

Government of Madras.

EDUCATIONAL DEPARTMENT.

Recd.

Regd.

} 1910.

Enclosures

Spare copies

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G.O., No. 140, 19th March 1910.

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N. P.

Council of Native Education.

Declining to take action in the manner suggested by the council with regard to the formation of committees for establishing and managing schools in every village, until the Government have considered the recommendations of the Royal Commission on Decentralization.

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## GOVERNMENT OF MADRAS.

## EDUCATIONAL DEPARTMENT.

Read—the following papers :—

## I

Letter—from M.R. Ry. S. RAJAGOPALACHARI, B.A., Joint Secretary to the Council of Native Education, Madras.  
To—the Secretary to Government, Educational Department.  
Dated—the 25th May 1909.

I am directed by the council to bring to the kind notice of His Excellency's Government the following facts in connection with the establishment of school boards in villages or groups of villages for the spread of elementary education in this Presidency, a matter which has been under the consideration of the council during the last five years.

2. On the 3rd of May 1905, the Hon'ble Mr. P. S. Sivaswami Aiyar, Secretary to the Council, issued a circular letter to the Headmasters of High schools and the Chairmen of Municipalities and invited opinions on the desirability of the establishment of such school boards. (Copy of the circular letter: Enclosure 1.)

3. The defects in the then existing system of primary education were pointed out in a pamphlet prepared by Mr. S. Rajagopalachariyar, Joint Secretary, and this pamphlet was forwarded with the circular letter as an enclosure. It shows that the creation of school boards in various localities would tend to remedy the defects. (Primary Education Pamphlet: Enclosure 2.)

4. As many as 76 replies were received mainly agreeing to the proposals contained in the circular letter. The list of the names of the gentlemen who replied to the circular letter and the opinions of the Headmasters of High schools and the Chairmen of Municipalities on the school board question are herewith submitted. (Enclosures 3 and 4.)

5. Of the defects pointed out in the pamphlet on primary education, only one, namely, "Results' system" has been done away with, and the other evils pointed out are yet to be remedied. The council, while gladly acknowledging the efforts that are being made by the Educational Department for the removal of the other evils attendant upon the system of primary education as at present imparted, is still constrained to observe that these efforts have not so far tended to completely remove them—a result which can be achieved only by the hearty co-operation of the people to be secured by some such means as the council suggests.

6. On the strength of the replies received, the Council after fully considering the subject submitted a memorial to the Government on the 23rd March 1907. (Copy of the memorial: Enclosure 5.)

7. The Government passed a sympathetic order on the 6th November 1907 and pointed out that the educational committees contemplated by the council should be appointed by the District Boards and Municipalities under section 34 of the Local Boards and Municipalities Acts. (Copy of the G.O., No. 742: Enclosure 6.)

8. The council then addressed the Presidents of District Boards and the Chairmen of Municipalities as to whether they had established school committees as contemplated by section 34 of the District Boards and Municipalities Acts. (Copy of the letter: Enclosure 7.)

9. On the council's receiving disappointing replies the council addressed the Presidents of District Boards and the Chairmen of Municipalities and requested them in their letter, dated 10th April 1908, to establish school boards as sketched in paragraph 10 of their letter. (Replies from the Presidents of District Boards and Municipalities: Enclosure 8. Copy of the letter of the council dated 10th April 1908: Enclosure 9.)

10. The Presidents of some of the District Boards sent favourable and sympathetic replies while others were unwilling to take action on the representations of a non-official body like the Council of Native Education, and others were indifferent. The council ventures to think that many of the Presidents of District Boards and the Chairmen of Municipalities owing to pressure of work are unable to give their undivided attention to the all-important question of the spread of education. Hence there is the necessity for helping these hardworked men by the establishment of independent committees who may work under their control and supervision. (Copy of the replies from the Presidents of District Boards and the Chairmen of Municipalities: Enclosure 10.)

11. The council, taking advantage of the sympathetic attitude of the Revenue Divisional Officers of the Chingleput district, addressed letters to all the Presidents of the Taluk Boards of the Chingleput district with a view to secure the co-operation of the villagers for the spread of education. (Copy of the Council's letter, dated 9th December 1908: Enclosure 11.)

12. The Taluk Board Presidents, instead of attempting to increase the number of schools, have framed rules which would only be applicable to the existing schools. (Copies of replies from the Presidents of Taluk Boards: Enclosure 12.)

13. Thereupon the council feeling further correspondence with the Presidents of District and Taluk Boards to be inadvisable sent a communication to the Director of Public Instruction on the 23rd December 1908 requesting him to recommend to the Government a grant of Rs. 600 to the council with a view to depute some members of the Council to obtain the sympathy and active co-operation of the villagers for the establishment of school boards, if possible, in every village, for starting schools to be maintained and supported mainly by the villagers with pecuniary help, if necessary, from the Government. (Copy of the Council's letter to the Director of Public Instruction: Enclosure 13.)

14. The Council regrets very much that the acting Director has declined to recommend to the Government the said grant on the plea of the general tenor of G.O., No. 742, Educational, dated 6th November 1908. (Copy of the Proceedings of the Director of Public Instruction: Enclosure 14.)

15. For enlisting popular sympathies on the spread of education among the masses, emphasis must be laid on the religious and moral side of education and this can best be done with the help of the local committees of the sort suggested above. There is nothing absolutely novel in the above proposal.

16. The *London Times* in a leading article notes that, in the important matter of education, there is very much to be done in India and that in 1858 the expenditure on education was £3,94,000 and the number of scholars comparatively small, and that in the year 1907 there were 4½ million males under instruction and 6,23,000 females, while the total expenditure was 3½ millions sterling, and that when it is considered that the last census revealed only 15½ millions literate persons in India, of whom less than a million were females it must be held that a completely successful educational policy is still far from realisation.

17. Referring to education in England Lord Stanley of Alderly said that a central bureaucratic system of education would be most mischievous and hostile to progress. In his opinion the Government must call everywhere for local contributions bearing a definite relation to State aid and that local contributions must be associated with local public representation and management. His words are no less applicable to education here in India.

18. In these circumstances the council humbly prays that the Government would be pleased to instruct the Presidents of District Boards to bring into existence committees for the purpose of establishing and managing schools in every village.

19. The council understands with pleasure that the Government has appointed an Assistant Inspector of Schools for each district for the spread of elementary education. The council would suggest that he should be associated with the Vice-President of the District Board and nine other non-official members so as to form a District Committee in the manner detailed in paragraph 10 of the council's letter dated 10th April 1908. It may be left to the Presidents of the District Boards to make such modifications as they deem fit in the constitution of the District and Taluk Committees.

20. The council further prays that the Government would be pleased to sanction the grant of a sum of Rs. 600 to be placed at the disposal of the council to demonstrate the practicability of the scheme which this council has been advocating for the last five years, *viz.*, the establishment of school boards as an experimental measure in the Chingleput district. The council desires to ascertain from the villagers to what extent they are prepared to meet an additional taxation and to what extent public opinion can be created to favour the raising of the required money. This work can only be done by a non-official body and it cannot be done without the co-operation of the Revenue Divisional Officers and the officers of the Educational Department. The council would observe that in the proposal that it makes here, it is acting in the spirit of the recommendations of the Royal Commission upon Decentralisation as to functions of the Sub-District Boards and District Boards.

## ENCLOSURES.

1. Hon'ble Mr. P. S. Sivaswami Aiyar's circular letter, dated 3rd May 1905.
2. Pamphlet on primary education prepared by Mr. S. Rajagopalachariyar.
3. List of the names of the gentlemen who replied to the circular letter.
4. Opinions of the Headmasters of High schools and the Chairmen of Municipalities.
5. Council's memorial to Government, dated 23rd March 1907.
6. Copy of G.O., No. 742, dated 6th November 1907.
7. Council's circular letter to the Presidents of District Boards and the Chairmen of Municipalities, dated 18th June 1908.
8. Replies to the above from the Presidents of District Boards and the Chairmen of Municipalities.
9. Copy of the Council's letter, dated 10th April 1908, to the Presidents of District Boards and the Chairmen of Municipalities.
10. Replies to the above from the Presidents of District Boards and the Chairmen of Municipalities.
11. Copy of the Council's letter, dated 9th December 1908, to the Presidents of Taluk Boards.
12. Copies of replies to the above from the Presidents of Taluk Boards.
13. Copy of the Council's letter to the Director of Public Instruction, dated 23rd December 1908.
14. Copy of the Proceedings of the Director of Public Instruction, dated 26th January 1909.

