elementary from secondary education—a principle to which we gave our unanimous approval in a resolution at our annual conference in 1904,—we are of opinion that two modifications are imperatively needed, if the Government's purposes in elementary and secondary education are to be efficiently carried out.

4. The first is that some provision be made for incomplete Secondary schools to meet the needs of the residents in the small towns and villages, where under the new scheme complete secondary schools cannot be maintained. Residents in such parts, who wish their children to have a secondary education, will have no choice but to send them away at a very tender age to one of the comparatively few centres where complete secondary schools are in existence.

5. We would beg to suggest (2) that incomplete Secondary schools, of the same efficiency as the corresponding parts of complete schools, be permitted in such places, and (3) that as they will be comparatively more expensive than the complete schools (under the requirements of the new rules) some scheme for additional grants in proportion to efficiency be devised.

6. The second is that substantial encouragement be given to open in numerous centres the IV, V, VI and VII standards of elementary schools, without which elementary education will be greatly limited both in attractiveness and usefulness.

7. Such encouragement would be best given, in our opinion, (1) by the allotting of substantial grants for such standards in proportion to efficiency, (2) by the encouragement in them of English, and of technical, agricultural, and commercial subjects; (3) and by the introduction of a final examination the passing of which might serve as a qualification for candidates for such posts as those of village karnams, munsifs, police constables, office peons, attenders, etc.

III

Letter—from M.R.Ry. T. RAMASWAMI AYYANGAR, Retired Sub-Judge, Coimbatore.
To—the Private Secretary to His Excellency the Governor.
Dated—17th November 1906.
No.—15.

I beg to forward herewith a letter addressed by me to His Excellency the Governor about the new Educational rules, and request that you will be pleased to place the same before His Excellency for his favourable consideration.

ENCLOSURE.

Letter—from M.R.Ry. T. RAMASWAMI AIYANGAR, Retired Sub-Judge, Coimbatore.
To—His Excellency the Governor of Madras.
Dated—the 17th November 1906.

Throughout my service of nearly 30 years and even after my retirement, I have been taking much interest in the advancement of education. In the new Educational rules which I have carefully read, there are many doubtful points, and I think it is desirable to have all those doubtful points cleared up, and in order to do it, I most respectfully beg Your Excellency's permission to make the following observations. I beg to state that hitherto there have been three grades of schools for pupils desirous of getting a higher general education; they are what have hitherto been called (1) Anglo-Vernacular Upper Primary schools teaching English in the 3rd and 4th standards, the two highest classes in them (2) Lower Secondary schools teaching generally up to the 3rd form and (3) Upper Secondary schools teaching up to the 6th form.

2. I have no doubt that Your Excellency's Government are convinced that if the spread of secondary education is not to be seriously checked, different grades of "Secondary schools" corresponding to the existing Upper Primary, Lower Secondary and Upper Secondary schools will have to be recognised as heretofore. The division into Primary, Middle and High Schools had been recognised in the old Code and continues to be recognised in the new Code for European schools, but not in the new Educational rules.

3. There are many important villages which now maintain Anglo-Vernacular Upper Primary schools and which can maintain "Secondary" schools, teaching up to the fourth class, and there are small towns which have for years been maintaining Lower Secondary schools and which would like to continue to maintain "Secondary" schools, teaching up to the III Form. If recognition were not granted in such cases, all existing Anglo-Vernacular Primary schools and Lower Secondary schools would be closed and parents who want English education for their children though they are willing to pay for it, will, in many cases, have either to go without it or to send their children, at too tender an age, from their homes, to towns having High schools, at great expense and at the risk of grave danger to their children's physical and moral well-being. There can be however no doubt that it is not the intention of Government that recognition should be refused to such Secondary schools (i.e., schools which do not aim at giving a complete Secondary education but which wish to stop at a peculiar stage in the Secondary course), though the Local Inspector of Schools has stated in a recent communication that "incomplete Secondary schools (i.e., Secondary schools without an 'Upper section' or without a 'Preparatory section' or at any rate a class corresponding to the present fourth standard) cannot be encouraged." The intention of Your Excellency's Government is clear from the second sentence in rule 5: They, "Secondary schools, may contain the following classes: VI Form, fourth class"; and from paragraph 2 of rule 28: "Secondary schools containing no class above the fourth class," &c., in the new Educational rules; and from the fact that it is nowhere stated in the rules that incomplete schools will not be recognised, unless there is a probability of their becoming complete High schools. But the definition given in rule 5 of Secondary schools, viz., that they are schools intended to afford a higher general education, the omission to lay down the conditions of recognition, as regards teaching staff in the case of the lower grades of Secondary schools in rule 23, —the only rule in the Code on the point,—and rule 61 which seems to regard the lower classes and forms as only steps towards the formation of a complete High school, these have naturally led people, including Educational Inspectors, to think, though perhaps without justification, that the aim of the new Educational rules is to strike a blow at secondary education by refusing recognition to all schools which do not aim at giving a complete secondary education.

