

Government of Madras.

HOME DEPARTMENT

(EDUCATION)

G.O. No. 16, 3rd January 1917

NOTES
PRINTED

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Schools for fisher-boys

Requesting the Director of Public Instruction to examine, in consultation with the Honorary Director of Fisheries, the question of the extension of elementary education in the fishing villages of the Malabar and South Canara districts, and to submit a report to Government.

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II

Endorsement No. 572 A/16-1, Revenue, dated 25th July 1916.

Referred to the Honorary Director of Fisheries for favour of remarks on the memorialists' request to establish fisheries schools at Mangalore and Malpé.

J. P. BEDFORD,
Acting Secretary to Government.

To the Honorary Director of Fisheries, with copy of petition.

III

Letter—from Sir FREDERICK NICHOLSON, K.C.I.E., Honorary Director of Fisheries.
To—the Secretary to Government, Revenue Department.
Dated—Madras, the 19th September 1916.
No.—Ref. 565.

Referring to endorsement No. 572 A/16-1, Revenue, dated 25th July 1916, I have the honour to state that I entirely approve of the desire of the petitioners to have free evening schools started in Mangalore and Malpé—as a beginning—for the benefit of and as near as possible to the fisher classes. The petitioners accurately describe the condition of those classes, and the difficulties felt by the Sri Jnanodaya Samaj in its beneficent work among them are greatly enhanced by their grave ignorance and by their inability to share in the benefits of general education.

2. Instruction should be given in reading, writing, arithmetic, hygiene and geography in the vernaculars, as well as in subjects closely connected with the fishing industry where such may be possible, and especially in simple thrift, temperance, co-operation and the like. Reading and writing are of course the necessary foundations for mental development; arithmetic when taught practically, is essential to enable the people to keep their own accounts and check those of the middlemen; simple hygiene is more necessary than amongst other classes since they deal entirely in putrescible matter and the hamlets are often loathsome; thrift and simple social science because of all classes these are the most unthrifty and intemperate and while these unfortunate qualities remain, little can be done to get the people on our side in developing fisheries. The education should be directed to awakening their minds rather than to attempting industrial teaching.

3. I do not agree to making so-called "technical" schools of these special schools. In the first place we have no teachers capable of teaching technical work in a practical way; secondly the subjects to be taught other than the proper treatment of fish after capture, are best learnt by the children as apprentices, which they are from childhood, to their own people, e.g., the handling of boats and nets, net-making and mending, etc. The fisheries school at Tanur can go a little outside of the "three R's" just because the expert staff of my curing yard personally interests itself in the work and gives lessons to the boys; even so the work is but in an imperfect and inchoate state, and one of my hopes is to develop it in the immediate future, possibly as a half-time school in which the boys will regularly work in my yard whenever there is work to be done. But until I can train a series of teachers in a thorough and practical way, all talk of fishery "technical" schools is impossible, apart altogether from the great fact that the fisher-boys are not, mentally or otherwise, in a position to benefit by such teaching; they are very far removed from either the Japanese, the Belgian, or the British scholars found in the few fishery schools which exist, which even so, are not very successful in teaching technical work except where intelligent and educated boys are taught some specific item of work already in vogue in the locality, such as bonito-curing, canning, pickling, deep-sea work (when the school has a deep-sea boat), motor running, etc. We are, in general, nowhere near such work yet.

4. I have not hitherto attempted to train men who could be teachers (1) because it has not been quite certain what we should teach, (2) because there were no means of teaching; neither staff to teach nor material to be taught. I am about to come up to Government with a scheme for bringing our methods down to the people by

GOVERNMENT OF MADRAS

HOME DEPARTMENT

(Education)

READ—the following papers:—

I

Petition—from the Sri Jnanodaya Samaj representing the Moger community of the South Canara district, Mangalore.
To—His Excellency the Governor in Council.
Dated—Mangalore, the 6th July 1916.

HUMBLY SHOWETH,—The Mogers are the hereditary Hindu fisher community with a total number of nearly forty thousand souls in the South Canara district.

They are a very ignorant and illiterate people with hardly any individuals who know to read and write even their own vernacular. There are various causes which have kept them in this condition for generations. Living as they do in small outlying hamlets mostly far away from towns and villages they do not come in contact with educated people and do not know the benefits of education. Even those who wish to educate their children find it impossible to do so as the existing schools are at a great distance from their hamlets. Moreover in order to qualify properly for their hereditary industry their children are obliged to follow their trade early in life even boys of 7 or 8 years of age go out for fishing in the sea and younger children are engaged for watching fish put out to dry, carrying their parents' food to the beach, twisting cotton and hemp for making nets, etc. Being engaged in a most precarious industry their income is very limited and their children are also obliged to work and what they earn by their labour is a welcome contribution towards the upkeep of the family. This is another reason which prevents them from attending the ordinary day schools.

The Sri Jnanodaya Samajam which has been working during the last six years for the moral and material uplift of this community find their ignorance a great obstacle in their progress and would most respectfully beg your Excellency in Council to order the opening of special free evening schools in their hamlets in which their children and youths may be able to attend after their day's labour is over and pick up a knowledge of their vernacular at least, and also to establish two fisheries technical schools—like the one opened at Tanur under the Fisheries Department—at Mangalore and Malpé which are two important centres where there is a large number of this community.

Their intemperate habits, the insanitary conditions of their homes, their thriftless nature and indebtedness and the backward condition of their industry—in spite of what is done by Government to improve it during the last several years, are all due to their ignorance which can be removed only by elementary technical education which will awaken their latent intelligence.

Your Excellency's humble petitioners beg most respectfully to be pardoned for approaching your Excellency with this petition: their only reason for doing so being the miserable condition of this community.