Letter—from M.R.Ry. S. RAJAGOPALACHARI, B.A., Joint Secretary to the Council of Native Education, Madras.  
To—the President of the Taluk Board.  
Dated—the 9th December 1908.

I understand from the District Board's office proceedings No. 422/L.D., dated 15th October 1908, that, under section 94 of Local Boards Act, Taluk Boards have resolved to appoint educational sub-committees.

2. Kindly let me know if such sub-committees have been established under the control of your Taluk Board.

3. I shall be obliged by your favouring me with any rules that may have been framed by the Taluk Board for the constitution of such committees, the conduct of business, the subjects that ought to be discussed in such sub-committees and other incidental matters connected with the management of school boards.

4. Your opinion is also requested as to what steps should be taken either by your Taluk Board or by the Council of Native Education at Madras for empowering village unions for managing the schools within their jurisdiction under section 141 (c).

5. I shall be thankful to your Board for any suggestions they may have to offer to increase the resources of the union for meeting additional expenditure and to create a healthy public opinion in rural areas.

6. Requesting to be favoured with your views on the above mentioned points at an early date.

Letter—from P. A. BOOTY, Esq., I.C.S., President of Taluk Board, Chingleput.  
To—the Secretary to the Council of Native Education, Madras.  
Dated—the 9th January 1909.  
No.—Ref. 641/08.

With reference to your letter, dated the 7th instant, I have the honour to forward herewith a copy of the Taluk Board Resolution on the proposal of the Council of Native Education to establish village committees or Boards to assist the development of education in rural areas and also a copy of the draft rules framed by the Taluk Board for the guidance of the educational sub-committees proposed to be established by the Taluk Board and to state that the rules have not as yet been finally passed by the Board.

Letter—from M.R.Ry. S. RAJAGOPALACHARI, B.A., Joint Secretary to the Council of Native Education, Madras.  
To—the Hon'ble Dr. A. G. BOURNE, M.A., D.Sc., F.R.S., Director of Public Instruction.  
Dated—the 21st December 1908.

I am directed by the council to bring to your kind notice the following facts in connection with the establishment of school boards in villages or groups of villages for the spread of elementary education in this Presidency which has been under the consideration of the council for the last five years.

2. The council feels that the time has arrived for securing the co-operation of the Government in this important work. The council, on the strength of the G.O., No. 742, dated 6th November 1907, requested the Presidents of the District Boards to establish central committees in the district towns and sub-committees in the taluk stations and submitted a tentative scheme in paragraph 10 of the council's letter, dated 10th April 1908 (a copy of which is herewith forwarded). The Chairmen of the Municipalities were also addressed on the same subject.

3. The Presidents of some of the District Boards and Chairmen of some of the Municipalities have wholly ignored the position taken by the council and have not established such committees though there are others again who have understood our position properly and replied in a sympathetic spirit. The Presidents of four District Boards desire further correspondence with the Presidents of Taluk Boards. The question is still under consideration in three District Boards and eleven District Boards have sent indifferent replies and five District Boards, after repeated reminders, have sent no replies. The council ventures to think that it could obtain the sympathy of the Revenue Divisional officers of the Chingleput district from the fact of their having considered the letter of the council, dated 10th April 1908, in all its bearings.

4. The council feels that further correspondence will not lead to much profit and therefore desires to depute one or two enthusiastic persons either from among themselves or from outsiders to start as an experimental measure Village School Boards in Chingleput district. Gentlemen thus deputed should go to the important villages in the district and get the inhabitants of such villages to interest themselves in this question of the Village School Boards. Chingleput is suggested because of its being within easy reach of Madras and because of the sympathetic attitude of the District Board authorities as referred to in the previous paragraph.

5. The plan which the council desires to submit is that the Sub-Assistant Inspector of Schools, the Revenue Divisional Officer and a gentleman deputed by the council should take the necessary steps to meet the leading villagers in a conference and learn from them at first hand to what extent they would co-operate with the Government in the spread of the education of their children, and to what extent they would be prepared to meet the additional expenditure that might be necessary even should such expenditure involve the levying of a special cess for educational purposes.

6. The results of the conference will be embodied in definite proposals and placed before the Vice-President of the District Board, Inspector of Schools and the representative of the council who will send a joint report to the Director of Public Instruction before the Government takes further action in this matter.

7. The council requests you to obtain sanction from the Government for a sum of Rs. 600 to meet the expenditure to be incurred for the honorarium and travelling allowances of the representatives of the council and for meeting the printing charges of vernacular pamphlets

and circular letters to be sent to the villagers pointing out the imperative duty of their co-operating with the Government in the education of their children. It is expected that the work may occupy the gentlemen concerned for three months.

8. The Council desires to point out that the sum of Rs. 600 may be met from the lapses shown in column 9 of the statement appended to G.O., No. 1264 L. of 14th September 1908.

*Proceedings of the Director of Public Instruction, dated 26th January 1909, Dis. No. 436.*

The Acting Director regrets that, in view of the general tenor of the G.O., No. 742, Educational, dated 6th November 1907, he is unable to recommend the grant of Rs. 600 to the Council of Native Education.

## II

**Endorsement No. 2019-1, Educational, dated 4th November 1909.**

Referred to the Director of Public Instruction for remarks.

(By Order.)

C. A. SOUTER,  
Ag. Under Secy. to Government.

## III

**N. Ref. on C. No. 7441, dated 3rd February 1910.**

Resubmitted to Government.

2. At present there is an inspecting officer of the department holding a seat on each District and Taluk Board and Municipal Council and his opinion is availed of by the Educational Sub-Committees of such Boards. The work has been going on as smoothly as possible and any interference on the part of village committees does not seem to be called for for the present.

A. G. BOURNE,  
Director of Public Instruction.

**Order—No. 140, Educational, dated 19th March 1910.**

In its letter, dated 25th May 1909, which however was not received by Government till November, the Council of Native Education requests that Presidents of District Boards may be instructed to bring into existence committees for the purpose of establishing and managing schools in every village, and that a sum of Rs. 600 may be placed at the disposal to demonstrate the possibility of establishing school committees as an experimental measure in the Chingleput district.

2. The Government have now under consideration the recommendations of the Royal Commission on Decentralization on the subject of the constitution and development of village panchayats for the administration of local village affairs and the entrusting to them of the construction and maintenance of village schools and of the control over those schools in such matters as hours of attendance, holidays, prizes, and exemption, subject to general rules, of poor children from school-fees. Until the Government have considered these proposals and other cognate matters, they are not prepared to take action in the manner suggested by the Council of Native Education or to make the council a grant of Rs. 600 for experimental purposes. The council will be informed accordingly.

(True Extract.)

L. M. WYNCH,  
Ag. Secretary to Government.

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

## EDUCATIONAL DEPARTMENT.

**NOTES CONNECTED WITH G.O., No. 140, EDUCATIONAL,  
DATED 19TH MARCH 1910.**

[SUBJECT.—*Establishment of Committees for Managing Schools in Villages.*]

*From the Council of Native Education, dated 25th May 1909.*

The Council of Native Education prays that the Government will be pleased to instruct the Presidents of District Boards to bring into existence committees for the purpose of establishing and managing schools in every village and that a sum of Rs. 600 may be placed at the disposal of the council to demonstrate the practicability of the scheme.

2. The council's letter may, in the first instance, be referred to the Director of Public Instruction for remarks.

3. The draft below is for approval.

T.K.—3-11-09.

K. RANGASWAMI AIYANGAR—3-11-09.

C. A. SOUTER—4-11-09.

[Memorandum No. 2019-1, dated 4th November 1909.]

*From the Director of Public Instruction, R.C., No. 7441, dated 3rd February 1910.*

The Director of Public Instruction states that at present there is an inspecting officer of the Educational Department holding a seat on each District and Taluk Board and Municipal Council and his opinion is availed of by the Educational Sub-Committees of such Boards. He considers that the work has been going on as smoothly as possible and that any interference on the part of village committees does not seem to be called for for the present.

2. It is for consideration whether the Council of Native Education may be informed that the Government do not consider that the establishment of village committees to establish and manage schools is called for at present.

T.K.—15-2-10.

Please put up a copy of the recent letter from the Government of India regarding the recommendations of the Decentralization Commission in the matter of education.

