

Edd (1916) Department.

M's SERIES.

G.O. No. 339

DATED 28. 3-16

[Despatch Abstract.]

*Conference Recording notes on the
proceedings of the informal
held on the sixth December 1915
by H.E. the Governor with the
Educational officers of the
Tanjore District.*

BACK PAPERS.

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

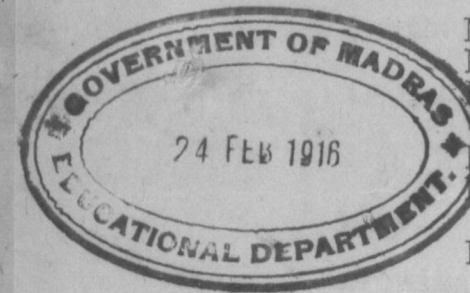
FURTHER PAPERS.

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

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24. 2. 16

At 12 noon on Monday the 6th December 1915 His Excellency held an informal conference of the following Educational officers of the Tanjore District at which the Headmasters of five High Schools in the district were also present:-



Mr. W.C. Douglas, Inspector of Schools, Tanjore,
 Mr. R.M. Statham, Principal, Kumbakonam College,
 Mr. A.V.J. Vas, Assistant Inspector of Schools,
 Tanjore District,
 Miss E.M. Bower, Assistant Inspectress,
 Muhammad Allah Sahib, B.A., Sub Assistant Inspector
 of Schools, Tanjore Range,
 M.R.Ry. V.A. Venkatasubbayya Avargal, Sub Assistant
 Inspector of Schools, Papanasam Range,
 M.R.Ry. N. Krishna Rao Avargal, B.A., L.T., Sub
 Assistant Inspector of Schools, Kumbakonam Range,
 M.R.Ry. L. Venkatasubba Ayyar Avargal, B.A., L.T.,
 Sub Assistant Inspector of School, Mayavaram Range,
 M.R.Ry. M. Subrahmanya Ayyar Avargal, B.A., L.T., Shiyali
 Range,
 M.R.Ry. V.S. Vasudeva Sastri Avargal, B.A., L.T., Sub
 Assistant Inspector of Schools, Negapatam Range,
 M.R.Ry. V. Vijayaraghav Achari Avargal, Sub Assistant
 Inspector of Schools, Tiruturaipundi,
 M.R.Ry. S. Vriddhagiri Aiyar Avargal, Sub-Assistant
 Inspector of Schools, Pattukkottai,
 M.R.Ry. C. Ranga Achari Avargal, B.A., L.T., Sub Assistant
 Inspector of Schools, Mannargudi,
 M.R.Ry. K.S. Appaswami Ayyar Avargal, B.A., L.T.,
 Headmaster, Government Training School, Tanjore.

Mr. R.B. Wood, I.C.S., Collector, and Mr. T.E. Moir, I.C.S.,
 Private Secretary, were also present.

2 Mr. Douglas opened the discussion on the relation between
 secondary and elementary schools. The question was whether the
 funds available should be devoted to secondary or to elementary
 education. From the statistics it appeared that 10 lakhs of
 boys in the whole Presidency studied in elementary schools and
 one lakh in secondary schools. The proportion 1 to 10 should
 not be exceeded. In fact that was the proportion in England. To
 admit too many boys into secondary schools was a blunder, for
 secondary education was intended to equip a boy with liberal
 ideas, whereas the object of elementary education was to drive
 out illiteracy. At the present moment it seemed to him that
 elementary schools should be developed rather than secondary
 ones. In secondary education quality was being sacrificed for
 quantity so that for the next five years no additional provision
 need be made towards secondary education.

3 The Headmaster of Mayavaram High School pointed out that
 there was a great demand for secondary education. Any attempt
 to restrict the progress of secondary education would give rise

to private venture schools which would not make adequate provision and schools of a most unsatisfactory type would multiply, which it was the object of wellwishers of education to discourage. Any restriction would tell upon the agricultural classes who now found English education necessary for carrying on their occupation. The speaker himself had to refuse admission to many students in his own school for want of accommodation.