For which act of kindness and charity we shall ever pray.

taking over certain curing yards under our own management and by starting—at local desire—a co-operative yard; this should enable us (1) to get into touch with the people, (2) to ascertain how our methods strike them and the markets which have to be served; (3) to instruct the fishermen in the treatment of fish from capture to sale or curing yard. When we have done this and have also started on deep sea work, we can train instructors who can teach definite improvements not so much in schools as in the boats and yards, and I believe that such teaching will, for the first generation, be better than technical school instruction. Even in a country like Scotland and only 50 years ago, it was necessary to teach the fishermen how to handle—or how not to mishandle—the fish, *in the boats*, and we badly need to teach our people the same and other lessons; this is boat and yard work and not school work. The next generation will then learn the new practices in the boats and the reasons for it in the schools.

Anyhow no men at present exist who can teach new technical methods in fishery schools to ignorant boys: the most that can be done is to give simple lessons in natural history so that they may begin to understand something of the material which they handle.

5. I therefore recommend for the present that the Educational authorities may be requested, in consultation with this department, to establish schools, whole time or evening, for the fisher classes in Mangalore and Malpe. Then, if the teachers are carefully chosen, wise, and sympathetic, they will be most useful in seconding the efforts of ourselves and of the Jnanodaya Samaj and others to raise the fisherfolk intellectually, morally, and socially, and to promote co-operation among classes who so badly need the aid of this agent of progress.

6. I append an interesting article from the "Indian Mirror" on this question.

ENCLOSURE

The Fishermen of Mangalore.

One of the notable phenomena to be witnessed at the present day is the awakening of what are known as the backward classes. For centuries they have been trampled under foot by autocratic caste, not being allowed even to think for themselves. The caste system has extinguished their individuality and power of initiation. All this is now changing. The voiceless have found their voice, the lame have begun to walk. Great changes are taking place in the mental and moral outlook of these people. We hear, for instance, of a society in Mangalore called the Sri Jnanodaya Samaj which possesses unique interest. It is composed of the Mogers or fishermen—a very poor and illiterate class of people—so poor, indeed, that though they number about half a lakh in this district, there are among them hardly any who possess lands. So long neglected by Hindu orthodoxy, they have now united to work out their own salvation. The samaj was started in 1910 by one of the members of the community—Mohanappa Tingalaya—with four associates. It has now 268 members and its strength is growing daily. The work which it is doing is nothing short of marvellous. The great evil among the fishermen is the drink evil which prevails both among young and old, swallowing up their hard-earned savings. It was mainly with the object of stemming the growing tide of intemperance that the samaj was started, but it has since developed other activities, such as elevating the moral and spiritual life of the community, teaching them to be clean and to observe the rules of sanitation, etc. Missionaries have been engaged to preach temperance and sanitation in villages far and near, as the result of which branch associations have sprung up.

Some typical cases of moral reform are narrated in the report of the samaj. There was a confirmed drunkard who made the life of his wife a curse. He would belabour her every day after his drinking bouts. This man, under the influence of the samaj, became a total abstainer, and his wife became so happy that she saved enough to buy a gold bracelet as a birthday present to her husband. The man, who was once an incorrigible drunkard and wife-beater, is now a devout apostle of temperance and a loving husband. Again, there was a man of seventy who declared at a meeting how total abstinence had brought him quick and complete relief from a long-standing complaint which had defied all drug treatment.

The work of the fishermen of Mangalore is, in short, an eloquent object-lesson to other communities. As a man best works out his destiny, by his own effort and with the help of Providence, so does a community or a nation. The future of India lies in the elevation of these classes. Social reform and moral elevation are the two things most needed to awaken the inner life of India. We wish public leaders of the present day could be made to understand this elemental fact. The Government may grant whatever political boons they like, but they are not likely to benefit the people so long as they do not make themselves worthy of those boons. To

be worthy, they must raise themselves morally and intellectually. When three-fourths of the population are sunk up to their ears in social abuses, the remaining one-fourth do not stand on firm ground. Religion and morality, therefore, are the crying needs of the country, and we may well consecrate our energies to those ends, rather than chasing elusive shadows of political preferment. How devoutly we wish that the spirit of the fishermen of Mangalore took possession of the intellectuals of India! One obscure social worker, who helps a fellowman over the stile of some moral failing, is to our mind a greater benefactor than all the intellectuals who spout politics—*The Indian Mirror*.

IV

Letter—from Sir FREDERICK NICHOLSON, K.C.I.B., Honorary Director of Fisheries.

To—the Secretary to Government, Revenue Department.

Dated—Madras, the 6th October 1916.

No.—Ref. 604.

In continuation of my letter No. 565 of the 19th instant regarding schools for fisher-boys, I have the honour to submit the following.

2. In paragraph 5 of my letter I suggested that the teachers would have to be "carefully chosen," etc. It is highly advisable or even necessary, as the Assistant Director suggests, that teachers should be men of the community, and that they should have a preliminary training at Tanur for at least one full working season. In this way not only would the teachers be in touch and sympathy with the scholars and with the parents but would be able to direct their attention to social matters with a far greater chance of intelligent and friendly hearing than if they were outsiders: the fishermen are a class by themselves and are best approached and influenced by instructed men of their own caste or class. Moreover, by the training at Tanur the men, who should be young, would come under the direct influence of the Assistant Director and others who would develop in them their ideas of social advancement which are so highly necessary, while they would also learn many lessons in the practical work of the Tanur yard and school in net-making, in the treatment of fish, twine-making, curing, etc., which would be very advantageous in their village work. As the Assistant Director also says, such men would be not merely school pedagogues, but centres of influence among the people in general of the fishing village, and possible sources of first hand information to this department in statistical and other matters. He also considers that the schools should be under the direct control of the Fisheries Department as the school managers. In all the above I heartily agree.

Order—No. 16, Home (Education), dated 3rd January 1917.

The Director of Public Instruction is requested to examine, in consultation with the Honorary Director of Fisheries, the question of the extension of elementary education in the fishing villages of the Malabar and South Canara districts, and ascertain and report to the Government the villages in which new schools might most suitably be started and also whether suitable provision could usefully be made for opening evening classes for the members of the fisher-community.