K. RANGASWAMI AIYANGAR—15-2-10.

Please see letter No. 1-8 from the Government of India, dated 3rd January 1910, put up.

T.K.—19-2-10.

In paragraph 699 of their report, the Royal Commission on Decentralization recommend that in the interests of decentralization and in order to associate the people with the local tasks of the administration, an attempt should be made to constitute and develop village *panchayats* for the administration of local village affairs.

2. The suggestions of the committee in regard to the constitution and functions of these *panchayats* are contained in paragraphs 700 to 707. On the subject of entrusting to these panchayats, the control over village schools, the Royal Commission observe as follows:—



"Another function which may be given to panchayats likely to take an

Page 242 of the report.

"intelligent interest in education, is the construction and maintenance of village school houses according to the ordinary standards of the country. This system appears to have been already adopted, in part, in Burma and Assam, and we should like to see it tried elsewhere, in preference to recourse, as lately in Madras, to the more expensive agency of the Public Works Department.

"We would also allow the panchayats some local control over the village school

Page 243 of the report.

"in such matters as hours of attendance, holidays, prizes and (subject to general rules) the exemption of poor children from school fees. In some provinces—Bombay for instance—there appears to be even now a village school committee which occasionally visits the school and makes suggestions, and if the panchayat were constituted the school committee, and given some definite powers, it would obviously take more interest in these matters.

"The appointment of the schoolmaster, the educational curriculum, and the

Page 243 of the report.

"inspection of the school, must, however, be left to the sub-district boards of which we treat in the next chapter, for the teaching staff could not be safely made dependent on the favour of a few influential villagers. In villages in which caste feelings are acute, special outside provision may also have to be made for the education of low-caste children."

3. In their letter Nos. 1 to 8, Education, dated 3rd January 1910, the Government of India have invited the opinion of this Government on this and other points connected with education dealt with in the report of the Royal Commission on Decentralization and the Director of Public Instruction has been requested to report on them.

4. The consideration of the proposal of the Council of Native Education to form committees for the purpose of establishing and managing schools in villages may perhaps lie over till the receipt of the report of the Director of Public Instruction on the proposal of the Decentralization Commission to make it one of the functions of the village panchayats to construct and maintain village school-houses and to exercise some control over the village schools in such matters as hours of attendance, holidays, prizes and the exemption of poor children from school fees.

K. RANGASWAMI AYYANGAR—22-2-10.

*Parturient montes.*—Government get a long letter with grandiose proposals and Boards and Municipalities all over the Presidency are approached—and what is born is this *ridiculous* mis of an application for forty pounds sterling to be spent apparently on an expedition by some gentlemen to villages in the Chingleput district to collect information about what villagers really think. It is difficult to take these people seriously. If there was anything but bombast in them they would have undertaken this tour among the villagers at their own expense long ago and before

\* In G.O., No. 742 W., dated 23rd March 1907. they wrote to Government two or three years ago.\* They may be told that the proposals of the Royal Commission on

Decentralization in paragraphs 700—7 of their report are under consideration and that the Government are unable to sanction a grant of Rs. 600 for the purpose stated.

2. In my own small experience, I found village munsifs very anxious to have a school in their village on the selfish ground that village officers are now required to be literate and that they want a school to send their own boys to. These are proposals for voluntary taxation. I believe in a compulsory elementary education tax on land in every village, the tax to be administered by the village munsif in council under the orders of the Divisional officer and the fund to be administered by a village council under orders of the Taluk Board President; a school-house to be ordinarily built; the employment of a master on a salary not below a fixed minimum and with prescribed qualifications to be compulsory by law; the employment of a

mistress for girls and infants with a separate school-house to be ordinarily contemplated; a budget to be submitted and accounts to be kept by the master under the munsif's direction; appointment of master and mistress and fixation of salary to be with the munsif in council subject to veto of Taluk Board President; the master and mistress not to be removable by the council after three years of approved service, but only by the Taluk Board President, increments of salary and fines and other punishments to require the sanction of officers of the Educational department; the curriculum and submission of returns and reports to be controlled by the Educational department; pensionary contributions ordinarily to be made to Provincial; the fund to be separate for each village; the tax to be variable according to the circumstances of each village at the discretion of the village council subject to power of Revenue Divisional officer to fix it at a sufficient amount to defray expenses compulsory by law; the whole matter to be regulated by a special law, which would include power to make education compulsory in the whole village or for certain castes, and for certain seasons, by resolution of the village council, to which the initiative should be left by law, subject to confirmation by the Taluk Board; and would also include a provision for the making of rules having the force of law by the Local Government on many matters.

3. The question appears to be mainly one of taxation, and I do not believe in "voluntary" movements or funds raised by subscription. You want large sums relative to the wealth of the villages, and want them certain. As to the agency, I believe firmly that the initiative subject to the compulsion of a law, should lie with the villagers themselves, the control partly with the Educational department which would prescribe minima of salary and of qualifications and the curriculum, and see to discipline through its inspecting officers; partly with the Divisional officer who would control the levy of the tax; partly with the Taluk Board as a council, and partly with the Taluk Board President. Villagers in my experience quite appreciate the difference between a tax the proceeds of which are spent by themselves in their own village for their own benefit and a tax the proceeds of which are spent by a distant authority all over a district, a province or an empire, how they don't know; or even if spent locally, are spent on not well understood sanitary objects and establishments (as in Municipalities and unions). I do not believe taxation for a village fund for education would be as unpopular as any of the present forms of taxation. The system would only be introduced at first in villages which already have schools; not necessarily revenue villages, but more usually groups of villages; and the village council in the case of grouped villages might consist of the village officers of all the villages grouped together (the revenue village is often or usually too small a unit); the system would be spread gradually all over the Presidency. My experience as a Divisional officer (in which capacity I took a special interest in primary education) was that there were many villages where there was no school, but a school was desired by some of the inhabitants; it was difficult to get them started partly because of the supineness of the lower educational officers, who did not as a rule want more schools. The matter will in the ordinary course come up for consideration when Dr. Bourne reports on the Royal Commission's recommendations.

A. GALLETTI—1-3-10.

The Council of Native Education, Madras, ask (paragraph 18) that Government will instruct Presidents, District Boards, to bring into existence committees for the purpose of establishing and managing schools in every village.

The Director of Public Instruction does not consider that the interference of village committees is called for at present.

The Decentralization Commission have recommended the establishment of village panchayats for dealing with various local matters *inter alia* village schools, and if such panchayats ever are established they would serve better as school committees than the committees which the Council propose to constitute *ad hoc*.

Paragraph 4 of India's letter 1-8, dated 3rd January 1910. The system of school committee is apparently in force in the Central Provinces and the conference of Directors of Public Instruction in 1901 suggested that they might with advantage be extended elsewhere.

As to this, however, attention is invited to the remark of Mr. T. T. Logan at page 23 of G.O., No. 742, dated, 6th November 1907, where he says the system does not appear to have been found very effective and that the committees themselves required to be looked after by inspecting officers.

As regards the second request of the Council for the grant of Rs. 600 to demonstrate the practicability of their scheme as an experimental measure in Chingleput, attention is invited to the Council's letter to the Director of Public Instruction where the idea is stated in greater detail.

The grant of Rs. 600 is to pay the expenses of a representative of the Council who is to be taken round the principal villages by the Revenue Divisional officer and the Sub-Assistant Inspector of Schools and interview the leading villagers!

The Director of Public Instruction has already told the Council that he cannot recommend the grant.

Submitted that the Council may be told that as the Decentralization Commission have submitted definite proposals with regard to the constitution of village panchayats for the purpose *inter alia* of acting as school committees which are at present under consideration they are not prepared to issue the directions suggested in paragraph 18 or to set on foot an enquiry such as that indicated by the Council in paragraph 20 of their letter under reply and cannot therefore sanction a grant of Rs. 600.

The Under Secretary's proposals and suggestions with regard to making primary education compulsory are scarcely within the range of practical politics at present.

The papers are marked for His Excellency the Governor also, as the Private Secretary to His Excellency the Governor has asked for them.

L. M. WYNCH—4-3-10.

Doctor Bourne tells me he cannot reply on the proposals of the Decentralization Commission until he gets some time to think over and study the question and we shall not get his report until we get up to the Hills. It is a big business. Meanwhile we may tell this Association—

(a) that until the Government has considered the proposals of the Decentralization Commission on this and other cognate matters they are not prepared to take the action they ask for in paragraph 18 of their letter.