4 The Headmaster of Kumbakonam Town School supported the previous speaker and said that the demand for education was growing among all classes of the population especially the lower classes who had not before profited by English education. Instead of restricting the growth in the number of students further facilities should be provided for the development of secondary education.

5 His Excellency asked how the additional expenditure required by this proposal could be met without reducing the funds for elementary education, and whether higher fees could not be charged. It was stated that fees had already been enhanced and that with increased help from Government it might be possible to increase the number of schools. The Inspector reiterated that elementary schools should be encouraged as many of the boys who were now promoted to the secondary classes did not deserve to be there owing to the absence of a real spirit for secondary education. This was evidenced by disparity in the number of pupils between the 3rd and the 6th forms which suggested that more higher elementary schools were needed.

6 The Headmaster of St. Peter's High School said that there was greater demand for secondary education than for elementary education in towns. He therefore suggested that the present elementary schools in towns might be relegated to villages and more secondary schools established in towns. In reply to His Excellency's query how the additional expenditure could be met, it was stated that money could be found from the Tanjore Chuttram funds. Mr. Wood however pointed out that the balance was part of the trust and was not available for this purpose.

7 The Headmaster of the Government Training School, Tanjore,

characterised the higher elementary schools as degenerate secondary schools; they did not command public support as parents preferred to send their children to secondary schools. He suggested that if higher elementary schools were to continue they should be properly organised with reference to their aims and that these aims should be clearly defined. The Inspector explained that the present pressure on Secondary schools was due to the fact that a large proportion of incompetent pupils entered the secondary school course. This fact also accounted for the large percentage of failures in the Intermediate examination. Mr. Douglas would like to create public opinion in favour of diverting the pupils into two branches, the one to stop at the end of the elementary course, and the other to let only the best brains have the benefit of secondary education.

8. Teaching. There were two sessional schools in the district, which trained about 30 in the lower grade and about 16 in the higher. There was also a Government Lower Elementary Training School in Tanjore. The Inspector remarked that the teaching of the untrained teacher was useless and that he should be trained at the earliest possible opportunity. Instead of having more schools for this purpose he would propose to open classes in the existing schools. Difficulty was said to be experienced in sending teachers for training in schools situated in other districts as they were refused admission there. It was proposed that the higher grade elementary section might be permanently opened in the Tanjore School.

9 The Headmaster of the Government Training School said that there was considerable difference in pay between a teacher in a lower elementary training school and a teacher in a higher school though the qualifications of both these classes of teachers were practically the same. The Headmaster of the Training School further stated that the higher elementary training schools were not evenly distributed over the Presidency; Coimbatore, Salem, Tanjore and Trichinopoly had none, while the two adjacent districts of Madura and Tinnevely had each a higher elementary training school. What was required was the defining of territorial jurisdiction or sphere of influence of each higher

elementary training school, so that teachers in all districts might have equal chances of taking a training course.

W Course of study. The Inspector was surprised that so much was made of the failure of students in the Secondary School Leaving Certificate Examination. Improvement should be secured by good teaching enabling the boys to attain the standard set by the examiners and not merely by passing boys by means of moderation, that is, the standard of examination should not be lowered. The Principal of the Kumbakonam College said that the whole difficulty arose from the fact that children in this country went to school at five years of age and that by the time they finished their secondary course they became physical wrecks. This was due to the large number of subjects taught. For example, the four compulsory subjects, drawing, geography, elementary science, and history of India, were not of material importance to a pupil who entered college. All these subjects tended to over^{load} the brain, which necessitated cramming in order to get through the examination. His Excellency observed that the Principals and Headmasters of Colleges and Schools whom he consulted on the point at Trichinopoly protested that there was no such thing as overloading, and that the students had to work hard only for three months in a year.

|| In order to develop the logical faculty in pupils, it was proposed that the number of subjects should be curtailed, that greater number of hours should be devoted to the study of English and that suitable textbooks should be chosen. As an example of unsuitable textbooks "Tom Brown's School Days" was cited. This was considered not to excite an intelligent interest in Indian pupils. The courses in the 4th, 5th and 6th forms should be lightened in order to avoid overloading and the examination papers should be so set as to test the intelligence of the examinees. The Inspector was of opinion that there would be no need to lighten the courses of study if improved methods of teaching were adopted.