(True Extract)

P. RAJAGOPALA ACHARIYAR,
Secretary to Government.

To the Director of Public Instruction.
" Honorary Director of Fisheries,
" Revenue Department.

NOTES CONNECTED WITH G.O. No. 16, HOME (EDUCATION),
DATED THE 3RD JANUARY 1917

[SUBJECT.—*Requesting that facilities may be afforded for the education of the boys of the Moger community of South Canara.*]

Memorial from Mahalinga and others, dated the 6th July 1916.

The memorialists request—

- (1) that special free evening schools may be opened in their hamlets, and
- (2) that two fisheries technical schools like the one opened at Tanur under the Fisheries Department may be established at Mangalore and Malpé.

2. With regard to the first request it is submitted that the Moger community of South Canara presented a memorial on the same subject to His Excellency the Governor in 1914. After obtaining the remarks of the Director of Public Instruction the memorialists were informed that Pages 1 and 2 of G.O. 1256, 9th November 1914.

Page 7 of Government Order *ibid*, it was understood that a fairly large proportion of the children of the community were, without difficulty, attending the day schools and that, in view of the experience gained of the working of night schools, the Government would not be justified in opening more of them. It does not appear that any *fresh* inquiry should now be made on this subject. The memorialists may be referred to G.O. No. 1256, Educational, dated the 9th November 1914, a copy of it being forwarded to them.

2. The second request of the memorialists is one for consideration in the Revenue Department.

S.K.—17-7-16.

C. RAMANUJA ACHARIYAR—18-7-16.

Will Revenue please offer its remarks on the second request ?

P. RAJAGOPALA ACHARIYAR—20-7-16

REVENUE DEPARTMENT.

The petition may, it is submitted, be referred to the Honorary Director of Fisheries for remarks in the first instance. A draft endorsement is submitted for approval.

M.V.M.—22-7-16.

Issue.

V. A. ANANTARAMA AYYAR—22-7-16.

J. P. BEDFORD—22-7-16.

[Endorsement No. 572-A/16-1, Revenue, dated the 25th July 1916.]

From the Honorary Director of Fisheries, dated the 19th September 1916, Ref. No. 565.

Please see the Honorary Director's letter, dated the 19th September 1916. He entirely supports the petitioners' application to have free evening schools started in Mangalore and Malpé—as a beginning—for the benefit of the fisher classes, and recommends that the Educational authorities may be requested, in consultation with the Fisheries Department, to establish schools, whole time or evening, for the fisher classes in Mangalore and Malpé. He adds that in these schools instruction should be given in reading, writing, arithmetic, hygiene and geography as well as in subjects closely connected with the fishing industry, where such may be possible, and especially in simple thrift, temperance, co-operation and the like ; and he does not agree

to making so-called "technical" schools of these special schools. He says that until he can train a series of teachers in a thorough and practical way, all talk of fishery technical schools is impossible, apart altogether from the fact that the fisher-boys are not, mentally or otherwise, in a position to benefit by such teaching. In these circumstances the request of the memorialists to have technical schools cannot be granted. With these remarks the file may be returned to Home (Education) with the request whether, in the circumstances stated by Sir F. Nicholson, they will reconsider their decision at page 1 supra and direct the establishment of the special schools asked for by the memorialists.

M.V.M.—28-9-16.

V. A. ANANTARAMA AYYAR—29-9-16.

J. P. BEDFORD—29-9-16.

HOME (EDUCATION) DEPARTMENT.

Please see this department note on page 1 supra. Sir F. Nicholson, while not favouring the idea of opening technical schools in fishing for the Moger community, recommends the establishment of schools for general education, whole time or evening, for the fisher classes in Mangalore and Malpé. It is submitted that facilities have already been provided to some extent for the education of these classes—please see the report of the Assistant Inspector of Schools, South Canara, on pages 3 to 5 of G.O. No. 1256, Educational, dated the 9th November 1914. It is doubtful whether funds can be made available for opening more schools now. The Director of Public Instruction may perhaps be requested u.o. to offer his remarks with reference to Sir F. Nicholson's letter.

S.K.—3-10-16.

N.K.—5-10-16.

C. RAMANUJA ACHARIYAR—7-10-16.

P. RAJAGOPALA ACHARIYAR—7-10-16.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

Additional schools could be opened for these people by the boards and municipalities concerned if Government could increase their subsidies. In making proposals for the spending of the 1,24,000 for capitation allowances, new schools, etc.,

The communication on the subject has since been received. No allotment has been proposed for the opening of schools for the benefit of the boys of the Moger community.

N.K.—6-11-16.

Pages 3 to 5 of G.O. 1256, 9th November 1914.

I will bear this in mind, though I believe all this money ought to go to capitation allowances. I would even allow the experiment of night schools to be tried though I have as little faith in them as the Assistant Inspector who wrote two years ago—one of the best officers the department has ever had.

J. H. STONE—13-10-16.

REVENUE DEPARTMENT.

II

*From the Honorary Director of Fisheries, dated the 6th October 1916,
Ref. No. 604.*

The Honorary Director's previous letter, dated 19th September 1916, was transmitted to the Home (Education) Department for consideration. The present letter may also, it is submitted, be sent to that department.

M.V.M.—9-10-16.

V.A.A.—9-10-16.

J.P.B.—9-10-16.

HOME (EDUCATION) DEPARTMENT.

The file relating to the opening of special schools for the children of the Moger community of South Canara was sent to the Director of Public Instruction on the 8th instant for remarks. This may also be sent to him in continuation.

S.K.—12-10-16.

N.K.—12-10-16.

C. RAMANUJA ACHARIYAR—14-10-16.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

I do not see any great objection to the Fisheries Department having schools for these people, if the department can find the funds. The great difficulty would be, I should suppose, finding suitable teachers in the community. The relations of the Education Department could be to them much what it is to the jail schools, i.e., our officers could inspect and advise and we could help in the training of teachers. There is however the danger that the concession of Government schools to this community would lead to similar demand from others for Government schools. All fisher folk would have similar claims one would think.