4. With a view to remove this impression I beg to suggest that the definition of Secondary schools in rule 5 be changed into "schools designed for pupils who are likely to seek Higher General Education" which is nearly the same as the wording in clause 2, paragraph 2 of G.O., No. 509, Educational, dated 31st July 1906, and that the second sentence in rule 5 be changed into "They may contain some or all of the following classes, but every Secondary school should have at least the third class and if it has classes higher than the third, they must be in the ascending order from the third class." I also pray that the condition regarding teaching staff (1) in "Secondary" schools containing no class higher than the fourth class and (2) in Secondary schools containing no classes higher than the third form be definitely laid down for the guidance both of the Department of Education and of Managers of schools. I beg to suggest that teachers' certificates of a grade not lower than secondary and that teachers of the third form should ordinarily be F.A.'s with teachers' certificates. In this connection I wish to suggest that, whatever qualifications be laid down for teachers who may hereafter enter the profession, teachers who have obtained, what has hitherto been called untrained teachers' certificates or service teachers' certificates and who are now in the teaching profession, should continue to be considered qualified teachers. In the New Educational Rules no mention is made of these men, as in the Code for European Schools, and the wrong impression that these men should at once be replaced by men with trained teachers' certificates should be removed.

5. I also pray that the provision in paragraph 2 of rule 28 be extended at least to schools which contain no classes above the III Form and that the words "with the concurrence of the Director" be omitted from it. To require these schools to have a headmaster, besides a teacher to every class, would be practically denying recognition to them, as the cost of having a headmaster besides a teacher for every class would be prohibitive. I would even go further and suggest that rule 28 be enforced only in the case of very large complete schools having two or three sections of each class. At present, even in Government first-grade colleges the Principal is also a Professor. I think that, while such is the case with Colleges, Secondary schools, especially the smaller ones, should not be put to the expense of having a headmaster in addition to a teacher for every class.

6. The people must be thankful to Government for having, in G.O., No. 509, Educational, dated 31st July 1906, asked the Director of Public Instruction to ascertain from Managers of Lower Secondary schools if they want their schools to be treated as Elementary schools or Secondary schools, and if the latter, to give them a year's time to conform to the new rules. I beg to suggest that a similar course should be adopted in the case of existing Anglo-Vernacular Upper Primary schools also. I note with gratitude that the concession shown to pupils of all existing recognised Lower Secondary schools in the Government order quoted above, viz., that they shall be eligible for transfer certificates up to the close of 1907, has been recently extended to existing Upper Primary schools.

7. We are grateful to Your Excellency's Government for taking steps to improve the efficiency of secondary education, by laying down more stringent conditions of recognition for Secondary schools and by drawing a clear line of demarcation between Elementary schools intended for the masses and schools intended for pupils who wish to get a higher general education through the medium of English. We, therefore, heartily approve of the provision that a pupil going from an Elementary school to a Secondary school should ordinarily join the third class of the latter. To make the distinction between Elementary and Secondary schools even clearer, I would suggest that the third and fourth classes in Secondary schools be called forms A and B, so as to clearly distinguish them from standards 3 and 4 in Elementary schools, the words class and standard having hitherto been used synonymously.

IV

From—M.R.Ry. T. RAJAM AIYANGAR AVARGAL, B.A., L.T., Chairman of the Public Meeting of the Tanjore Teachers' Association.
To—His Excellency the Governor of Madras.
Dated—Tanjore, the 4th December 1906.

I most respectfully forward herewith, for Your Excellency's kind consideration, a copy of the resolutions adopted by the teachers and managers of schools, Tanjore city, at a meeting held under the auspices of the Tanjore Teachers' Association on Thursday the 29th November 1906. The resolutions indicate the lines on which changes are very desirable in the New Madras Educational rules, in order that a great amount of progress and efficiency may be attained without unnecessarily disturbing the equilibrium of existing educational institutions and in perfect keeping with the educational policy of Government.

ENCLOSURE.

Resolutions of the Tanjore Teachers' Association on the New Madras Educational Rules.

