

Home (1917) Department.
(Education)
Ordinary SERIES.

G.O. No. 121-122

DATED the 31. 1. 1917

~~CONFIDENTIAL~~

[Despatch Abstract.]

School committees.

Forwarding to the Government of India a memorial from the Council of Indian Education, Madras, praying for the establishment of — in the Madras presidency to assist in the development of elementary education.

BACK PAPERS.

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

FURTHER PAPERS.

G.O.	No.	Department.	Date.	G.O.	No.	Department.
		CN: 104/16				



Sol 4418
30-11-16

Park Town, MADRAS,

15th November 1916.

From

Mr. S. Rajagopalachari, B.A.,

Joint Secretary to the Council of

Indian Education, MADRAS,

To

The Secretary to the Government of Madras,

Educational department.

Sir,

I am directed by the Council of Indian Education to state that the submission of the accompanying memorial was delayed owing to the necessity of examining the conclusions arrived at by the Government of India on the Recommendations of the Royal Commission on Decentralization in India in respect of matters educational embodied in the circular of the Government of India dated 27th September 1916.

2. The circular states with reference to the powers which can be entrusted to bodies that the Government of India are fully aware of the diversity of conditions in the various provinces and of the extent to which educational problems are necessarily influenced by these conditions and the consequent impossibility of issuing any general orders applicable to all India.

3. The question of mass education in India is intimately connected with the development of local self Government. Recognizing this the Council of Indian Education have been advocating that the control of education must be local in its nature, designed to utilise popular interest and enthusiasm in education. In order that education may develop rapidly and on sound lines, the Council have been advocating that the control

within and for conveniently divided local areas.

4. The condition of Education here is not much better than what obtained in England before the Elementary Education Act of 1870 was passed. The Council have been urging upon the local Government the need for the establishment of school Committees an expedient which was found a satisfactory solution in England in 1870.

5. The Council understand that the Government of Burma have quite recently appointed a Committee to consider the advisability of forming school Committees in various districts to look after Primary Education and that the Corporation of Calcutta have recently suggested to the Government of Bengal the desirability of introducing a similar system for Calcutta. The Council believe that this system prevails in the Central Provinces. In Bombay there is a school Board for the city which looks after Primary Education.

6. The frank acceptance of the principle of Educational Committees of the sort looking after the educational needs of the country would lead to certain changes. In matters of curriculum etc., the Educational Committees might have a more effective voice than hitherto - a reform suggested by the Commission. The advantages are obvious of representative Committees well acquainted with the local needs and responsive to local sympathies having a voice in the matter of the curriculum of studies.

7. In these circumstances the Council earnestly appeal to the Government of India to the prayers contained in paragraph

of the letter of 10th April 1908, letter of 21st December 1908, paragraph 19 of letter of 25th May 1909, paragraph 6 of letter of 20th May 1910, paragraph 7 of letter of 9th October 1911 and

* Al-I in the original
of 1408 (9.3.10)
* pag 5 of the
* pag 2 & 3 of the

1.15 of 804
18.11.11

Verf. by the G.O. (J)

paragraphs 5, 6, 7 of letter of the 29th November 1911.

Copyd C.F.

I beg to remain,

Sir,

Your obedient servant,

T. Rajagopalachari

Joint Secretary to the Council of
Indian Education, Madras.

PARK TOWN, MADRAS,
27th September, 1916.

FROM

MR. S. RAJAGOPALA CHARI, B.A.,
JOINT SECRETARY TO
THE COUNCIL OF INDIAN EDUCATION,
MADRAS,

TO

THE SECRETARY TO
THE GOVERNMENT OF INDIA,
EDUCATIONAL DEPARTMENT,
SIMLA.

SIR,

I am directed by the Council of Indian Education at Madras to bring to the kind notice of His Excellency the Governor-General in Council the following facts regarding the establishment of School Boards or Committees in villages or groups of villages for the spread of education in this Presidency.

CIRCULAR LETTER, DATED 3RD MAY 1905 TO LOCAL BODIES.

2. The Council had this question under their consideration since 1905. A circular on this subject, dated 3rd May 1905, was sent to the head masters of high schools, Chairmen of the Municipalities, Presidents of Taluk Boards and various other public bodies, pointing out the defects in the then existing system of primary education and inviting opinions whether by the establishment of School Committees the various defects could not be remedied.

(A copy of the Hon. Sir P. S. Sivaswamy Iyer's letter is herewith sent).