(b) That they also are not prepared to make the grant of Rs. 600 referred to in paragraph 20.

The whole question of further decentralization in the matter of education must be considered at length in connection with the proposals of the Decentralization Commission.

My present notion is that it would be a great pity not to use as a basis for further progress our existing system of unions-extending them and giving them more powers as may be advisable. I would not establish school boards as separate administrative bodies. However we shall take the matter up soon.

M. H[AMMICK]—7-3-10.

I agree with the Honourable Member.

A. L[AWLEY]—10-3-10.

Please draft.

L. M. WYNCH—15-3-10.

Draft submitted for approval.

T. K.—16-3-10.

K. RANGASWAMI AYYANGAR—16-3-10.

A. GALLETTI—17-3-10.

Issue.

L. M. WYNCH—18-3-10.

MADRAS,  
23rd March, 1907.

From

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 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 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 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 object 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 VIIIth Standard be admitted in Secondary Schools in the IVth Standard only. This rule is considered by many managers

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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.



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 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.

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.

1  
57th Dec 2019

II

**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.

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## 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.

19 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 Akshrabhasum.



|                                          |    |
|------------------------------------------|----|
| 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 check-mate 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 school-masters 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 compulsory 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 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 Godavari,\* 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 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 K. Ragunatha Row, Kumbakonam.
2. „ Hon'ble M. Krishnan Nair, Calicut.
3. „ B. C. Ragaviah, Pleader, North Arcot.
4. „ Purniah Pantulu, Pleader, Vizagapatam.
5. „ Cunniah 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, Chikakulam.
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. 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. „ Doveton Protestant College.
35. Headmaster, Hindu Theological High School, Madras.
36. M. R. Ry. Narayana Aiyangar, Assistant Master, Pachaiyappa's College, Madras.
37. Headmaster, Thondal 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, Pudukottah.



14. Headmaster F. C. M. High School, Conjeevaram.
15. " Pachaiyappa's High School, Conjeevaram.
16. " Hindu High School, Madurantakam.
17. " Municipal High School, Anantapur.
18. " London Mission High School, Gooty,
19. " Board High School, Chittore.
20. " American Mission High School, Punganoor.
21. " H. L. G. M. High School, Tripati.
22. " Srimahant's Hindu High School, Tripati.
23. Principal, Voorhee's College, Vellore.
24. Headmaster, London Mission High School, Coimbatore.
25. " Mahajana High School, Erode.
26. " Diamond Jubilee High School, Gopichettipaliam.
27. " National High School, Mannargudi.
28. " Municipal High School, Mayavaram.
29. " National High School, Negapatam.
30. " St. Antony's High school, Negapatam.
31. " Board High School, Thiruvalore.
32. " Municipal High School, Srirangam.
33. " S. P. G. High School, Trichinopoly.
34. " National High School, Trichinopoly.
35. " Municipal High School, Dindigul.
36. Secretary, Teachers' Association, Madura.
37. Headmaster, Setupai Town High School, Madura.
38. " S. P. G. High School, Ramnad.
39. " Kshatria Vidhayasala, Virudupati.
40. " Alatur High School, Malabar.
41. " Kolengode Raja's High School, Malabar.
42. " Ottapallum High School, Malabar.
43. Principal, Brennen College, Tellicherry.
44. Secretary, Missionary aided Education, Vellore.
45. M. R. Ry. P. N. Raman Pillai, Editor, *Madras Standard*.
46. Secretary, North Arcot Teachers' Association.

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15

## 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.

PEDDAPPOOR,  
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.

PITTAPOURAM,  
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.

MADRAS,  
3rd August 1905.

M. KRISHNAMACHARYA,  
HEAD MASTER,  
Hindu Theological High School.

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.

13. 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,  
25th May 1905.

S. RAMACHANDRAN,  
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.

NARSAPUR,  
21st May 1905.

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

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.

NELLORE,  
26th May 1905.

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

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

H. L. G. M. HIGH SCHOOL, TIRUPATI,  
25th May 1905.

S. STEPHEN, B.A., L.T.,  
HEAD MASTER.

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.

BOMARSUND COTTAGE, COONOR,  
11th June 1905.

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



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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 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."

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

S. V. &amp; CO.—53-07.

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MADRAS,  
23rd March, 1907.

From

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 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 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 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 object 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

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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.

\* The views of the Council on this important question are contained in the Hon'ble Mr. P. S. Sivaswamy Aiyar's letter to the Hon'ble Dr. Bourne, Director of Public Instruction, Madras.

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 % 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 51,025 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 6,896 schools or nearly 7,000 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

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

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 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, 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. Matthew 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 85% 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

|                        | 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                                        |

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 it 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 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.
- (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

\* Copy of each is herewith sent.



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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.

15. I am desired by the Council to suggest that the experiment be 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,

Joint Secretary to the Council of Native Education, Madras.

President:

THE HON'BLE JUSTICE SIR S. SUBRAMANIAM 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 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, Madras.

EDUCATIONAL DEPARTMENT.

G. O. No. 742, DATED 6TH NOVEMBER, 1907.

Read the following papers:—

- From the Joint Secretary to the Council of Native Education, dated 23rd March 1907.
- From the Director of Public Instruction, R. C. No. 3083, dated 9th May 1907.
- From the same officer, R. C. No. 3083, dated 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 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 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 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 83 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 83 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 obvious objection.

(True extract.)

(Signed) H. D. TAYLOR,  
Secretary to Government.

S. V. & CO., MOUNT ROAD, MADRAS.

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Pachaiyappa's College,

Madras, 9th December 1907.

18<sup>th</sup> June 1908.

VII

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To

The President of

The District Board,

( )

Sir,

I beg to bring to your kind notice that as Joint Secretary to the Council of Native Education, Madras, I sent on the 23rd March 1907 a memorial to the Government of Madras on the desirability of establishing School Boards in villages or groups of villages for the spread of education. The Government in their reply to me dated 6th November 1907 state "that under section 83 of the Local Board's Act the law provides for the constitution of local educational committees under the authority of local Boards" and the latter further states "that these sub committees may associate with themselves other inhabitants of the local area for the purpose of fostering educational zeal within such area" in these circumstances I beg to know whether any such committees is in existence in your District and whether they also evince any interest in the educational matters within their jurisdiction on hearing from you I shall be enabled to correspond with them direct on matters of importance in which the Council of Native Education is interested.

I beg to remain,

Sir,

Your most obedient servant,

(Sd.) S. Rajagopala Chari B. A.

Joint Secretary to the  
Council of Native Education,

M A D R A S

(True Copy.)

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Ed C. No. 2019



## Note A.

## Replies from Municipalities.

1. Referring to your letter dated 12-12-07 I have the honor to inform you that an Education Sub-Committee consisting of three Councillors appointed by the Council looks after the educational needs of the Municipality.  
 TIRUPATNAM }  
 27th Feb. 1908. } CHAIRMAN.
2. \* \* \* There was no Educational Committee in existence in this Municipality. The Council have now appointed the undermentioned gentlemen as members of the Committee: Messrs. SESHADRI RAO PANTULU (*Retired Tasildar*), A. SANTHANA RAMA AYYANGAR and KOLANDAVELU PILLAI.  
 NELLORE }  
 13th Jan. 1908. } CHAIRMAN.
3. \* \* \* There is a Sub-Committee constituted in the Council whose business is to enlighten the Council on educational matters and to report on questions referred to them by the Council but as some of the members on the Committee have ceased to be municipal members the Committee is not yet re-constituted.  
 ORGOLLE }  
 15th Jan. 1908. } CHAIRMAN.
4. \* \* \* You may correspond with Revd. A. W. Brough and M. R. Ry. A. Sanjiva Row, Municipal Councillors, on educational matters.  
 ERODE }  
 18th Dec. 1907. } CHAIRMAN.
5. \* \* \* An Educational Committee has been formed for the management of Municipal Schools here. The Divisional Officer, the Sub-Assistant Inspector of Schools and an elected Councillor are the three members of the Committee, the Sub-Assistant Inspector being the corresponding member thereof.  
 MAYAVARAM }  
 20th Jan. 1908. } CHAIRMAN.
6. \* \* \* A Committee will be formed. The present members will be Messrs. T. CHRISTIAN, T. KRISHNAS, M. C. UNICHAYI and P. KUNHANJUN.  
 CANNANORE }  
 21st Dec. 1907. } CHAIRMAN.
7. \* \* \* An Educational Sub-Committee exists in this Council composed of Messrs. B. R. MUTHU AYYER, B. A., V. S. P. HAJI SHAIK MUHAMAD IBRAHIM ROWTHAR.  
 DINDIGUL }  
 17th Dec. 1907. } CHAIRMAN.
8. \* \* \* An Educational Sub-Committee consisting of three Councillors is in existence in this Municipality to advise on all educational matters coming before the Council.  
 TRICHINOPOLY }  
 13th Jan. 1908. } CHAIRMAN.
9. ——— There is in existence a Committee in this Municipality exercising supervision over moral instruction given in Municipal Schools. The Committee is called the Moral Instruction Committee.  
 GUDIYATTAM }  
 18th Dec. 1907. } CHAIRMAN.
10. \* \* \* There is an Educational Sub-Committee consisting of the following gentlemen, Messrs. N. PARAMASIVA AYYAR, N. SESHAGIRI AYYAR and Dr. G. H. HARDIE.  
 CONJEVERAM }  
 18th Dec. 1907. } CHAIRMAN.
11. \* \* \* The Supervisor of the Municipality holds a central class meeting of teachers for the development of primary education for all the schools in the Municipality. But there are no School Boards or Committees in this Municipality.  
 TRUPPATHUR }  
 17th Jan. 1908. } CHAIRMAN.