J. H. STONE—21-10-16.

HOME (EDUCATION) DEPARTMENT.

Please see the Director of Public Instruction's notes on page 2 and above. In his letter of the 6th October 1916, Sir F. Nicholson suggests that the schools that may be opened for fisher boys should be under the direct control of the Fisheries Department. With reference to this the Director of Public Instruction states that he has no objection to the proposal if the Fisheries Department can find the funds required. He, however, anticipates that, if Government schools are established for the children of the Moger community of South Canara, other fisher folk may also demand similar concessions. There are at present no funds with the Director of Public Instruction for opening more schools for the children of the memorialists. The Revenue Department may be requested to consider Sir F. Nicholson's suggestion to have such schools under the Fisheries Department providing the necessary funds for it. The file may be transferred (u.o.) to that department. The Director of Public Instruction desires to place these schools on the same lines as jail schools.

S.K.—31-10-16.

N.K.—6-11-16.

C.R.—8-11-16.

Will Revenue please accept transfer?

P. RAJAGOPALA ACHARIYAR—10-11-16.

REVENUE DEPARTMENT.

From the above notes it will be observed that the chief objections to the establishment of schools for the fisher boys of the Moger community in Mangalore and Malpé are (1) that the concession of Government schools to the community would lead to similar demands from others for Government schools and (2) that there would be great difficulty in finding suitable teachers in the community. The Director of Public Instruction says that he sees no great objection to the Fisheries Department having schools for these people, if the department can find the funds. The proposed schools will be evening or night schools where instruction on the lines suggested by Sir F. Nicholson in paragraph 2 of his letter, dated the 19th September 1916, will be given. Sir F. Nicholson does not want to make so-called "technical schools" of these special schools, cf. paragraph 3 of his letter. In view however of the difficulties pointed out by the Director of Public Instruction it is for orders whether the Honorary Director of Fisheries will be asked u.o. whether provision should be made in the Fisheries budget for 1917-18.

M.V.M.—18-11-16.

V. A. ANANTARAMA AYYAR—21-11-16.

The Director of Public Instruction might examine in advance and in consultation with the Honorary Director of the Fisheries Department the question of the extension of elementary education in the fishing villages of the West Coast and ascertain the villages in which new schools might most suitably be started and also whether provision could usefully be made for opening evening classes under suitable provision. He will then be able to determine when the budget for 1917-18 is settled to what extent funds can be made available for these purposes and make arrangements to open schools.

F.J.R.—8-12-16.

Submitted that the file may be transferred to Home (Education) u.o. with reference to His Excellency's note above.

M.V.M.—8-12-16.

V. A. ANANTARAMA AYYAR—8-12-16.

F.J.R.—9-12-16.

HOME (EDUCATION) DEPARTMENT.

A draft order is submitted for approval. The file may be sent to the Financial Department for perusal.

S.K.--12-12-16.

N.K.—16-12-16.

C. RAMANUJA ACHARIYAR—18-12-16.

P. RAJAGOPALA ACHARIYAR—20-12-16.

FINANCIAL DEPARTMENT

Please see His Excellency the Governor's note, dated 7th December 1916, above and the draft order. When definite proposals for the opening of the schools are formulated, the case will no doubt be again referred to this department. The cost involved in the opening of the schools in 1917-18 is not likely to be large and could, it is submitted, be met from the total provision under the head "22. Education" in the next year's budget.

C.P.K.—26-12-16.

L. E. KERSHAW—27-12-16.

L. DAVIDSON—31-12-16

HOME (EDUCATION) DEPARTMENT

Issue.

C.R.—3-1-17.

[G.O. No. 16, Home (Education), dated 3rd January 1917.]

Schools for Fisher. boys of some (as many as 100) of them
Requesting the D. P. I. to examine, in consultation
with the Hon^{ble} Director of Fisheries, the question
of the extension of elementary education
in the fishing villages of the West Coast.

READ AGAIN G.O. No., dated 191...

191

READ ALSO:—

C. No. 2545, From ~~Mr~~ B. M. Ghingalaya, No., dated Feb. 7. 1916

Don't D. of Fisheries 505, the 19. 9. 1916.

604 Feb. 10. 1916

ORDER.

No. 16, dated 3. 1. 1917

Miss
Pres

The D.P.T. is requested to examine, in consultation with the Honorary Director of Fisheries, the question of the extension of elementary education in the fishing villages of the ~~Black Coast~~ ^(+ report to the Govt) and ascertain the villages in which new schools might most suitably be started and also whether suitable provision could usefully be made for opening evening classes.

classes for the ^{number of fishers} Community.

80x
12-12-16.

CA
18/12/16

10
20/12/16

To
The D.P. (an)
The Hon'ble Director of
Fisheries (En)
Rural Dept. ✓
Not for ST



HIS EXCELLENCY,

The Right Hon'ble Governor in Council,

Fort St. George,

MADRAS.

Humble petition of the Sree
Jnanodaya Samaj representing the
Moger Community of the South
Canara District, Mangalore, dated
6th July 1916.

HUMBLY SHOWETH,

The Mogers are the hereditary Hindu Fisher Community with a total number of nearly 40 thousand souls in the South Canara District.

They are a very ignorant and illiterate people with hardly any individuals who know to read and write even their own vernacular. There are various causes which have kept them in this condition for generations. Living as they do in small outlying hamlets mostly far away from towns and villages they do not come in contact with educated people and do not know the benefits of education. Even those who wish to educate their children find it impossible to do so as the existing schools are at a great distance from their hamlets. Moreover in order to qualify properly for their hereditary industry their children are obliged to follow their trade early in life even boys of 7 or 8 years of age go out for fishing in the sea and younger children are engaged for watching fish put out to dry, carrying their parents' food to the beach, twisting cotton and hemp for making nets etc. Being engaged in a most precarious industry their income is very limited and their children are also obliged to work and what they earn by their labour is a welcome contribution towards the upkeep of the family. This is another reason which prevents them from attending the ordinary day schools.