PAMPHLET.

3. The circular was accompanied by a pamphlet on primary education prepared by the Joint Secretary to the Council in which it was pointed out that the rate of progress of education in modern times was slow if not slower than that during the Hindu and Mahomedan rule and the pamphlet dealt with various causes that stood in the way of the spread of education.

OPINIONS AND REPLIES.

4. The Council received as many as 76 replies and they supported the Council's views in a fairly satisfactory manner.

MEETING—13th April, 1906.

5. A meeting of the Council was held at the Cosmopolitan Club, Madras, on the 13th April 1906, when Rai Bahadur P. Ananta Charlu, B.L., C.I.E., formerly member of the Imperial Legislative Council, pointed out at great length the supreme and urgent necessity of the Council addressing the Madras Government on the subject.

LETTER TO GOVERNMENT, DATED 23RD MARCH 1907.

6. The Council on the strength of the replies received, and on the support given to it by the general public, submitted a memorial to the Government on the 23rd March 1907.

It was pointed out in that memorial that:—

(1) In each village in ancient times there was a school for the instruction of the children of the village. The school master was remunerated by the village men.

(2) The existence of a Committee would be a safe-guard against neglect of duties on the part of school masters.

(3) The needs of the locality would be better ascertained by a School Committee than by departmental officers.

(4) It would be an incentive to prominent villagers to take an interest in the schools.

(5) Local Bodies could not give their undivided attention to the spread of education.

(6) The School Committees would collect subscriptions and donations for the upkeep of schools. Endowments though modest in amount would also be forthcoming.

(7) The School Committees would be helpful organisations available for those actually concerned in educational work.

(8) The introduction of such committees would not be attended with disturbance of the existing educational system and primary education would be rendered flexible and more suited to local needs and the requirements of particular classes of people.

(9) It was undesirable to place the 7,000 results' system schools that existed in 1906 under the direct management of the department.

(10) The vastness of the work to be accomplished could only be effected by seeking the co-operation of the people especially when the aim of the spread of education is "To fit the children of the country for their respective positions in after life."

(11) Private effort was not exhausted and the school master managers who had for more than a century helped the spread of education might be encouraged.

(12) The children of the working classes ought to be benefited.

(13) The cost of maintaining an aided school is much less than that of maintaining a Government or a Board School.

(14) The objections that might be urged against the proposal are illusory.

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

7. The Government passed the G.O. No. 742, dated 6th November 1907. In that Order it was pointed out that the responsibility of maintaining a school rests primarily with the District Boards and Municipal Councils and that the institution of independent School Committees would be calculated to create friction and disputes not only with the Local Bodies but also with the department.

To this objection it might be replied that District Boards and Municipalities exercise no real control. The control is mainly in the hands of a handful of departmental officers. It is undesirable to increase the number of these officers. Further it might be pointed out that it is always easy not to sanction any reform on the ground of the likelihood of friction arising in various Local Bodies and also disputes between the Local Bodies and the Government officers and lastly on the ground of want of harmony amongst the villagers.

The Government further pointed out that the Educational Committees contemplated by the Council should be appointed by the Local Boards and Municipalities under S. 34 of the Municipalities Act and under S. 38 of the Local Board's Act.

LETTER OF THE COUNCIL, DATED 12TH DECEMBER 1907, AND LETTER, DATED 16TH DECEMBER 1907, TO LOCAL BODIES.

8. The Council then addressed the Presidents of District Boards and Chairmen of Municipalities in their letters, dated 12th December 1907, and 16th December 1907, whether they had sub-committees established for the consideration of educational subjects.

LETTER OF THE COUNCIL, DATED 10TH APRIL 1908, TO LOCAL BODIES.

9. As the replies received by the Council were disappointing the Council ventured to address the Presidents of District Boards and Chairmen of

Municipalities requesting them to establish school committees to serve the best interests of education. The Council submitted a tentative scheme for the constitution of the Committees in paragraph 10 of their letter, dated 10th April 1908.

REPLIES.

10. Neither the District Boards excepting the District Board of Chingleput nor the Taluk Boards sympathised with the work of the Council.

LETTER OF THE COUNCIL, DATED 23RD DECEMBER 1908, TO THE DIRECTOR OF PUBLIC INSTRUCTION, MADRAS.