A meeting of the teachers and managers of schools of Tanjore was held under the auspices of the Tanjore Teachers' Association, on Thursday the 29th of November 1906, with M.R.Ry. T. Rajam Aiyangar Avargal, B.A., L.T., in the chair, when thirty-two teachers and managers of schools were present. The resolutions that had been drafted by a Sub-Committee appointed by the Association on the 12th of November 1906 were considered in detail. The following were eventually adopted:—

1. That rule 5 of the new rules regarding the classification of schools be so altered as to make the Elementary and Secondary courses run concurrently by classifying schools containing all or some of the classes from the Infant class to the Fourth class as elementary and schools containing all or some of the classes from the I Form to the VI Form as Secondary; or in the alternative, that no sort of restriction be placed upon boys from Elementary schools seeking admission into Secondary schools and into classes for which they are found fit.

2. That, as regards the professional qualifications of teachers possessing certificates approved by the department prior to the introduction of the new rules, the present rules need not be enforced.

3. That, with a view to give scope to persons who want to enter the teachers' profession and to enable the management of schools to fill up temporary vacancies and entertain additional hands for short periods whenever necessary, it be laid down that it shall be enough if two-thirds of the staff of a recognised school hold trained teachers' certificates.

4. That, in consequence of the change proposed in paragraph 3, a General Education qualification be fixed for teachers and it be laid down that teachers of class IV and Forms I to III should at least be Matriculates and teachers of higher forms graduates.

5. That the Headmaster of a complete Secondary school should ordinarily hold a Collegiate trained teachers' certificate, of an incomplete Secondary school containing up to Form IV or V a Collegiate trained teachers' certificate, of an incomplete Secondary school containing above class III and up to Form III a Secondary trained teachers' certificate, and of every other school an Elementary trained teachers' certificate.

6. That rule 25 be dropped inasmuch as it is not likely to have a salutary effect on teachers and would scare away competent persons from the profession altogether, and also as it unnecessarily interferes with the discretionary powers of the management.

7. That rule 28 need not be insisted upon at least in the case of incomplete Secondary schools, and in all such cases the Headmaster may be deemed a class teacher.

8. That rule 29 be dropped and rule 86 (i) take its place.

9. That rule 47 (3) and (4) be either dropped in the light of the amendment proposed to rule 5, or rule 47 (2) be made to embrace such cases also.

10. That the latter part of rule 59 (b) be made applicable to all places alike.

11. That in view of the University recognising an Intermediate Examination, it is desirable to have a class of teachers' certificates corresponding to that stage of general education.

T. RAJAM AIYANGAR,
Chairman.

V

Memorial—from M.R.Ry. C. M. PADMANABHA CHAR YAR Avargal, High Court
Vakil, Coimbatore.

To—His Excellency the Governor of Madras.
Dated—the 11th January 1907.

MAY IT PLEASE YOUR EXCELLENCY,—I have the honour to forward herewith the memorials adopted at a public meeting of the citizens of Coimbatore held on 15th December 1906 under my signature as chairman of the meeting

ENCLOSURES.

Memorial—from Coimbatore, M.R.Ry. C. M. PADMANABHA CHAR YAR Avargal,
Chairman, Public Meeting

To—His Excellency the Governor of Madras.
Dated—the 10th March 1906.

MAY IT PLEASE YOUR EXCELLENCY,—Your memorialists venture to submit to the benign consideration of Your Excellency's Government a few suggestions regarding the Educational Rules recently issued by Government, Your Excellency's sympathetic utterances on the subject at Madura and elsewhere having afforded your memorialists' special encouragement and led them to hope that their suggestions would receive at Your Excellency's hands a full consideration.

2. In some material respects the public regard the changes introduced by the new rules with grave apprehension. They consider that higher education will receive a sudden check by reason of the severe conditions imposed in regard to recognition and that the cause of education generally will suffer thereby.

3 Your memorialists beg to invite Your Excellency's attention to the fact that hitherto there have been three grades of schools for pupils desirous of getting a higher general education: they are what have hitherto been called (1) Anglo-Vernacular Upper Primary schools, teaching English in the third and fourth standards,—the two highest classes in them—(2) Lower Secondary schools teaching generally up to the III Form and (3) Upper Secondary schools teaching up to the VI Form.

4. Your memorialists have, no doubt, that Your Excellency's Government are convinced that if the spread of Secondary education is not to be seriously checked, different grades of Secondary schools corresponding to the existing Upper Primary, Lower Secondary and Upper Secondary schools will have to be recognised as heretofore. The division into Primary, Middle and High schools had been recognised in the old code and continues to be recognised in the new code for European schools but not in the new Educational rules.

Division still material.