W Games. The physical development of students left much to be desired for want of sufficient playgrounds. Mr. Statham remarked that there was indifference on the part of students

to games, partly due to the great number of subjects they had to study. In most cases parents also preferred ~~themselves~~ their children to occupy themselves with books rather than take part in games. In Kumbakonam College for instance only 30 per cent of the boys took any interest in games.

13. Hostels. These were also much in need. Compulsory hostels were suggested at which a charge of Rs.9 per mensem should be made. If a parent was not prepared to pay this he had no claim for secondary education for his boys. The case of poor but promising students should be met by scholarships.

14. His Excellency wound up the proceedings of the Conference by expressing his gratification at the increasing desire shown for education and by observing that education had improved considerably during the last 15 or 20 years.

Copy to the Secretary to Government, Educational Department,
for remarks.

Letford

Government House,
Madras,
23rd February 1916.

Private Secretary to
H.E. the Governor.

Educational Department.

The D.I.D's remarks may, it is submitted, be invited w.o. in the first instance on the suggestions made at the conference.

2. An extract of paragraph 6 of the proceedings may be sent to Land by far separate writing afternoon.

25.2.16

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10.4.2 & 1.3.16

2-7. I don't think I can adequately discuss the relation between elementary and secondary education here. It is quite certain that nothing I can say will prevent as many people as can possibly do so sending their boys to secondary schools, and the problem seems to be how to make these efficient. The coming conference will discuss whether anything can be done in this direction by modifying the system on which aid is given.

8-9. We only have lower elementary training schools for economy. I am quite in favour

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28/2/16

Notes in CR 2/2/16

25/2/16

Private Secretary to H.E. the Governor.

Government House, Madras, 28th February 1916.

of raising them all in grade when funds are available. It must be admitted that the territorial distribution of higher elementary schools is not good. The great increase in the number of H.E. men presenting themselves for training was not foreseen when the schools were reorganised. I will consult the inspectors as regards Salem, Coimbatore and Lichindipoly.

10. 11. I have the whole subject of the S.S.C.

course under consideration. Opinions as to the main of the course are very divergent. That the boys become physical weeds is of course well known.

I have asked about South Browne's School days in a lot many schools and have been invariably told that the boys like it though it is not altogether easy for them to enter into it fully.

16.

Educational Department.

The several paragraphs of the proceedings of the committee and the D.I.D.'s remarks and the office notes thereon have been typed separately and are submitted.



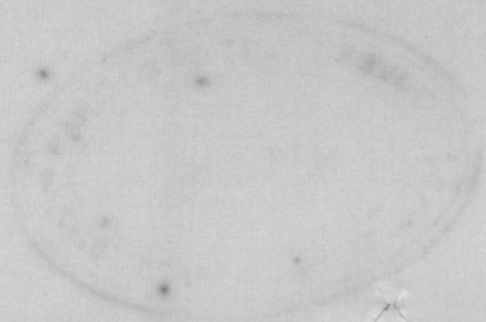
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Box no. 27
21. 3. 16

RE The detailed notes
on the pages 9 to 17 which
follow.

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P.
22nd.



Educational Department.Extract from the proceedings of the conference. — *Tanjore.*

2. Mr. Douglas opened the discussion on the relation between secondary and elementary schools. The question was whether the funds available should be devoted to secondary or to elementary education. From the statistics it appeared that 10 lakhs of boys in the whole presidency studied in elementary schools and one lakh in secondary schools. The proportion 1 to 10 should not be exceeded. In fact that was the proportion in England. To admit too many boys into secondary schools was a blunder, for secondary education was intended to equip a boy with liberal ideas, whereas the object of elementary education was to drive out illiteracy. At the present moment it seemed to him that elementary schools should be developed rather than secondary ones. In secondary education quality was being sacrificed for quantity so that for the next five years no additional provision need be made towards secondary education.