The Sree Jnanodaya Samajam which has been working during the last 6 years for the moral and material uplift of this community find their ignorance a great obstacle in their progress and would most respectfully beg Your Excellency in Council to order the opening of special free evening schools in their hamlets in which their children and youths may be able to attend after their day's labour is over and pick up a knowledge of their vernacular at least,

para 39 at 112 g
60.2337 A
13-8-14 A
+ para 35 at 17 g
60.1857 R
9-8-15 R

and also to establish two fisheries technical schools—like the one opened at Tanur under the Fisheries Department—at Mangalore and Malpe which are two important centres where there is a large number of this community.

Their intemperate habits, the insanitary conditions of their homes, their thriftless nature and indebtedness and the backward condition of their industry—inspite of what is done by Government to improve it during the last several years, are all due to their ignorance which can be removed only by elementary technical education which will awaken their latent intelligence.

Your Excellency's humble petitioners beg most respectfully to be pardoned for approaching Your Excellency with this petition: their only reason for doing so being the miserable condition of this community.

For which act of kindness and charity we shall ever pray.

Address for reply:

B. Mohanappa Thingalaya,

Secretary,

SREE JNANODAYA SAMAJAM,

Mangalore, S. C.

Maha Linga
President

B. Mohanappa Thingalaya
Secretary

B. Protoppa Annannappa M. T. Karkera

Treasurer

111 mark of Aithappa Thingalaya

111 mark of Somaya Swarna

In Sat, 10/10/14

111 mark of Aithappa Thimmappa. 111 mark of

Hoige Govinda Thingalaya. 111 mark of Venkatesh

Bangera 10/10/14

Rama Ishwara

10/10/14

B. Mohanappa Thingalaya
Secretary
Mangalore

10/10/14

111 mark of Aithappa Salian, Kireshwalya

111 mark of Ishwar Aithannaya, Kireshwalya

10/10/14 111 mark of Marappa Swarnaya

111 mark of Thimmappa Karkera

GOVERNMENT OF MADRAS
HOME DEPARTMENT
(Education)

READ—the following papers:—

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Petition—from the Sree Jnanodaya Samaj representing the Moger community of the South Canara district, Mangalore.

To—His Excellency the Governor in Council.

Dated—Mangalore, the 6th July 1916.

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Their intemperate habits, the insanitary conditions of their homes, their thriftless nature and indebtedness and the backward condition of their industry—in spite of what is done by Government to improve it during the last several years, are all due to their ignorance which can be removed only by elementary technical education which will awaken their latent intelligence.

Your Excellency's humble petitioners beg most respectfully to be pardoned for approaching your Excellency with this petition: their only reason for doing so being the miserable condition of this community.

For which act of kindness and charity we shall ever pray.

Endorsement No. 572-A/16-1, Revenue, dated 25th July 1916.
 Referred to the Honorary Director of Fisheries for favour of remarks on the memorialists' request to establish fisheries schools at Mangalore and Malpe.

J. P. BEDFORD,

Acting Secretary to Government.

To the Honorary Director of Fisheries, with copy of petition.

III

Letter—from Sir FREDERICK NICHOLSON, K.C.I.E., Honorary Director of Fisheries.

To—the Secretary to Government, Revenue Department.

Dated—Madras, the 19th September 1916.

No.—Ref. 565.

Referring to endorsement No. 572 A/16-1, Revenue, dated 25th July 1916, I have the honour to state that I entirely approve of the desire of the petitioners to have free evening schools started in Mangalore and Malpe—as a beginning—for the benefit of and as near as possible to the fisher classes. The petitioners accurately describe the condition of those classes, and the difficulties felt by the Sri Gnanodaya Samaj in its beneficent work among them are greatly enhanced by their grave ignorance and by their inability to share in the benefits of general education.

2. Instruction should be given in reading, writing, arithmetic, hygiene and geography in the vernaculars, as well as in subjects closely connected with the fishing industry where such may be possible, and especially in simple thrift, temperance, co-operation and the like. Reading and writing are of course the necessary foundations for mental development; arithmetic when taught practically, is essential to enable the people to keep their own accounts and check those of the middlemen; simple hygiene is more necessary than amongst other classes since they deal entirely in putrescible matter and the hamlets are often loathsome; thrift and simple social science because of all classes these are the most unthrifty and intemperate and while these unfortunate qualities remain, little can be done to get the people on our side in developing fisheries. The education should be directed to awakening their minds rather than to attempting industrial teaching.

3. I do not agree to making so-called "technical" schools of these special schools. In the first place we have no teachers capable of teaching technical work in a practical way; secondly the subjects to be taught other than the proper treatment of fish after capture, are best learnt by the children as apprentices, which they are from childhood, to their own people, e.g., the handling of boats and nets, net-making and mending, etc. The fisheries school at Tanur can go a little outside of the "three R's" just because the expert staff of my curing yard personally interests itself in the work and gives lessons to the boys; even so the work is but in an imperfect and inchoate state, and one of my hopes is to develop it in the immediate future, possibly as a half-time school in which the boys will regularly work in my yard whenever there is work to be done. But until I can train a series of teachers in a thorough and practical way, all talk of fishery "technical" schools is impossible, apart altogether from the great fact that the fisher-boys are not, mentally or otherwise, in a position to benefit by such teaching; they are very far removed from either the Japanese, the Belgian, or the British scholars found in the few fishery schools which exist, which even so, are not very successful in teaching technical work except where intelligent and educated boys are taught some specific item of work already in vogue in the locality, such as bonito-curing, canning, pickling, deep-sea work (when the school has a deep-sea boat), motor running, etc. We are, in general, nowhere near such work yet.