5. There are many important villages which now maintain "Secondary" schools teaching up to the Fourth class and there are numerous small towns which have for years been maintaining Lower Secondary schools and which would like to continue to maintain "Secondary" schools teaching up to the Third Form. If recognition were not granted in such cases, all existing Anglo-Vernacular Primary schools and Lower Secondary schools would be closed and parents who want English education for their children, though willing to pay for it, will, in many cases, have either to do without it or to send their children, at too tender an age, from their homes to towns having High schools, at great expense and at the risk of grave danger to the physical and moral well-being of their children.

6. Your memorialists have, however, no doubt that it is not the intention of Government that recognition should be refused to such Secondary schools—i.e., schools which do not aim at giving a complete Secondary education, but which wish to stop at a particular stage in the Secondary course. But the local Inspector of Schools has stated in a recent communication that incomplete Secondary schools,—i.e., Secondary schools without an "Upper" section or without a "Preparatory" section or at any rate a class corresponding to the present Fourth standard,—cannot be recognised. The intention of Your Excellency's Government is clear from the second sentence in Rule 5:—"They," Secondary schools, "may contain the following classes, VI Form . . . Fourth class" and from paragraph 2 of Rule 28, which speaks of "Secondary schools containing no class above the Fourth class"—in the new Educational rules: and from the fact that it is nowhere stated in the rules that incomplete schools will not be recognised unless there is a probability of their becoming complete High schools. Indeed the language of G.Os., No. 509, Educational, dated 31st July 1906, and No. 356, Educational, dated 21st May 1906, leave no doubt as to the Government's true view.

7. But the definition given in rule 5 of "Secondary" schools, viz., that they are schools intended to afford a higher general education, the omission to lay down conditions of recognition, as regards teaching staff in the case of the lower grades of Secondary schools in rule 23—the only rule in the code on the point—and rule 61 which seems to regard the lower classes and forms as only steps towards the formation of a complete High school,—these have naturally led people including Educational Inspectors, to think, though perhaps without justification, that the aim of the new Educational rules is to strike a blow at Secondary education by refusing recognition to all schools which do not aim at giving a complete Secondary education.

8. With a view to remove this impression, your memorialists venture to suggest—(1) that the definition of Secondary schools in rule 5 be changed into "schools designed for pupils who are likely to take up Higher General education" which is the language used in clause 2, paragraph 2 of G.O., No. 509, Educational, dated 31st July 1906; (2) that the second sentence in rule 5 be changed into "They may contain some or all of the following classes" which follows the language in G.O., No. 356, Educational, dated 21st May 1906; (3) that the condition regarding teaching staff, (i) in "Secondary" schools containing no class higher than the Fourth class, and (ii) in "Secondary" schools containing no classes higher than the Third Form be definitely laid down for the guidance, both of the department of Education and of Managers of schools; and (4) that teachers of third and fourth classes and of the first and second forms in "Secondary" schools may be required to be holders of teachers' certificates of a grade not lower than Secondary and that teachers of third form should ordinarily be F.A.'s with teachers' certificates.

9. Your memorialists venture to suggest that whatever qualifications be laid down for teachers who may hereafter enter the profession, teachers who have obtained, what has hitherto been called untrained teachers' certificates or service certificates and who are now in the teaching profession, should continue to be considered qualified teachers. In the new Educational Rules, no mention is made of these men, as in the code for European schools and the wrong impression that these should at once be replaced by men with teachers' certificates might be removed by means of a clear explanation.

10. Your memorialists pray that the provision in paragraph 2 of rule 28 be extended at least to schools which contain no classes above the third form and that the words "with the concurrence of the Director" be omitted from it. To require these schools to have a headmaster, beside a teacher for every class, would be practically denying recognition to them, as the

cost of having a master besides a teacher for every class would be prohibitive. Your memorialists would even go further and would suggest that rule 28 be enforced only in the case of very large complete schools,—having two or three sections of each class. At present even in Government first-grade colleges, the Principal is also a Professor. This being so, your memorialists venture to think that "Secondary" schools—especially the smaller ones—should not be put to the expense of having a headmaster in addition to a teacher for every class.

11. Your memorialists beg to submit that the withdrawal of recognition of a school, when the Inspector finds a teacher unfit, places the schools, managers and the teachers concerned in a perilous position. Under this rule even diploma-holders may be required to satisfy successive Inspectors about their capacity to teach. Your memorialists venture to suggest that it would be simpler and more satisfactory that these powers should be restricted to that of withdrawing, if necessary, certificates or diplomas held by any teacher when found unfit, such withdrawal being a clear notice to all schools that the teacher so affected should not be employed.