## Replies from District Boards.

1. \* \* \* Your letter dated 16th Dec. 1907 has been referred to all Presidents of Taluk Boards and Assistant Inspector of Schools for remarks and that on receipt of replies from these officers your reference will be replied.  
 TANJORE }  
 10th January 1908. } FOR PRESIDENT.

Enclosure VIII was sent to the President of the District Board as enclosure to IX

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Sol C. No 2019

2. In continuation of my R. C. No. 3807 D. B. of '07 dated 10th January '08 I have the honor to request you to be good enough to let me have information on the following points with a copy of G. O. No. 742 dated 6th November 1907.

- (1) What the Council of Native Education is and who compose it?
- (2) The aims and objects of the Institution.
- (3) Whether it has been recognised by the educational authorities, and
- (4) Why correspondence should be opened by the Council with Sub-Committees direct instead of through the Presidents of Local Boards in whose jurisdiction Such Sub-Committees exist.

TANJORE,  
21st January 1908.

FOR PRESIDENT.

3. There are three schools in this District managed by Committee composed of Native gentlemen and they are

- (1) Diamond Jubilee High School, Gopichettipaliam, Matric class.
- (2) Mahajana Subha High School, Erode. Matric class.
- (4) Veerasami Mudaliar's School, Coimbatore, Hlad Standard.

COIMBATORE,  
20th January 1908.

FOR PRESIDENT.

4. With reference to your letter dated 16th Dec 1907, to the President of the District Board Madurai, I have the honor to inform you that out of five Municipalities in the District only two, viz, Dindigul, and Palni have each an Educational Committee under the authority of Municipal Council. There is no Sub-Committee in any of the Taluk Boards in the District.

OFFICE OF THE INSPECTOR OF SCHOOLS,  
MADRASA DIVISION, 14th Feb. 1908. ASSISTANT INSPECTOR OF SCHOOLS.

5. There are no Educational Committees under the Musiri and Ariyalur Taluk Boards, but there is a Committee under the Trichinopoly Taluk Board consisting of the Deputy Tahsildar, Lal-gudi, Chairman of the Lal-gudi Union Panchayat and Sub-Assistant Inspector of Schools Trichinopoly Range.

TRICHINOPOLY,  
18-4-08.

FOR PRESIDENT.

6. It is very desirable to form such Committees both in the Municipalities and rural tracts for the furtherance of Native Education. I wish that the Secretary, Native Education, Madras, will take steps towards the formation of such Committees wherever possible.

CAMP CHIDAMBARAM,  
13-3-08.

ASSISTANT INSPECTOR OF SCHOOLS,  
SOUTH ARCOT—TRICHINOPOLY.

#### Note B.

1. What the Council of Native Education is.
2. The aims and objects of the Institution.

The council of Native Education was instituted in 1900 with the following objects:—

(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.

Pachaiyappa's College,  
28th July 1907.

2. From

Mr. S. Rajagopalachari, B.A.,  
Joint Secretary to

The Council of Native Education,  
Madras.

To

M. R. Ry.

Krishnaswami Jatavallabar Avgl., B.A.,  
Personal Assistant to

The Director of Public Instruction,  
Madras.

Sir,

I beg leave to send a copy of the pamphlet containing some of the papers published by the Council of Native Education for your kind acceptance and perusal. I also send a copy of the report for the previous years which will be submitted to the public at an early date. The Council of Native Education being an Association consisting mainly of persons other than Educationists can only conduct its proceedings like the Council on Aided Education of the Missionaries by inviting opinions from those actually engaged in teaching work and placing their views before Government.

2. It will be seen from the report that there are about 20 members, and of these the Hon'ble Sir V. C. Desikachariar, Dewan Bahadur Mr. L. A. Govinda Ragava Aiyer, the Hon'ble Mr. V. Krishnaswami Aiyer, Mr. K. B. Ramanatha Aiyer, the Hon'ble Mr. Justice C. Sankaran Nair, Mr. P. R. Sundara Aiyer, take interest in the work of the Council of Native Education, not to say anything about the great interest taken by the Hon'ble Mr. P. S. Sivaswami Aiyer.

3. I beg leave that you will be pleased to place my papers before the Hon'ble Dr. A. G. Bourne, D. Sc., F.R.S., the Director of Public Instruction, with a view to obtain his kind patronage and generous support to the Association of which I am the Joint Secretary.

I beg to remain,

Sir,

Your most obedient and humble servant.

(Signed) S. Rajagopalachari,  
Joint Secretary to  
The Council of Native Education,  
Madras.

#### Note C.

Opinions on the following points with reference to the printed pamphlet on Primary Education, prepared by Mr. S. Rajagopalachari, were invited by the Hon'ble Mr. P. S. Sivaswami Aiyer in his circular letter dated 13th March 1904.

#### I. 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?

~~Note C Same as~~  
Note C Same as enclosure I

3. Considering the low attainments of the present Primary School Master, whether: (1) Students who have read in recognised 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?

7. 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 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.

(8) 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?

#### ii. Lower Secondary Education :—

(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.

- 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.)
- One of the Vernaculars—Tamil, Telugu, Malayalam or Canarese—as a compulsory first language.
- Elementary Mathematics—Arithmetic.
- Indian History and Geography.

The following need only be optional subjects :—

- A classical language such as Sanskrit or Persian.
- Geometry and Algebra.
- Drawing, Freehand or Geometrical.
- 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 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.

#### Note D.

111. The following resolutions were passed at the meeting of the Council of Native Education held at the Mahajana Sabha Office on the 31st August 1907.

1. For Free Primary Education Scheme to reach all classes, a Primary School Board should be constituted for each Revenue village area, with power to receive the annual contribution from the promised extra grant and spend it upon teachers preferentially for presenting children of the backward classes, subject to departmental control.

2. For School books to be used in Elementary schools, a Text book Committee should be formed independently for each Revenue District area.

3. An Educational Conference should be held once a year in each District area by the Managers and Teachers in that District.

4. The instruction in Elementary schools of the 1st grade should be directed to be altogether oral and by means of black-board exercises, no set Text book being used.

5. The Head Masters of Secondary Schools reckoning as such under the present Departmental rules should conduct a comparative examination annually for the Third Form in suitable areas.

6. This Meeting begs to invite efforts in each District to form and maintain a body of Native Teachers devoted to teaching work for their whole life time and also doing philanthropic work along lines now followed by European Missionaries.

#### Note E.

| Para  | For                   | Read                       |
|-------|-----------------------|----------------------------|
| 8     | Responsible Managers. | Responsible Committees.    |
| 10    | Two Members .....     | Add from among themselves. |
| ..... | District Board.       |                            |

#### Note F.

Correspondence is desired with the Sub-Committees direct instead of through the Presidents of District Boards with a view to save delay and mainly with a view that reform proposals should begin not at the top but at the bottom, for in the words of Mr. Hooper, M. P. "to begin at the top requires simple talk and a few days tamasha, but to begin at the bottom requires constant work throughout the year both physical and mental, very great energy, much patience, great equanimity and endurance of several troubles."