4. I have not hitherto attempted to train men who could be teachers (1) because it has not been quite certain what we should teach, (2) because there were no means of teaching; neither staff to teach nor material to be taught. I am about to come up to Government with a scheme for bringing our methods down to the people by

taking over certain curing yards under our own management and by starting—at local desire—a co-operative yard; this should enable us (1) to get into touch with the people, (2) to ascertain how our methods strike them and the markets which have to be served; (3) to instruct the fishermen in the treatment of fish from capture to sale or curing yard. When we have done this and have also started on deep sea work, we can train instructors who can teach definite improvements not so much in schools as in the boats and yards, and I believe that such teaching will, for the first generation, be better than technical school instruction. Even in a country like Scotland and only 50 years ago, it was necessary to teach the fishermen how to handle—or how not to mishandle—the fish, *in the boats*, and we badly need to teach our people the same and other lessons; this is boat and yard work and not school work. The next generation will then learn the new practices in the boats and the reasons for it in the schools.

Anyhow no men at present exist who can teach new technical methods in fishery schools to ignorant boys: the most that can be done is to give simple lessons in natural history so that they may begin to understand something of the material which they handle.

5. I therefore recommend for the present that the Educational authorities may be requested, in consultation with this department, to establish schools, whole time or evening, for the fisher classes in Mangalore and Malpe. Then, if the teachers are carefully chosen, wise, and sympathetic, they will be most useful in seconding the efforts of ourselves and of the *Gnanodaya Samaj* and others to raise the fisherfolk intellectually, morally, and socially, and to promote co-operation among classes who so badly need the aid of this agent of progress.

6. I append an interesting article from the "Indian Mirror" on this question.

ENCLOSURE

The Fishermen of Mangalore.

One of the notable phenomena to be witnessed at the present day is the awakening of what are known as the backward classes. For centuries they have been trampled under foot by autocratic caste, not being allowed even to think for themselves. The caste system has extinguished their individuality and power of initiation. All this is now changing. The voiceless have found their voice, the lame have begun to walk. Great changes are taking place in the mental and moral outlook of these people. We hear, for instance, of a society in Mangalore called the *Sri Gnanodaya Samaj* which possesses unique interest. It is composed of the Mogers or fishermen—a very poor and illiterate class of people—so poor, indeed, that though they number about half a lakh in this district, there are among them hardly any who possess lands. So long neglected by Hindu orthodoxy, they have now united to work out their own salvation. The *Samaj* was started in 1910 by one of the members of the community—Mohanappa Tingalaya—with four associates. It has now 268 members and its strength is growing daily. The work which it is doing is nothing short of marvellous. The great evil among the fishermen is the drink evil which prevails both among young and old, swallowing up their hard-earned savings. It was mainly with the object of stemming the growing tide of intemperance that the *Samaj* was started, but it has since developed other activities, such as elevating the moral and spiritual life of the community, teaching them to be clean and to observe the rules of sanitation, Missionaries have been engaged to preach temperance and sanitation in villages far and near, as the result of which branch associations have sprung up.

Some typical cases of moral reform are narrated in the report of the *Samaj*. There was a confirmed drunkard who made the life of his wife a curse. He would belabour her every day after his wife became so happy that she saved enough to buy a gold bracelet as a birthday present and his wife husband. The man, who was once an incorrigible drunkard and wife-beater, is now a devoted apostle of temperance and a loving husband. Again, there was a man of seventy who declared at a meeting how total abstinence had brought him quick and complete relief from a long-standing complaint which had defied all drug treatment.

The work of the fishermen of Mangalore is, in short, an eloquent object-lesson to other communities. As a man best works out his destiny, by his own effort and with the help of Providence, so does a community or a nation. The future of India lies in the elevation of these classes. Social reform and moral elevation are the two things most needed to awaken the inner life of India. We wish public leaders of the present day could be made to understand this

elemental fact. The Government may grant whatever political boons they like, but they are not likely to benefit the people so long as they do not make themselves worthy of those boons. To be worthy, they must raise themselves morally and intellectually. When three-fourths of the population are sunk up to their ears in social abuses, the remaining one-fourth do not stand on firm ground. Religion and morality, therefore, are the crying needs of the country, and we may well consecrate our energies to those ends, rather than chasing elusive shadows of political preferment. How devoutly we wish that the spirit of the fishermen of Mangalore took possession of the intellectuals of India! One obscure social worker, who helps a fellowman over the stiff of some moral failing, is to our mind a greater benefactor than all the intellectuals who spout politics—*The Indian Mirror*.

IV

Letter—from Sir FREDERICK NICHOLSON, K.C.I.B., Honorary Director of Fisheries.

To—the Secretary to Government, Revenue Department.

Dated—Madras, the 6th October 1916.

No.—Ref. 604.

In continuation of my letter No. 565 of the 19th instant regarding schools for fisher-boys, I have the honour to submit the following.

2. In paragraph 5 of my letter I suggested that the teachers would have to be "carefully chosen," etc. It is highly advisable or even necessary, as the Assistant Director suggests, that teachers should be men of the community, and that they should have a preliminary training at Tanur for at least one full working season. In this way not only would the teachers be in touch and sympathy with the scholars and with the parents but would be able to direct their attention to social matters with a far greater chance of intelligent and friendly hearing than if they were outsiders: the fishermen are a class by themselves and are best approached and influenced by instructed men of their own caste or class. Moreover, by the training at Tanur the men, who should be young, would come under the direct influence of the Assistant Director and others who would develop in them their ideas of social advancement which are so highly necessary, while they would also learn many lessons in the practical work of the Tanur yard and school in net-making, in the treatment of fish, twine-making, curing, etc., which would be very advantageous in their village work. As the Assistant Director also says, such men would be not merely school pedagogues, but centres of influence among the people in general of the fishing village, and possible sources of first hand information to this department in statistical and other matters. He also considers that the schools should be under the direct control of the Fisheries Department as the school managers. In all the above I heartily agree.

Order—No. 16, Home (Education), dated 3rd January 1917.