12. Your memorialists beg to suggest that the rule prohibiting the use of every text-book not named in the Gazettes places a needless restriction on the discretion of teachers and managers and is also liable to be abused. They venture to suggest that the rule may be altered into a distinct prohibition of the use, in recognised schools, of books which may from time to time be prescribed in the Gazettes.

13. Regarding the maximum strength for a class, in rule 29, your memorialists beg to submit that the corresponding rule 86 dealing with similar schools under public management is more liberal and that rule 29 may therefore be so modified as to provide against continuous and persistent overcrowding of a class beyond 40 pupils, allowing a margin for temporary rises and falls in the strength up to a small limit, say five pupils above the minimum.

14. Your memorialists are thankful to Government for having in G.O., No. 509, Educational, dated 31st July 1906, asked the Director of Public Instruction to ascertain from managers of Lower Secondary schools if they wanted their schools to be treated as Elementary schools or Secondary schools, and, if the latter, to give them a year's time to conform to the new rules.

Your memorialists suggest that a similar course should be adopted in the case of existing Anglo-Vernacular Upper Primary schools also. Your memorialists note with gratitude that the concession shown to pupils of all existing recognized Lower Secondary schools in the Government Order quoted above, viz., that they shall be eligible for transfer certificates up to the close of 1907, has been recently extended to existing Upper Primary schools.

15. The question of free Elementary schools—your memorialists gather with sincerest gratitude from a Press-note—is now engaging the gracious attention of the Government of India and Provincial Governments, and your memorialists do not wish to trouble Your Excellency at present with their suggestions regarding the portion of the new Educational Rules relating to the recognition of Elementary schools. Your memorialists look forward with full hope to the day when the masses comprising the poorest and unquestionably the vast majority of the population of this country will receive an elementary education free of cost, enabling both boys and girls to grow into good, useful and intelligent citizens, giving support to Government in its attempt to raise India to a higher civilisation and doing honour to their country.

Your memorialists pray that this consummation may be reached early in Your Excellency's régime.

Memorial—from M.R.Ry. C. M. PADMANABHA CHARIVAR Avargal, Chairman,
Public Meeting, Coimbatore.

To—His Excellency the Governor of Madras.

Dated—the 10th January 1907.

MAY IT PLEASE YOUR EXCELLENCY,—Your memorialists beg to invite Your Excellency's attention to the fact that, under the new rules every Elementary school is to get a grant of Rs. 3 a month for every teacher and an annual capitation grant of As. 8 for every pupil who puts in the average daily attendance,—which means that large schools and small schools,—schools with higher standards and schools with lower standards only,—are all to be treated alike.

2. Your memorialists beg to submit that this will discourage sound vernacular education by making managers and teachers remain contented with infant, 1st and 2nd standards. The number of pupils in the 3rd and higher standards would in any case be smaller than in the lower standards and it would be markedly so hereafter, as pupils who wish to go in for English education would naturally, under the new rules, leave Elementary schools on completing the 2nd standard course and would join the third class of some Secondary school.

3. Both the fee income and the capitation grant in the 3rd and higher standards would then be much less than in the lower standards while teachers with higher qualifications who would therefore demand higher pay would be required for the higher standards. So, if the teacher grants were to be only Rs. 3 per head in their cases also, it may naturally be expected that no manager would ordinarily care to have standards above the second.

4. Government admits this, in their G.O., No. 509, Educational, dated 31st July 1906, that Elementary schools will generally have no standards above the third, and boys would leave school with no knowledge of anything more than a little reading and simple addition and subtraction in arithmetic.

5. Your memorialists submit that, if anything like a sound education, which might be considered necessary for girls and boys who may not care for an English education, is to be given in these vernacular schools, it would be necessary to encourage their having the 3rd and 4th standards at least, and in order that this may be done, for the reasons stated above, teacher grants for the 3rd and 4th standards should be about Rs. 5 a head, and for the 5th, 6th and 7th standards Rs. 7 a head.

6. Your memorialists beg to suggest that the capitation grant should be given only for those who have attended school for six months at least and who pass in the Sub-Assistant Inspector's annual examination, which may also be made the examination for regulating promotion from one class to another. This examination would be very different from the old examination for results grant. This would also automatically prevent slipshod inspection on the part of the Inspecting officer and secure honest work on the part of the teacher.

7. To make up for the smaller number who would get a capitation grant in this case, the grant may be raised to annas 12 per pupil in standards Infant, 1st and 2nd, and to Re. 1 per pupil in the higher standards. To encourage the education of girls and of the backward classes the capitation grant should be at least 50 per cent. higher in their case.