Spare copies are herewith sent.

Despatched 11th May 1908.



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IX 20  
COUNCIL OF NATIVE EDUCATION,  
10th April 1908.

From

S RAJAGOPALACHARI, B. A.,

Joint Secretary to

The Council of Native Education,

MADRAS.

To

THE PRESIDENTS OF

DISTRICT BOARDS.

SIRS,

I am directed by the Council of Native Education to bring to your kind consideration the following facts relating to the spread of Elementary Education in this Presidency.

2. The Council at Madras submitted, on the 23rd March 1907, a memorial to the Madras Government on the desirability of establishing School Boards in villages or groups of villages for the spread of Education. The Government of Madras have issued a very sympathetic order on the 6th November 1907 (a copy of the Council's memorial and a copy of the Government order are herewith sent).

3. The Government in their order state that they 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." The above summary of the memorial brings out the true spirit of the memorial, and the real position taken by the Council of Native Education in the matter, and it is desired that the Village Committees which the Council contemplates should, in the first instance, have only the duties and privileges above detailed.

4. The Council of Native Education in para. 15 of their memorial desired "that the experiment be first tried in Madras town where the facilities of observation by Government and the Educational Department would be greatest." The Government in their order state that "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." They have for the present disapproved of the formation of a Central Committee at Madras.

5. The Government appear to approve of the suggestion, and consider that the establishment of these educational committees should be undertaken by Municipalities and Local Boards. It is stated in the Government order that "the responsibility rests primarily with the District Boards and Municipal Councils" and that "the law 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. Similar provisions appear in Section 38 of the District Municipalities Act." The Government order further states that "it is open to any District Board or Municipal Council to appoint such sub-committees."

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S.C.C. No. 2079



6. The Council in para. 12 of their memorial distinctly pointed out that "there are at present 23 District Boards, 60 Municipalities, 70 Taluk Boards and 1,000 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 in the past, nor are they likely to do so in the near future." It is not want of interest in educational questions, but lack of knowledge and perhaps a too ready willingness on their part to leave everything to be done by the departmental officers, that has prevented these bodies from doing as much for the spread of education as they are able to do with the facilities at their disposal and the powers they possess.

7. As Joint Secretary to the Council, I sent circular letters to the Presidents of District Boards and Chairmen of Municipalities enquiring whether there are educational sub-committees appointed by them. The replies received are most disappointing.

(a) The District Boards and Municipalities that have sent replies are :—

The District Boards of (1) Ganjam, (2) Vizagapatnam, (3) Godavari (4) Kistna, (5) Guntur, (6) Chingleput, (7) Bellary, (8) Kurnool, (9) Cuddapah, (10) Nellore, (11) North Arcot, (12) South Arcot, (13) Tanjore, (14) Salem, (15) Coimbatore, (16) Tinnevely, (17) Malabar, (18) South Canara, (19) Madura.

(b) Municipalities of

Ganjam—(1) Berhampur, (2) Chicacole, (3) Parlakimedi. Vizagapatnam—(4) Anakapalli. Godavari—(5) Rajahmundry, (6) Ellore. Kistna—(7) Bezvada, (8) Guntur, (9) Masulipatam (10) Bellary, (11) Kurnool, (12) Cuddapah. Chingleput—(13) Chingleput, (14) Conjeevaram. Nellore—(15) Ongole, (16) Nellore. (17) Gudattum. (18) Thirupathur. (19) Walajpet. South Arcot—(20) Chithambaram, (21) Thiruvannamalai. Tanjore—(22) Tanjore, (23) Negapatnam, (24) Trichinopoly. Coimbatore—(25) Coimbatore, (26) Erode. Nilgiris—(27) Ootacamund, (28) Coonoor. Madura—(29) Dindigul, (30) Madura, (31) Palni, (32) Periakulam. Tinnevely—(33) Palamakotta, (34) Sriyilliputtur, (35) Tuticorin. Malabar—(36) Cannanore, (37) Cochin, (38) Tellichery. South Canara—(39) Mangalore. Salem—(40) Vaniambadi, (41) Tirupattur, (42) Salem. (43) Kumbakonam. (44) Mayavaram. (45) Anantapur.

The remaining four District Boards and 15 Municipalities have not sent replies.\*

From the replies received it is manifest that in no district has an educational committee been established as contemplated by the provisions of the Local Boards Act and the Municipalities Act. In these circumstances it is not possible to expect committees to be formed of the type of School Boards established in England under the Education Act of 1870.

8. The Government further note "that in the case of Government Schools and Schools under private management the interference of local committees would be open to obvious objection." The memorial pointed out that out of 6 million children of school-going age less than a million are under instruction. The Council desired only the establishment of responsible managers without in any way interfering with Government Schools and Schools under private management. There is a still wide scope for the people of the country to labour in the cause of Elementary education.

9. The Government also note that "the establishment of independent committees will lead to friction and disputes not only with local bodies but also

\* All the District Boards and Municipalities (excepting a few whose replies are printed in Note A.) have replied that they have no educational committees within their jurisdiction.

with the department." The Council, anticipating this objection, have already stated in their memorial that their only object at present was that "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 object and aims of Government to the people, and expressing to Government the wishes and sentiments of the people." The Council ventures to think that the Government has to some extent misapprehended the position taken by the Council in its memorial. The subject is one of wide and general importance, and it behoves the local bodies who are especially interested in the spread of Elementary education to take up at an early date this question, viz., the establishment of School Boards.

10. It is suggested that with a view to give effect to the proposals contained in this letter a Central Committee consisting of eleven members should be established by the District Board at the Head-quarters of each District. The Vice-President of the District Board will be the *ex-officio* Chairman of this Central Committee. The other members shall be constituted in the following manner:—Two members to be elected by the members of the District Board; two members to be elected by the graduate School-masters of the District; two members to be elected by the Pleaders, and these six members to take by co-optation one leading land-holder, one merchant and one missionary. The Assistant Inspector of Schools for the district will be another *ex-officio* member.

11. The duties of the Committee will, in the first instance, be to form associations in Taluk Stations and in Union Towns consisting of at least seven members. The Chairman of the Union or of the Taluk Board will be the *ex-officio* Chairman, a Member of the Union, a Pleader, a School-master, a Land-holder, a Merchant, and the Sub-Assistant Inspector of Schools will be the other members. These members should be appointed by election wherever possible.

12. It is proposed that in the first instance the committees formed at the Taluk stations and the Union towns will give their opinions from time to time on questions submitted to them either by the Council of Native Education at Madras or by the District Central Committee or by the Educational department, and forward their views to the officers requiring their opinion through the Chairman of the Central Committee at the District Head-quarters and also to the Secretaries of the Council of Native Education at Madras.

13. The Chairmen of the District Committees may also submit a consolidated report of all the reports received from the Taluk and Union stations to the Educational Department and to the Council of Native Education.

14. The Council of Native Education at Madras shall, on the strength of the replies received, submit definite proposals to the Government and also to the Educational Department.

15. The President of the District Board at Tanjore has raised the following questions.

The President, District Board, Tanjore, desires to have information on the following points with a copy of G. O. No. 742, dated 6th November 1907.

- (1) What the Council of Native Education is.
- (2) The aims and objects of the institution.
- (3) Whether it has been recognized by the Educational authorities.

(4) Why correspondence should be opened by the Council with sub-committees direct instead of through the Presidents of Local Boards in whose jurisdiction such sub-committees exist:

16. With reference to questions (1) and (2) a copy of the letter sent by the Council of Native Education to the Madras Government is herewith sent.

With reference to question (3) the answer is that the Council of Native Education has not formally been recognized by the Government yet. It must be the earnest desire of every one interested in the spread of education to have one central body to shape and guide the destinies of the elementary education just as the university guides that of the Collegiate education.