11. The Council finding that the arrangements made for the establishment of Educational Committees in Municipalities and Taluk Boards are not satisfactory, for the spread of education, addressed a letter dated 23rd December 1908 to the Director of Public Instruction to recommend to the Government for the sanction of Rs. 600 for three months as an honorarium to gentlemen to be deputed by the Council of Indian Education to assist in the establishment of school committees so as to practically show to the Government the advantages of such committees. The Director of Public Instruction declined to recommend to the Government the said grant on the plea of the general tenor of the G. O. No. 742, Educational, dated 6th November 1908.

GENERAL REMARKS, PARAGRAPHS 12 to 18.

12. In all civilized countries in the earliest stages schools came into existence under the fostering care of the church, and the State took the work by supplementing the labours of the church. A distinct religious basis is given to the education of the children in their earliest stages.

13. In England, previous to 1865, besides the aristocratic schools which are called public schools there were innumerable middle class institutions variously endowed, and these were the grammar schools established in the Tudor and the early Stuart days mainly managed by the church and the people.

14. The Council has abundant reason to believe that even in ancient India there were schools partly managed by the religious institutions and partly managed by the people. The parents in this country regarded the instruction of their children as a sacred duty and there were village schools throughout the country not dependant upon any pecuniary aid from the Government. In short, "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 school-master of his village as soon as he had attained his fifth year."

15. In England the method of "payment by results" devised by the late Lord Sherbrooke was adopted in 1859 and 3 years later a "revised code" was adopted.

16. The Elementary Education Act of 1870 carried through the House of Commons by Mr. W. E. Foster was the first full recognition of the public duty towards the children of the great mass of the labouring population. The result of that enactment was that the whole country was divided into School Districts, some under the management of School Committees and others under that of Church Committees.

17. Unfortunately for this presidency the first grant-in-aid rules were introduced in August 1855 with a view to give effect to the important principles enunciated in the famous despatch of 1854, before the Elementary Education Act of 1870 was passed in England.

18. If only the country had been without any recognised system of grants till 1870, it would have been possible that the School Board System for the establishment of which the Council of Indian Education at Madras have been labouring during the last eleven years would have been established. It will be seen that the "Results' System" remained in force in England from 1859 to 1870 and it was supplanted by the School Board System while the "Results' System" stayed in this country from 1855 to 1907.

LETTER, DATED 25TH MAY 1909, TO THE GOVERNMENT.

19. The Council, following the recommendations of the decentralisation commission report, urged on the Government the necessity of the establishment of school committees and appealed to the Government in their letter dated 25th May 1909. In this letter the whole position was summarised and a grant was asked for giving facilities to the Council to establish school committees in the district of Chingleput, as an experimental measure.

G.O. No. 140, DATED 19TH MARCH 1910.

20. The Government replied on the 19th March 1910 to the Council's letter of 25th May 1909 that they were considering the recommendations of the report of the decentralisation commission.

LETTER, DATED 11TH MARCH 1910, TO MR. H. W. ORANGE, C.I.E.

21. The Council sent all the papers regarding the establishment of school committees to Mr. H. W. Orange, C.I.E., Director-General of Education in India, and received a reply No. 137, Camp Calcutta, dated 15th March 1910, acknowledging the receipt of the papers with thanks.

COUNCIL'S LETTER, DATED 20TH MAY 1910, TO LOCAL BODIES.

22. The Council in their letter to the Presidents of District Boards, dated 20th May 1910, summarised the replies they received to their letter, dated 10th April 1908, and pointed out in paragraphs 4 and 6 of the letter how best the funds set apart by the Government could be utilised by the Local Bodies with the help of school committees to be established. In paragraph 2 of the letter a summary of the replies from the Presidents of the District Boards to the letter of the Council, dated 10th April 1908, was given.

COUNCIL'S LETTER, DATED 29TH MAY 1910, TO THE GOVERNMENT OF INDIA.

LETTER OF THE GOVERNMENT OF INDIA, DATED 3RD JUNE 1910.

23. The Council in their letter, dated 28th May, 1910, requested the Government of India to sanction a grant of Rs. 600 to the Council for the purposes detailed in their letter, dated 23rd December 1908, to the Director of Public Instruction, Madras, regarding the establishment of school committees. The Council received the reply No. 228, dated 3rd June 1910, Calcutta, stating that the Council could not approach the Government of India on such matters except through the Local Government.

LETTER TO THE GOVERNMENT, DATED 9TH OCTOBER 1911.