8. Your memorialists submit that hitherto schools for European children and for others were treated exactly alike in the matter of aid. But the principles governing aid are to be different in the two cases hereafter—while, in the former case (*vide* rule 29 of the Code for European Schools) the grant to a school is not to exceed the total income from all sources other than Government grant (fee revenue included) in the latter case, the Government grant is not to exceed the income from endowments and subscriptions alone, the fee income being excluded.

9. Why this difference should be made is not clear. If the taxpayers' money can be expended in helping the children of the European community in the country, it may, your memorialists respectfully submit, to some extent, be justly expended in the encouragement of higher education among the people of the country itself. The principle of aid to ordinary Secondary schools should be the same, it is submitted, as that indicated for European schools and the limit of the grant should be the income from all sources) including the fee income,—other than the Government grant), no school of course being allowed to make a profit from the grant.

10. The fee income should, it is submitted, be regarded in both cases as part of the contribution of the community towards the maintenance of the school, and your memorialists herein ask for nothing more than what was, in effect allowed under the old code. Your memorialists beg to submit that if this be not granted many institutions which have been doing good work for half a century—like the local college for instance—will have to be closed.

11. Your memorialists beg to submit that there is another difference between the new and old Grant-in-aid Code that is, that while under the old code fees were calculated at 90 per cent. of the standard rates, the fee income is to be calculated hereafter at full standard rates. To allow of exceptionally intelligent pupils who may happen to be poor receiving higher education, Your memorialists beg to submit that a margin of about 10 per cent. should continue to be allowed as was done under the old Grant-in-aid Code in calculating the fee income of schools.

VI

Memorial—from M.R.Ry. K. A. RAMASWAMI AIYANGAR and nine others, Mirasidars of certain villages in the Tanjore and Trichinopoly districts where Board schools of five standards exist.

To—the Secretary to Government, Educational Department.

Dated—the 25th January 1907.

Under the new Educational Rules sanctioned by the Government of Madras concerning the Elementary schools under public management, we beg to say—

(1) That Board schools of five standards, whose strength does not exceed fifty or thereabouts, are provided with one or two masters according to their strength.

(2) That such Board schools have to remit the school fee collection to the Government under the following rates:—

						Boys.			Girls.		
						RS.	A.	P.	RS.	A.	P.
Infant Standard	..	..	..	..	..	0	1	0	0	0	6
I	..	..	..	..	..	0	2	0	0	1	0
II	..	..	..	..	..	0	3	0			
III	..	..	..	..	..	0	4	0			
IV	..	..	..	..	..	0	6	0			

(3) That the teachers of such schools are entitled to no capitation allowance at the hands of the Government.

(4) That no headmaster of any such school is allowed to appropriate the school-fee collection.

(5) That teachers of such schools are now to get nothing but their bare pay; whereas they used to get a gain of cent. per cent. under the old grant system.

(6) That such Board schools are by far greater in number than Board schools with five teachers in each district; consequently, though the latter schools gain by the new rules, yet it is a real loss to the bulk of the population.

(7) That schools of the latter kind allow one teacher to teach each class; whereas the schools of the former order call upon one teacher to take two or more standards at a time: hence the greater difficulty falls to the teacher of low pay; whereas the less difficulty falls to the one of high pay.

(8) That schoolmasters of the first order cannot increase their strength; for even at the time when they were receiving enormous grants from the Government, they could not increase beyond the strength they now have.

(9) We, the villagers, being poor cannot afford to pay the new enhanced rate of school-fees, nor are we able to have a school under our own private management, which has not the disadvantages of the Board school; moreover we care more for Elementary mass education than for the Secondary education.

(10) Moreover, Board schools with only four standards claim for their teachers not only capitation allowance, but also the appropriation of the school fees, from which gain the schools which give a greater education to the mass are exempted.

(11) The rate of school fees in Board schools with only four standards is lower, viz.—

						RS. A. P.		
Infant standard	..	..	..	..	..	0	0	6
I	..	..	..	..	..	0	1	0
II	..	..	..	..	..	0	2	0
III	..	..	..	..	..	0	2	6

(12) Consequently the schoolmaster with only four standards will gain more than the one with five standards, at the same time we do not pay a larger sum as school-fees.

(13) Hence every schoolmaster inwardly backed by his superiors will try his best to remove his IV standard per all means possible.

(14) In case of the Board not sanctioning the removal of the fourth standard, the headmaster will try his best to dismiss as many students as possible from the fourth standard, taking into account even the most trivial offences.

(15) That schools with three teachers also experience the same difficulty.