17. The Council ventures to submit that the plan suggested in paras 10 and 11 of this letter is practically adopted in Japan in connection with agricultural associations as will be seen from the following passage.—“There must be some organization which enables Government to act upon a body of men at once and to serve as intermediary between the Government and the individual; an organization which can be advised, educated, reasoned with, and listened to; which will discuss together the suggestions of authority, and will, through its better educated or bolder members, provide intelligence to absorb new ideas, find courage and funds to attempt new methods, and combine both for the improvement of products and for the better sale of the same. Similar views attracted not only the Government but the thinkers of Japan, and the result is that practically the whole population in Japan is united in various forms of Association. Probably there is no country in the world, not even Germany, where associations have taken such hold and, though dating only from the last few years, are beginning to exert such influence. The object of the Government is gradually to shift the work of agricultural development from the shoulders of Government to those of the people themselves, recognizing that it is not that which is done for the people but that which is done by the people that is truly beneficial, and that real progress can come only from within; this shifting of work is impossible unless there are popular bodies to take up the work.”

“We do not make enough either of village honours or of the village, and we ought to recreate it instead of weakening it and its organisation and its local influence and the local repute and status of its leading men.”

18. A list of subjects requiring consideration at an early date of which the Council of Native Education has been vainly endeavouring to find a satisfactory solution during the last seven years is given in Note (c).

19. In these circumstances the Council earnestly requests the Presidents of District Boards to bring into existence at an early date Central Committees and also Local Committees and the Council of Native Education at Madras will correspond with the Chairmen of such Committees.

I beg to remain,  
Sirs,  
Your obedient and humble servant,

Joint Secretary to the Council of  
Native Education, Madras.

\* Note on “Agriculture in Japan” by Sir Frederick Nicholson, K.C.I.E., I.C.S., Retired.  
\* Note B.

## DISTRICT BOARDS.

*Replies from the Presidents of District Boards re the establishment of School Boards in villages or groups of villages for the spread of Elementary Education under Section 34(5) of the Local Boards' Act.*

### SYMPATHETIC REPLIES.

#### 1. Chingleput.

With reference to your letter, dated the 10th April last, I have the honour to inform you that the Taluk Boards have resolved to appoint Educational Sub-Committees under section 34 of the Local Boards Act, and you may correspond with those Sub-Committees. As regards Village School Boards, a commencement towards the goal of which you aim might be made by Union Panchayats being empowered under section 141 (c) of the Local Boards Act to manage the schools within the Union, but in this case they would have to impose additional taxation to meet the expenditure for the funds at their disposal now would be insufficient for any additional obligations. A movement from a non-official body or from public opinion in Unions showing that such an extension of official action, as it necessarily involves fresh taxes, is successfully worked would be preferable to 15-10-08.

For President.

#### 2. Bellary.

The question has been referred by the District Board to a Sub-Committee for the purpose of drawing up a scheme to be laid before the District Board for consideration. The scheme will be laid before the Board as soon as it is ready, and the result communicated to you. 29-10-08.

For President.

#### 3. Guntur.

With reference to your general letter dated 10th April 1908 and subsequent reminders thereon, I have the honour to inform you that the Ongole Taluk Board not being prepared to adopt the proposal, recorded the papers and the President, Taluk Board, Narasacpet says that it is too soon to form town and Taluk committees.

2. The resolution of the Guntur Taluk Board is awaited on the subject. 3-11-08.

Vice-President.

#### 4. Guntur.

In continuation of this office letter R. C. No. 1681/D. B. of 1908 dated 30th October 1908, I have the honour to forward herewith a copy of Guntur Taluk Board Resolution No. 209 dated 30th October 1908 passed on the subject of establishment of School Boards in villages. 11-11-08.

Vice-President.

#### Guntur.

Proceedings of the Guntur Taluk Board passed at a meeting held at Guntur on Friday, the 30th October 1908.

Read letter Reference No. 1681, dated 27-9-08 from the President, District Board, Guntur requesting to be informed of the action taken regarding the establishment of School Boards in villages.

Read also office note dated 16-10-08 of the Vice-President on the subject.

Resolution No. 209, dated 30th October 1908.

Resolved to refer the question to a Sub-committee consisting of the following members for an expression of their views on the subject.

- (1) The Revenue Divisional Officer, Tenali.
- (2) Tahsildar, Tenali.
- (3) M.R.Ry. C. V. Subrahmanyam Pantulu Garu.
- (4) The Sub-Assistant Inspector of Schools, Tenali.

For President.

(True Extract.)

Communicated to the Revenue Divisional Officer, Tenali with the whole correspondence (to be returned) with the request that he will be good enough to favour the Taluk Board with the views of the Sub-committee as early as possible.

(2) A copy of the Taluk Board's resolution is communicated to the other members of the Sub-committee.

Copy submitted to the President, District Board, Guntur with reference to his letter Ref. No. 1681, dated 27th September 1908.

Copy to the other members of the Sub-committee.

11-10-08.

Vice-President.



## 6. Ganjam.

In reply to your letter dated 6-8-08, I have the honour to state that the letter dated 10-4-08 has been circulated to the Presidents of Taluk Boards in the District. The Presidents of two of the Taluk Boards are of opinion that the time has not yet come for the formation of such committees in Ganjam. The matter has not yet been disposed of by the President of the other Taluk Board. In my opinion it will be advisable to try the experiment in a more advanced District before attempting it in Ganjam.

21-9-08.

For President.

## \* 7. Anantapur.

*Resolution of the Anantapur District Board Meeting of 19-6-08.*

The District Board has no educational institutions under its direct control for the management of which such committees would be useful.

The Taluk Boards can themselves take action in this direction, if they think fit.

10-10-08.

## \* 8. North Arcot.

Adverting to your letter dated 10-4-08, I have the honour to state that the Presidents of Taluk Boards are unanimously opposed to the formation of the contemplated committees and that I agree with them.

28-9-08.

For President.

## 9. Tanjore.

*D. Dis. No. 2498 D. B. of 1908. Proceedings of the President of the Tanjore District Board, dated 8th October 1908.*

Read (1) Letter dated 16th December 1907 from the Joint Secretary to the Council of Native Education, Madras, applying for information as to the existence of educational committees under the control of the District Board,

(2) This office D. Dis. No. 1367 D.B. of 1908, dated 9th June 1908, communicating to the Presidents of Taluk Boards, letter dated 10th April 1908 from the Joint Secretary regarding the establishment of School Boards in villages,

(3) This office D. Dis. No. 1981 D.B. of 1908, dated 10th August 1908 informing the Joint Secretary that his letter dated 10th April 1908 was communicated to the Presidents of Taluk Boards,

(4) And letter dated 21st September 1908 from the Joint Secretary requesting to be favoured with the views of Chairmen of Taluk Boards, regarding the establishment of such School Boards.

Order.

The Joint Secretary is informed that copies of his communication dated 21st September, 1908 have been forwarded to all Presidents of Taluk Boards for such action as they may deem necessary and that he may address those officers further on the subject, if so advised. This office is not prepared to enter into any further correspondence.

9-10-08.

For President.

## \* 10. Salem.

With reference to your letter dated 10-4-08, I have the honour to state that I have consulted the Presidents of Taluk Boards in this district and that I am of opinion that the formation of local committees which would correspond with the local bodies and also with your Council would inevitably lead to confusion.

2. The control of certain public funds available for educational purposes is one of the duties imposed on the various local bodies, and any interference in this matter by an outside organisation which will not fit in with the existing scheme of Local Self-Government seems to me to be unlikely to further the cause of education.

12-10-08.

For President.

## 11. Madura.

With reference to your letter dated 16th December 1907, to the President of the District Board, Madura, I have the honour to inform you that out of the five Municipalities in the District only two, viz., Dindigul and Palni have each an educational committee under the authority of the respective Municipal Councils for the supervision of schools within the Municipal area.

2. There is no such committee in any of the Taluk Boards in the District.

28-9-08.

For President.

## 12. Coimbatore.

I have the honor to state that you may address the Presidents of Taluk Boards direct on the subject.

2-10-08.

For President.

## 13. Malabar.

With reference to your letter of the 6th instant, I have the honour to inform you that your letter of the 10th April last was circulated among all Presidents of Taluk Boards and Union Chairmen in this district.

14-8-08.

For President.

\* Indifferent replies.

## 13. Malabar.

With reference to your reminder dated 21st September 1908, I have the honor to inform you that I have not received any communication from the Taluk Boards on the subject.

17-10-08.

For President.

## INDIFFERENT REPLIES.

## 14. Vizagapatam.

In reply to your letter dated the 10th April 1908 and the subsequent reminder thereon dated the 6th instant, regarding the establishment of School Boards in villages or groups of villages for the spread of elementary education in this Presidency, I have the honor to inform you that I do not see my way to taking any useful action in the matter.