24. The Council in their letter to the Government, dated 9th October 1911, summarised the opinions expressed by the local bodies to their letter, dated 20th May 1910, again requested the Government to sanction a grant of Rs. 600 for the travelling allowances of their representatives to show to the Government the practicability of working out school committees in villages or groups of villages. A detailed method of working out was given in paragraph 7 of the letter.

G. O. No. 804, DATED 18TH NOVEMBER 1911.

25. The Government in their G.O. No. 804, dated 18th November 1911, remarked that the Council's proposals besides being premature are too ambitious having regard to the magnitude of the issues involved and to the limited nature of the agencies at the disposal of the Council.

It is respectfully submitted that the objection of the Government does not show that the view of the Council is unsound but that a body having larger resources at its command should strive to take action as indicated and that is exactly what the Council has been pressing on the attention of the Government.

DECENTRALISATION REPORT.

26. The Government Order recently passed by the Madras Government on the proposals of the decentralisation scheme does not make any provision for the spread of education.

27. The Council would respectfully beg to submit that the question raised by the Council needs the sympathetic consideration of the Government and pray that the Government would be pleased to put in force such a scheme for the spread of Elementary Education as will have as an integral part of it, the system of school committees as suggested in this memorial.

I beg to remain,
Sir,
Your obedient servant,

Joint Secretary to
The Council of Indian Education, Madras.

ENCLOSURES.

1. Hon'ble Sir P. S. Sivaswami Aiyar's circular letter dated 3rd May 1905.
2. Pamphlet on Primary Education prepared by the Joint Secretary.
3. Replies from the Headmasters of High Schools and educationists.
4. List of the names of the gentlemen who replied to the circular letter.
5. Council's memorial dated 23rd March 1907 to the Government of Madras.
6. Copy of the G.O., No. 742 dated 6th November 1907. (This is printed at the end of enclosure 5).
7. Letters of the Council dated 12th December 1907 and 16th December 1907 to the Chairmen of Municipalities and the Presidents of Taluk Boards.
8. Replies from the Local Bodies.
9. Copy of the Council's letter dated 10th April 1908 to the Presidents of District Boards and Chairmen of Municipalities. A tentative scheme is given in paragraph 10 of this letter.
10. Replies to the above from the Presidents of District Boards and Chairmen of Municipalities.
11. Letters to the Presidents of Taluk Boards of Chingleput.
12. Replies.
13. Copy of the Council's letter dated 23rd December 1908 to the Director of Public Instruction, Madras.
14. Copy of the Proceedings of the Director of Public Instruction, Madras.
15. Copy of the Council's letter dated 25th May 1909 to the Government of Madras.
- *16. G. O. No. 140 dated 19th March 1910.
"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." The Government are considering the above-mentioned proposals and other cognate matters.
17. Council's letter dated 20th May 1910 to the local bodies. A summary of the replies to the Council's letter dated 10th April 1908 was given. Request is contained in paragraph 6 of the letter.
18. Council's letter dated 29th May 1910 to the Government of India.
19. Council's letter dated 9th October 1911 to the Government of Madras.
In this letter a summary of the replies from the local bodies on the Council's letter of 20th May 1910 is given.
Request is contained in para 7 of the letter.
20. Copy of the G. O. No. 804 dated 18th November 1911.
This is printed at the end of enclosure 19.
21. Council's letter dated 29th November 1911 to the local bodies.
22. Replies.

* The G.O. on Village Panchayats issued by the Madras Government in October 1915 mentions the construction and maintenance of Village school houses.

THE COUNCIL OF INDIAN EDUCATION

Mr. Sir S. ⁹ HAMANIA AIYAR, K.C.I.E., L.L.D.,
President.

Mr. P. NAGABUSHANAM PANTULU, B.A., B.L.,
High Court Vakil, Treasurer.

Mr. S. RAJAGOPALACHARI, B.A.,
Joint Secretary.

Madras, ⁹

Dated, 191

Enclosures

8, 9 & 10 have
been sent with the
previous communi-
cations.

Enclosure 16 is the
So No 140 dated
19th March 1910
—

Madras

Dated

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

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

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

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.

PRIMARY EDUCATION.

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

Primary Education.

THE IMPORTANCE OF THE SUBJECT.

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

FREE PRIMARY EDUCATION IN ENGLAND AND OTHER COUNTRIES.

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

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

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

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

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

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

CONDITION OF PRIMARY EDUCATION DURING THE HINDU PERIOD.*

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

PRESENT CONDITION OF EDUCATION IN THE COUNTRY.

According to the recent census, only

64 in every thousand can read and write their Vernaculars.