3. The ^{the} headmaster of Mayavaram ^{h s} High School pointed out that there was a great demand for secondary education. Any attempt to restrict the progress of secondary education would give rise to private venture schools which would not make adequate provision, and schools of a most unsatisfactory type would multiply, which it was the object of wellwishers of education to discourage. Any restriction would tell upon the agricultural classes who now found English education necessary for carrying on their occupation. The speaker himself had to refuse admission to many students in his own school for want of accommodation.

4. The ^{the} headmaster of Kumbakonam ^{t s} Town School supported the previous speaker and said that the demand for education was growing among all classes of the population, especially the lower classes who had not before profited by English education. Instead of restricting the growth in the number

of students further facilitates should be provided for the development of secondary education.

5. His Excellency asked how the additional expenditure required by this proposal could be met without reducing the funds for elementary education, and whether higher fees could not be charged. It was stated that fees had already been enhanced and that with increased help from Government it might be possible to increase the number of schools. The Inspector reiterated that elementary schools should be encouraged as many of the boys who were now promoted to the secondary classes did not deserve to be there owing to the absence of a real spirit for secondary education. This was evidenced by disparity in the number of pupils between the 3rd and the 6th forms which suggested that more higher elementary schools was needed.

6. The ^hHeadmaster of St. Peter's ^hHigh School said that there was greater demand for secondary education than for elementary education in towns. He therefore suggested that the present elementary schools in towns might be relegated to villages and more secondary schools established in towns. In reply to His Excellency's query how the additional expenditure could be met, it was stated that money could be found from the Tanjore Chattram funds. Mr. Wood however pointed out that the balance was part of the trust and was not available for this purpose.

7. The ^tHeadmaster of the Government ^tTraining School stTanjore characterised the higher elementary schools as degenerate secondary schools: they did not command public support as parents preferred to send their children to secondary schools. He suggested that, if higher elementary schools were to continue, they should be properly organized with reference to their aims and that these aims should be clearly defined. The Inspector explained that the present

pressure on secondary schools was due to the fact that a large proportion of incompetent pupils entered ~~in~~ the secondary school course. This fact also accounted for the large percentage of failures in the intermediate examination. Mr. Douglas would like to ~~create~~ public opinion in favour of diverting the pupils into two branches, the one to stop at the end of the elementary course, and the other to let only the best brains have the benefit of secondary education.

D. P. I's remarks.

I do not think I can adequately discuss the relations between elementary and secondary education here. It is quite certain that nothing I can say will prevent as many people as can possibly do so sending their boys to secondary schools and the problem seems to be how to make these efficient. The coming conference will discuss whether anything can be done in this direction by modifying the system on which aid is given.

OFFICE NOTE.

No further remarks seem called for. ~~An extract of para~~

~~graph 6 may be sent to Local and Municipal Department.~~

A large question like this cannot be discussed in an incidental way in a file like this. Much of the difficulty is the result of the mistaken ambition of parents and their inability to judge with reasonable accuracy what exactly their children are fit for. The problem is not, I fear, so easy of solution as Mr. Douglas imagines. I however quite

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page 2 supra

13
 agree with him that it would
 be a mistake to increase the
 number of secondary schools
 when so many of the existing
 schools of that type are not
 efficient

J. D.
 21.3.16

Extract from the proceedings of the conference.

8. TEACHING. There were two sessional schools in the district, which trained about 30 in the lower grade and about 16 in the higher. There was also a Government Lower Elementary Training School in Tanjore. The Inspector remarked that the teaching of the untrained teacher was useless and that he should be trained at the earliest possible opportunity. Instead of having more schools for this purpose he would propose to open classes in the existing schools. Difficulty was said to be experienced in sending teachers for training in schools situated in other districts as they were refused admission there. It was proposed that the higher grade elementary section might be permanently opened in the Tanjore School.

9. The Headmaster of the Government Training School said that there was considerable difference in pay between a teacher in a lower elementary training school and a teacher in a higher school though the qualifications of both these classes of teachers were practically the same. The Headmaster of the Training School further stated that the higher elementary training schools were not evenly distributed over the Presidency; Coimbatore, Salem, Tanjore and Trichinopoly had none, while the two adjacent districts of Madura and Tinnevely had each a higher elementary training school. What was required was the defining of territorial jurisdiction or sphere of influence of each higher elementary training school, so that teachers in all districts might have equal chances of taking a training course.