18-8-08.

For President.

## 15. Nellore.

With reference to your letter dated 10th April 1908, I have the honour to forward herewith a copy of the District Board's resolution No. 132 dated 21st September 1908 expressing its inability at present of taking action in the direction indicated in your letter under reply.

22-9-08.

For President.

## 16. Kurnool.

With reference to your letter dated 6th August 1908, I have the honor to inform you that no action has been taken in regard to the establishment of School Boards in villages.

14-8-08.

For President.

## 17. Nilgiris.

*Resolution.*—The Board is of opinion that the arrangements at present in force meet requirements.

## 18. Tinnevely.

With reference to your letter of the 21st September 1908 requesting to be informed whether any action has been taken by this Board on the letter of the Council dated 10th April 08, I have the honour to inform you that seeing that the Government is not in favour of forming independent school committees, such as central committee and committees at the Taluk stations and the Union towns as proposed by you in paras. 10, 11, and 12 of your letter, the said letter has been recorded in this office and that the Presidents of Taluk Boards were not therefore asked to give their views on the subject.

14-10-08.

For President.

## 19. Kistna.

Resolution No. 222, dated 21st November 08.

Recorded.

For President.

## 20. Godavari.

Referring to your circular dated 10th April 1908 and in continuation of this office D. Dis. No. <sup>2</sup>/<sub>D.B.</sub> of 08, dated 3rd January 1908, I have the honour to observe that G. O. No. 742, dated 6th November 1907 quoted in the connection has not been communicated to this Department by Government and to regret that I cannot take action upon the strength of a private copy of the G. O. referred to.

2. The five printed spare copies received with your communication under reply are returned herewith.

21-6-08.

For President.

## MUNICIPALITIES.

## Ganjam District.

- | Name of Municipality. | Date of Reply. | Nature of Replies.                                                                                                                                                                                                      |
|-----------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Berhampore,        | 1-10-08.       | Under Section 38 of the District Municipalities Act a committee consisting of a councillor and a teacher of the Kallikotta College is appointed for the superintendence of the Elementary Schools in this Municipality. |
| 2. Chicacole,         | 20-10-08.      | Letter of the Council of Native Education, dated 10th April 1908 has been referred to a Sub-committee for opinion and the same is expected in a short time.                                                             |
| 3. Parlakimedi,       | 13-10-08.      | The Council has appointed five gentlemen as members of a committee.                                                                                                                                                     |

## Godavari District.

- Cocanada, 26-9-08.—The Council has appointed five gentlemen as members of a committee.
- Rajahmundry, 23-9-08.—The Council has appointed a committee consisting of 8 members.

## Kistna District.

- Bezawada, 20-10-08.—The Council has appointed a committee consisting of five members.
- Guntur, 9-11-08.—One committee has been working and no more necessary.
- Masulipatam, 26-10-08.—Recorded.



| Name of Municipality. | Date of Reply. | Nature of Replies.                                                                         |
|-----------------------|----------------|--------------------------------------------------------------------------------------------|
| 9. Nellore.           | 1.9.08.        | The Council is not prepared to co-operate with the Council of Native Education at present. |

10. *Anantapur*, 29-9-03.--The Council has appointed a committee consisting of three members.

11. *Bellary*, 19-11-08.—The letter of the Council of Native Education has been referred to a committee consisting of three members.

12. *Cuddapah*, 30-10-08.—This step (the establishment of ward committees in municipalities) is not feasible in the present condition of the District.

13. *Conjeevaram*, 20 10-08.—Ward committees will be formed subject to the rules hereafter to be framed.

14. *Gudiyatam*, 11-10-08.—This town is not yet ripe to carry out the laudable aims you have in view. I shall endeavour my very best to do something.....

15. *Tirupati*, 30-10-08.—The question has been referred to a committee.

16. *Vellore*, 25-8-08.—The Council has already appointed a Sub-committee of its own members for fostering education and it does not consider any further action necessary at present.

17. *Walnjapet*, 29-10-08.—Recorded as no action was called for in the present needs of this town.

18. *Kumbakonam*, 18-11-08.—A Sub-committee has been appointed to report on the working of the schools.

19. *Manniraudi*, 17-8-08.—A sub-committee consisting of four members has been appointed.

20. *Mayuraram*, 28.9.08.—There is already a Sub-committee consisting of three members

20. *Mayuratham* 28-3-66.—There is already a Sub-committee consisting of three members for the management of municipal educational institutions and I do not think there is any necessity for the establishment of any further committee for the same purpose.

21. *Nagapattam*, 6-11-08.—Proposals will be laid before the Council for framing Sub-committees to visit the schools in the town.

22. *Tanjore*, 23-11-08.—A committee has been formed consisting of four members.

23. *Salem*, 26-11-08.—The proposed change cannot be introduced in the Municipal Schools without the sanction of the educational authorities. The Inspector of Schools has been addressed on the subject.

24. *Mangalore*, 2-10-08.—Recorded.

25. *Calicut*, 13-10-08.—Recorded.

26. *Qinnanore*. 23.9.08.—Recorded.

27. *Palahat* 19.10.08.—Recorded.

28. *Talliahermy*, 23.9.08. — Recorded.

28. *Tellicherry*, 23-9-08.—Recorded.

29. *Coimbatore*, 21-8-08.—Recorded as there is a Sub-committee.

30. *Erode*, 22-9-08.—A Sub-committee consisting of five members will be formed

31. *Karur*. 30.9.08.—The Municipal Council has, of its own members, formed

31. *Karur*, 30-9-08.—The Municipal Council has, of its own members, formed a Sub-committee to attend to educational matters.

32. *Dindigul*, 30-10-08.—An educational committee consisting of three members is already in existence.

33. *Kodaikanal*, 27-11-08.—There are no school committees in this municipality and it is not possible to take any action on the lines suggested by you under the special circumstances of this municipality. The Council has therefore recorded your letter for the present.

34. *Madura*.—A committee consisting of three members has been formed.

35. *Ootacamund*, 27-9 08.—The letter dated 10th April 1908 was read and recorded in the Municipal Council's meeting on the 18th August 1908.

36. *Tiruvannamalai*, 28-10-08.—The Council is of opinion that there is no spontaneous desire on the part of the public for education and so time has not come for this municipality for the need of a committee as suggested by the Secretary to the Council of Native Education.

READ AGAIN G.O., No. ...., dated 19.....

” ” ” ” ..... , ” ..... 19

READ ALSO :—

C. No. 2019; From the Council of Native Edu- No. , dated 25-5- 1909.  
cation.

21 " 226 ; " " D. P. I. 7441 , " 3--2-- 19 10

” ” ..... ” ” ..... ” ” ..... ” ” ..... 19

## ORDER

P.S

No. 140, dated 19. 3. 1910

In its letter dated 25th  
May 1909, which <sup>not</sup> ~~was~~ however received  
by Government <sup>the</sup> ~~only in~~ the following  
November, the Council of Native  
Education requests that Presidents of  
District Boards may be instructed to  
bring into existence Committees for  
the purpose of establishing and  
managing Schools in every village,  
and that a sum of Rs.600 may be placed  
at its disposal to demonstrate the  
possibility of establishing School  
Committees as an experimental measure  
in the Chingleput District.



2.

31 128

2. The Government have now under consideration the recommendations of the Royal Commission on Decentralization on the subject of the constitution and development of village panchayats for the administration of local village affairs and the entrusting to them of the construction and maintenance of village schools and of the control over those schools in such matters as hours of attendance, holidays, prizes and ~~the~~ exemption, subject to general rules, of poor children from school fees. Until the Government have considered these proposals and other cognate matters, they are not prepared to take action in the manner suggested by the Council of native Education or to make the Council a grant of Rs.600 for experimental purposes. The Council will be informed accordingly.

T.K.  
16-3-10.

20  
17.3.10

19/3

Limbs  
18/3/10

To

The Joint Secretary to the  
Council of Native Education  
" D. P. I. ✓

Sd/-  
6/5/10

24/3/10



Educational Dept

For the S.R.

For orders whether the fourteen  
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of the U.S. on page 52 (13<sup>th</sup> Enclosure)

Q  
21-300

Pages 5 to 148 need not be printed.  
The pencil remarks of the U.S. on  
page 2 need not be printed

20  
22/3

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... suggested by the...  
... have considered the recommendation...  
... of the Royal Commission on Education...

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