The Director of Public Instruction is requested to examine, in consultation with the Honorary Director of Fisheries, the question of the extension of elementary education in the fishing villages of the Malabar and South Canara districts, and ascertain and report to the Government the villages in which new schools might most suitably be started and also whether suitable provision could usefully be made for opening evening classes for the members of the fisher-community.

(True Extract)

P. RAJAGOPALA ACHARIYAR,
Secretary to Government.

To the Director of Public Instruction.
" Honorary Director of Fisheries.
" Revenue Department.

G.O. No. 16, 3rd January 1917 Schools for fisher-boys

Requesting the Director of Public Instruction to examine, in consultation with the Honorary Director of Fisheries, the question of the extension of elementary education in the fishing villages of the Malabar and South Canara districts, and to submit a report to the

NOTES CONNECTED WITH G.O. No. 16, HOME (EDUCATION),
DATED THE 3RD JANUARY 1917.

[SUBJECT.—Requesting that facilities may be afforded for the education of the boys of the Moger community of South Canara.]

Memorial from Mahalinga and others, dated 6th July 1916.

The memorialists request—

- (1) that special free evening schools may be opened in their hamlets, and
- (2) that two fisheries technical schools like the one opened at Tanur under the Fisheries Department may be established at Mangalore and Malpé.

2. With regard to the first request it is submitted that the Moger community of South Canara presented a memorial on the same subject to His Excellency the Governor in 1914. After obtaining the remarks of the Director of Public Instruction the memorialists were informed that

Pages 1 and 2 of G.O. 1256, 9th November 1914. the same subject to His Excellency the Governor in 1914. After obtaining the remarks of the Director of Public Instruction the memorialists were informed that it was understood that a fairly large proportion of the children of the community were, without difficulty, attending the day schools and that, in view of the experience gained of the working of night schools, the Government would not be justified in opening more of them. It does not appear that any fresh inquiry should now be made on this subject. The memorialists may be referred to G.O. No. 1256, Educational, 9th November 1914, a copy of it being forwarded to them.

2. The second request of the memorialists is one for consideration in the Revenue Department.

S.K.—17-7-16.

C. RAMANUJA ACHARIYA—18-7-16.

Will Revenue please offer its remarks on the second request?

P. RAJAGOPALA ACHARIYAR—20-7-16

REVENUE DEPARTMENT

The petition may, it is submitted, be referred to the Honorary Director of Fisheries for remarks in the first instance. A draft endorsement is submitted for approval.

M.V.—22-7-16.

Issue.

V. A. ANANTARAMA AYYAR—22-7-16.
J. P. BEDFORD—22-7-16.

[Endorsement No. 572-A/16-1, Educational, dated the 25th July 1916.]
From the Honorary Director of Fisheries, dated the 19th September 1916, Ref. No. 565.

Please see the Honorary Director's letter at pages 4-7, current file. He entirely supports the petitioners' application to have free evening schools started in Mangalore and Malpé—as a beginning—for the benefit of the fisher classes, and recommends that the Educational authorities may be requested, in consultation with the Fisheries Department, to establish schools, whole time or evening, for the fisher classes in Mangalore and Malpé. He adds that in these schools instruction should be given in reading, writing, arithmetic, hygiene and geography as well as in subjects

No. 16, HOME (EDUCATION), 3RD JANUARY 1917.
The Government may grant special facilities for the education of the boys of the Moger community of South Canara. The Government may grant special facilities for the education of the boys of the Moger community of South Canara. The Government may grant special facilities for the education of the boys of the Moger community of South Canara.

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In consultation with the Director of Fisheries, the Government may grant special facilities for the education of the boys of the Moger community of South Canara. The Government may grant special facilities for the education of the boys of the Moger community of South Canara. The Government may grant special facilities for the education of the boys of the Moger community of South Canara.

Order—No. 16, HOME (EDUCATION), 3RD JANUARY 1917.
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Requesting the Director of Fisheries to examine in consultation with the Honorary Director of Fisheries the question of the extension of elementary education in the fishing villages of the Malabar and South Canara districts, and to forward a report thereon to the Government.

closely connected with the fishing industry, where such may be possible, and especially in simple thrift, temperance, co-operation and the like; and he does not agree to making so-called "technical" schools of these special schools. He says that until he can train a series of teachers in a thorough and practical way, all talk of fishery technical schools is impossible, apart altogether from the fact that the fisher-boys are not, mentally or otherwise, in a position to benefit by such teaching. In these circumstances the request of the memorialists to have technical schools cannot be granted. With these remarks the file may be returned to Home (Education) with the request whether, in the circumstances stated by Sir F. Nicholson, they will reconsider their decision at page 1 supra and direct the establishment of the special school's asked for by the memorialists.

M.V.M.—28-9-16.

V. A. ANANTARAMA AYYAR—29-9-16.

Home (Education) Department u.o. J. P. BEDFORD—29-9-16.

HOME (EDUCATION) DEPARTMENT

Please see this department note on page 1 supra. Sir F. Nicholson, while not favouring the idea of opening technical schools in fishing for the Moger community, recommends the establishment of schools for general education, whole time or evening, for the fisher classes in Mangalore and Malpe. It is submitted that facilities have already been provided to some extent for the education of these classes—please see the report of the Assistant Inspector of Schools, South Canara, on pages 3 to 5 of G.O. No. 1256, Educational, dated the 9th November 1914. It is doubtful whether funds can be made available for opening more schools now. The Director of Public Instruction may perhaps be requested to offer his remarks with reference to Sir F. Nicholson's letter on pages 4 to 7 of the current file.

S.K.—3-10-16.

N.K.—5-10-16.

C. RAMANUJA ACHARIYA—7-10-16.

To the Director of Public Instruction u.o.

P. RAJAGOPALA ACHARIYAR—7-10-16.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION

Additional schools could be opened for these people by the boards and municipalities concerned if Government could increase their subsidies. In making proposals for the spending of the 1,24,000 for capitation allowances, new schools, etc., I will bear this in mind, though I believe all this money ought to go to capitation allowances. I would even allow the experiment of night schools to be tried though I have a little faith in them as the Assistant Inspector who wrote two years ago—one of the best officers the department has ever had.