(16) That in the case of Board schools with five standards the Board, rather the Government, gains at the expense of the public and also at the expense of the schoolmaster, which is not in accordance with the policy adopted by the benign Government of Britain concerning education for the masses.

(17) That the removal of the fourth standard from such Board schools is not in accordance with the policy adopted by our late Viceroy the Redoubtable Lord Curzon of Kensington.

(18) That our benign Governor of Madras, His Excellency Sir Arthur Lawley, spoke in his late tour through the Trichinopoly district that he wants to see education more and more widespread both in quality and also in quantity.

We beg of you, Sir, to reconsider the Madras Educational Rules and remedy our grievances by allowing the headmaster and the other teachers of Board schools with five standards having one or two teachers to appropriate the school fee collection and also to receive a capitation allowance at the hands of the Government.

Order—No. 60, Educational, dated 24th January 1908.

The ^{petitioner} _{petitioners} will be informed that the suggestions contained in ^{his} _{their} memorial will be considered when the Educational rules and the Grant-in-aid Code are next revised.

(True Extract.)

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

To the Revd. H. Pakenham Walsh, President, the
Trichinopoly Teachers' Association.
„ the Trichinopoly Teachers' Conference of 1906 (through
the Collector of Trichinopoly.)
„ M.R.Ry. T. Ramaswami Aiyangar Avargal,
Retired Sub-Judge, Coimbatore.
„ M.R.Ry. T. Rajam Aiyangar Avargal, Chairman of the
Public Meeting of the Tanjore Teachers' Association.
„ M.R.Ry. C. M. Padmanabha Chariyar Avargal,
High Court Vakil, Coimbatore.
„ M.R.Ry. K. A. Ramaswami Aiyangar and others, Mirasidars
of certain villages in the Tanjore and Trichinopoly districts.

NOTES CONNECTED WITH G.O., No. 60, EDUCATIONAL,
DATED 24TH JANUARY 1908.

[SUBJECT.—*New Educational Rules and Grant-in-aid Code.*]

Letter from A. Y. G. Campbell, Esq., I.C.S., Private Secretary to His Excellency the Governor, to H. D. Taylor, Esq., I.C.S., Acting Secretary to Government, Educational Department, dated 30th October 1906.

I am desired to send you the enclosed letter from Mr. Pakenham Walsh and a copy of certain resolutions of the Trichinopoly Teachers' Association for consideration when the Rules and Code are next revised.

His Excellency desires the resolutions of the Teachers' Association at Trichinopoly to be considered when the Educational Rules and the Grant-in-aid Code are next revised. There is, however, no fixed date for revising the Rules and Code and the suggestions may perhaps be considered at once.

2. A copy of the resolutions has also been forwarded to the Director of Public Instruction—*vide* resolution VII. Before the resolutions are taken into consideration the views of the Director of Public Instruction may be called for un-officially.

P. T. THARYAN—3-11-06.

Submitted that this may be done.

C. G. MACKAY—5-11-06.

The rules are *generally* revised each year though we have abandoned the old obligation to republish the Grant-in-aid Code by 1st April each year. It is however premature to reconsider the rules until they have actually been working for a year. There are numerous other suggestions that have appeared in the public press and elsewhere which will need consideration. We shall have to wait for Dr. Bourne's return before taking up any further *general* revision of the rules. Meanwhile the present paper may be recorded.

H. D. TAYLOR.

H. D. TAYLOR—11-11-06.

Whatever changes may be made, to countenance the establishment of "incomplete" secondary schools would be fatal to our policy. It is these "incomplete" secondary schools, as a vast number of the secondary schools really were, that have been fatal to sound education, pampering parents with the belief that their children were receiving an education fitted to carry them on in time to the University. The *raison d'être* of our recent reforms is to extinguish this sham system to which the thousands of boys who fail for the Matriculation are the abiding witnesses.

Meanwhile I should like a note when convenient on the following points:—

(1) that the new Code does not encourage the provision in elementary schools of a larger and better equipped staff of teachers.

I think we found we could not *at present* depend on qualified teachers for elementary schools.

As to larger staff, I have heard complaints of the insufficiency of the number of teachers in these schools. What provision is made for giving grants with reference to the strength of the staff?

Kindergarten schools require really a teacher (of some sort) to every 10 or 12 children.

(2) As to *Female Education*, what is the ground of complaint that the new Code is less liberal than the old?

(3) What objection is there to drawing grants monthly or, say, quarterly?

I quite see that the grant is now a lump grant; its amount is an annual grant. But could it not be paid at intervals during the year, subject to a later adjustment; a certain proportion of the normal or estimated grant being perhaps kept in hand.