D.P.I.'s remarks.

We only have Lower Elementary Training Schools for economy I am quite in favour of raising them all in grade when funds are available. It must be admitted that the territorial distribution of higher elementary schools is not good. The great increase in the number of higher elementary men present

presenting themselves for training was not foreseen when the schools were reorganized. I will consult the inspectors as regards Salem, Coimbatore and Trichinopoly.

OFFICE NOTE.

The result of the Director's reference may be awaited.

The P. P. I will no doubt address the Govt. further — in separate Communication.

[Signature]
21.3.46.

Extract from the proceedings of the conference. 16

10. COURSE OF STUDY. The Inspector was surprised that so much was made of the failure of students in the Secondary School Leaving Certificate Examination. Improvement should be secured by good teaching enabling the boys to attain the standard set by the examiners, and not merely by passing boys by means of moderation, that is, the standard of examination should not be lowered. The Principal of the Kumbakonam College said that the whole difficulty arose from the fact that children in this country went to school at five years of age and that by the time they finished their secondary course they became physical wrecks. This was due to the large number of subjects taught. For example, the four compulsory subjects, drawing, geography, elementary science and history of India, were not of material importance to a pupil who entered college. All these subjects tended to overload the brain, which necessitated cramming in order to get through the examination. His Excellency observed that the Principals and Headmasters of Colleges and Schools whom he consulted on the point at Trichinopoly protested that there was no such thing as overloading, and that the students had to work hard only for three months in a year.

11. In order to develop the logical faculty in pupils, it was proposed that the number of subjects should be curtailed, that greater number of hours should be devoted to the study of English and that suitable textbooks should be chosen. As an example of unsuitable text books "Tom Brown's School Days" was cited. This was considered not to excite an intelligent interest in Indian pupils. The courses in the 4th, 5th and 6th forms should be lightened in order to avoid overloading and the examination papers should be so set as to test the intelligence of the examinees. The Inspector was of opinion that there would be no need to lighten the courses of study if improved methods of teaching were adopted.

Director's remarks.

I have the whole subject of the S.S.L.C. course under consideration. Opinions as to the strain of the course very divergent. That the boys become physical wrecks is course mere rhetoric.

I have asked about Tom Brown's School Days in a good schools and have been invariably been told that the boys like it though it is not easy for them to enter into it fully.

OFFICE NOTE.

No further action on the part of the Government seems necessary at present.

*Like the other question -
Secondary from elementary education
this portion of the Secondary school
leaving certificate examination seems
be dealt with satisfactorily in a
note like this. Mr. D. P. I says
that the whole thing is under
consideration. That may be
accepted.*

21.3.16

Extract from the proceedings of the conference.

12. GAMES. The physical development of students left much to be desired for want of sufficient play grounds. Mr. Statham remarked that there was indifference on the part of students to games, partly due to the great number of subjects they had to study. In most cases parents also preferred their children to occupy themselves with books rather than take part in games. In Kumbakonam College for instance only 30 per cent. of the boys took any interest in games.

13. HOSTELS. These were also much in need. Compulsory hostels were suggested at which a charge of Rs.9 per mensem should be made. If a parent was not prepared to pay this he had no claim for secondary education for his boys. The case of poor but promising students should be met by scholarships.

Director's remarks.

Nil remarks.

OFFICE NOTE.

Games and hostels must be left to become more popular only in course of time. No sort of compulsion can be introduced in either case.

18/3/16. The climate and the bare floor have probably as much to do with the aversion of boys as their studies. The time is not come for making hostel - living compulsory - and probably in future time.

21-3-16



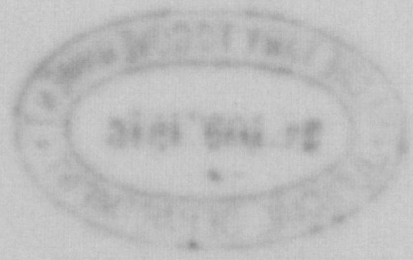
A draft order recording the notes is submitted for approval.

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