N.K.—6-11-16.

Pages 3 to 5 of G.O. 1256, 9th November 1914.

J. H. STONE—13-10-16.

REVENUE DEPARTMENT

From the Honorary Director of Fisheries, dated the 6th October 1916,
Ref. No. 604—II.

The Honorary Director's previous letter, dated 19th September 1916, was transmitted to the Home (Education) Department for consideration. The present letter may also, it is submitted, be sent to that department.

M.V.M.—9-10-16.

V.A.A.—9-10-16.

J.P.B.—9-10-16.

Home (Education) Department u.o.

HOME (EDUCATION) DEPARTMENT

The file relating to the opening of special schools for the children of the Moger community of South Canara was sent to the Director of Public Instruction on the 8th instant for remarks. This may also be sent to him in continuation.

S.K.—12-10-16.

N.K.—12-10-16.

C. RAMANUJA ACHARIYA—14-10-16.

To the Director of Public Instruction

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION

I do not see any great objection to the Fisheries Department having schools for these people, if the department can find the funds. The great difficulty would be, I should suppose, finding suitable teachers in the community. The relations of the Education Department could be to them much what it is to the jail schools, i.e., our officers could inspect and advise and we could help in the training of teachers. There is however the danger that the concession of Government schools to this community would lead to similar demand from others for Government schools. All fisher folk would have similar claims one would think.

J. H. STONE—21-10-16.

HOME (EDUCATION) DEPARTMENT.

Please see the Director of Public Instruction notes on page 2 and above. In his letter of the 6th October 1916, Sir F. Nicholson suggests that the schools that may be opened for fisher boys should be under the direct control of the Fisheries Department. With reference to this the Director of Public Instruction states that he has no objection to the proposal if the Fisheries Department can find the funds required. He, however, anticipates that, if Government schools are established for the children of the Moger community of South Canara, other fisher folk may also demand similar concessions. There are at present no funds with the Director of Public Instruction for opening more schools for the children of the memorialists. The Revenue Department may be requested to consider Sir F. Nicholson's suggestion to have such schools under the Fisheries Department providing the necessary funds for it. The file may be transferred (u.o.) to that department ~~and~~ The Director of Public Instruction desires to place these schools on the same lines as jail schools.

S.K.—31-10-16.

N.K.—6-11-16.

C.R.—8-11-16.

Will Revenue please accept transfer?

P. RAJAGOPALA ACHARIYA—10-11-16.

REVENUE DEPARTMENT

From the above notes it will be observed that the chief objections to the establishment of schools for the fisher boys of the Moger community in Mangalore and Malpé are (1) that the concession of Government schools to the community would lead to similar demands from others for Government schools and (2) that there would be great difficulty in finding suitable teachers in the community. The Director of Public Instruction says that he sees no great objection to the Fisheries Department having schools for these people, if the department can find the funds. The proposed schools will be evening or night schools where instruction on the lines suggested by Sir F. Nicholson in paragraph 2 of his letter at pages 4-5, current file, will be given. Sir F. Nicholson does not want to make so-called "technical schools" of these special schools, cf. paragraph 3 of his letter at page 5, current file. In view however of the difficulties pointed out by the Director of Public Instruction it is for orders whether the Honorary Director of Fisheries will be asked u.o. whether provision should be made in the Fisheries budget for 1917-18.

M.Y.M.—18-11-16.

V. A. ANANTARAMA AYYAR—21-11-16.

dated the
19th September
1916

NOTES TO G.O. No. 16, HOME (EDUCATION), 3RD JANUARY 1917

It would be a pity, I think, to shelve at this stage the carefully considered proposals of the Honorary Director. I would suggest that he be asked to provide for one school in his budget for 1917-18, to be run on the lines suggested by him and under the management of his department. The experiment is not likely to be costly, and it would be better to concentrate in one school at the outset. If this experiment succeeds it is likely that other schools will be asked for by other fishing communities, as anticipated by the Director of Public Instruction. So much the better, I venture to think.

F. J. RICHARDS—22-11-16.

The Director of Public Instruction might examine in advance and in consultation with the Honorary Director of the Fisheries Department the question of the extension of elementary education in the fishing villages of the West Coast and ascertain the villages in which new schools might most suitably be started and also whether provision could usefully be made for opening evening classes under suitable provision. He will then be able to determine when the budget for 1917-18 is settled to what extent funds can be made available for these purposes and make arrangements to open schools.

P[ENTLAND]—7-12-16.

F.J.R.—8-12-16.

Submitted that the file may be transferred to Home (Education) u.o. with reference to His Excellency's note above.

M.V.M.—8-12-16.

V. A. ANANTARAMA AYYAR—8-12-16.

F.J.R.—9-12-16.

~~To the Home (Education) Department u.o.~~

HOME (EDUCATION) DEPARTMENT

A draft order is submitted for approval. The file may be sent to the Financial Department for perusal.

S.K.—12-12-16.

N.K.—16-12-16.

C. RAMANUJA ACHARIYA—18-12-16.

P. RAJAGOPALA ACHARIYAR—20-12-16.

~~To the Financial Department u.o.~~

FINANCIAL DEPARTMENT

Please see His Excellency the Governor's note, dated 7th December 1916/above and the draft order. When definite proposals for the opening of the schools are formulated, the case will no doubt be again referred to this department. The cost involved in the opening of the schools in 1917-18 is not likely to be large and could, it is submitted, be met from the total provision under the head "22. Education" in the next year's budget.

C.P.K.—26-12-16.

L. E. KERSHAW—27-12-16.

L. DAVIDSON—31-12-16.

HOME (EDUCATION) DEPARTMENT

Issue.

C.R.—3-1-17.

[G.O. No. 16, Home (Education), dated 3rd January 1917.]

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