(4) As to *Backward classes* in secondary schools, the general revenues cannot well be called upon to give special concessions above the elementary stage which goes up to the seventh standard, but please note on the question of the continuance of "assisted scholarships" for them in schools and colleges. What alteration did the new Code actually make in this respect?

(5) What is the reason of the expressed anxiety to maintain *Leaving Certificates* from elementary schools.

G. S. F[ORBES]—3-12-06.

Will the Assistant Secretary please draw up a note on these points?

H. D. TAYLOR—6-12-06.

From the Private Secretary, dated 18th November 1906, No. 426.

The Private Secretary transfers for disposal a letter from M.R.Ry. T. Ramaswami Aiyangar, a retired Sub-Judge, making certain observations on the revised Educational Rules in G.O., No. 509, Educational, dated 31st July 1906. The letter may, it is submitted, be first sent to the Director of Public Instruction for remarks.

A draft is placed below for approval.

T.K.—23-11-06.

On a similar list of suggestions received from Mr. Pakenham Walsh of Trichinopoly, the Secretary said that there is no need to refer to the Director of Public Instruction now. The paper is now in circulation and has not yet returned. Submitted that this file may lie over till its return.

P. T. THARYAN—30-11-06.

Yes.

C. G. MACKAY—1-12-06.

Letter from A. Y. G. Campbell, Esq., I.C.S., Private Secretary to His Excellency the Governor, to H. D. Taylor, Esq., I.C.S., Acting Secretary to Government, Educational Department, dated 2nd December 1906.

I am desired to send you the enclosed letter from Mr. Butterworth and letter from the Teachers' Conference. His Excellency wishes the points raised to receive consideration when the Code and Rules are next amended.

From the Private Secretary to His Excellency the Governor, dated 2nd December 1906.

[SUBJECT.—*Teachers' Conference, Trichinopoly.*]

This memorial may go in the first instance to the Director of Public Instruction u.o.

H. D. TAYLOR—4-12-06.

With reference to the Secretary's note on page 1 *supra*, should this file and the second one below go to the Director of Public Instruction now? All the three papers may be thrown into one and dealt with together.

P. T. THARYAN—6-12-06.

The Secretary has asked me to note on the third file. So it need not be sent. Please put up the complete papers regarding the new Code. This and the other file from the Sub-Judge may go now to the Director of Public Instruction.

C. G. MACKAY—7-12-06.

Submitted that the office thought that the Secretary did *not* want *any* of the files to go to the Director of Public Instruction. The papers required for the third file will be submitted as soon as the files are set free.

P. T. THARYAN—8-12-06.

I don't understand. See the note above.

C. G. MACKAY—8-12-06.

Please see the Secretary's note at A on page 1 of the notes.

P. T. THARYAN—8-12-06.

May all the three files be dealt with in a note to be prepared here or is it desired that the first two of the three linked files should be sent to the Director of Public Instruction u.o.

C. G. MACKAY—11-12-06.

The files may all be made into one file. Better first of all put up a précis of all objections of importance that have been made to the rules (on the lines of the B | précis of objections to the Madras Estates Land Bill) rule by rule. I think I ordered this to be done some time back in connection with Press comments, and correspondence. We had better deal with the whole subject at one time.

I think we shall want to provide more liberally for girls' schools and schools for backward classes and to place the teaching grant for masters on a sliding scale according to the number of masters. The pay of the latter increases with their number and the present scale of Rs. 36 is based on a single master on Rs. 8.

H. D. TAYLOR—12-12-06.

All the representations which have been made on the subject of the revised Grant-in-aid Code and the Educational Rules have been put together, as well as the newspaper criticisms on the Code and the Rules.

2. A précis of the several suggestions made has been prepared, rule by rule, on the lines suggested in the Secretary's note at B *supra*. The remarks on the Educational Rules have been separately tabulated from those on the Grant-in-aid Code for facility of reference.

3. The Code and the Rules have now been in force for nearly two years and it is submitted that the papers with the précis of suggestions may first be forwarded to the Director of Public Instruction for consideration and report on the several points raised.

K. RANGASWAMI AIYANGAR—13-1-08.

This is going to be a big business, and obviously cannot be considered in this office before the Director of Public Instruction has seen the papers.

C. A. SOUTER—13-1-08.

A copy of the précis may be sent u.o. to the Director of Public Instruction for reference when the question of the revision of the Educational Rules next comes under consideration. The petitioners may, meanwhile, be informed that their various memorials will be considered when the rules are next revised.

H. D. TAYLOR—14-1-08.

G. S. F[ORBES]—20-1-08.

Draft.

H. D. TAYLOR—21-1-08.