119 in every thousand males can read and write.

9 in every thousand females can read and write.

Considered according to communities:

Among 1000 males of the Hindus ... 116

" " " Mussalmen ... 141

" " " Christians ... 198

can read and write;

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

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

And among 1000 females of the Hindus ... 7
 " " " Mussalmen ... 9
 " " " Christians ... 91
 can read and write.

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

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

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

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

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

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

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

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

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

The Educational Code prescribes the following Curriculum :—

COMPULSORY SUBJECTS—

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

OPTIONAL SUBJECTS—

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

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

It is further provided that every candidate shall bring up the 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

* December 1902.

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

Next, with reference to inefficient teaching.

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

Lastly, the question of injudicious methods of examination.

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

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

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

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

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

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

During the last few months it has been pointed out that to bring in the neglected $8\frac{1}{4}$ millions of school-going children under instruction it would cost about 70 lakhs of rupees. Should government be pleased to sanction the above-mentioned sum the money would be better spent on technical schools where the majority of these neglected children, that is, children of agriculturists, artisans and other labouring classes, will be profited immensely.

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

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

10. M. R. Ry. Padmanabachari, B. A. B., L., High Court Vakil, Egmore.
11. Secretary, Subramania Aiyar's High School, Mylapore.
12. M. R. Ry. P. R. Subramania Sastri, Ernaculam College.
13. Head Master, Government Girls' School, Cuddalore.
14. Chairman, Municipality, Chingleput.
15. „ Municipality, Conjeeveram.
16. „ Municipality, Dindigal.
17. „ Municipality, Anantapur.
18. „ Municipality, Negapatam.
19. „ Municipality, Chicakulam.
20. Headmaster, Municipal High School, Chicacole.
21. „ Taylor's High School, Narasapur.
22. „ A. E. L. M. High School, Peddapur.
23. „ Rajah Chellayamma Row's High School, Pittapuram.
24. „ C. M. S. High School, Bezwada.
25. „ Town High School, Guntur.
26. Principal, Mrs. A. V. Narasinga Row College, Vizagapatam.
27. „ A. E. I. M. College, Guntur.
28. „ Noble College, Masulipatam.
29. Headmaster, Sri Raja's High School, Nuzvid.
30. „ F. C. M. High School, Nellore.
31. „ Venkatagiri Rajah's High School, Nellore.
32. Principal, A. B. M. College, Ongole.
33. „ Revd. Mr. Meston, Madras Christian College.
34. „ 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, Puducottah.

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

OPINIONS.

IN FAVOUR.

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

PEDDAFOOR,
Dated 7th July, 1905.

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

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

PITTAPURAM,
22nd July 1905.

THE HEAD MASTER,
R. 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

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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.

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

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

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

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

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

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

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

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

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

MAILAPUR,
29th June 1905.

T. R. RAMANADHA AIYER.

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

ERNAKULAM,
3rd June 1905.

P. R. SUBRAHMANYA SASTRY,
Ernakulam College.

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

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

C. GOPALA AIYANGAR,
HEAD MASTER.

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

EGMORE, MADRAS,
29th June 1905.

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

AGAINST.

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

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 pedagogics of the "Normal School." Nor do I think that amongst the villagers could be found men of such stern independence of character and of such keenness of judgment as could be relied on for thorough fairness in the distribution of grants. The most deserving teacher may not always be the most popular one with the Board or with its most masterful member. Doubtless I shall be told that the distribution will only be made according to the rules framed by the Department. But your Council knows how wide is the chasm between the law and its application. Therefore I would say "Let well alone."

C. T. PARTHASARATHY MUDALIAR, B.A., L.T.,
CHITTOOR (NORTH ARCOT),
4th June 1905.

HEAD MASTER,
Board High School.

MADRAS,
23rd March, 1907.

From

S. RAJAGOPALACHARI, B.A.,
(Assistant Master, Pachaiyappa's College, Madras);
Joint Secretary to the Council of Native Education,
Madras, 22

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

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 Schoolmaster 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 35% of the expenditure. No doubt until now the schools have been greatly handicapped by the hard-and-fast Rules of the Educational Department. The Council welcomes freedom from undue restrictions. Freedom should at the same time be conducive to the spread of education. This can only be

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

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.

Primary Education herewith sent in 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. SUBRAHMANIA AIIYAR, Kt., C.I.E.

Secretaries:

THE HON'BLE MR. P. S. SIVASWAMI AIIYAR, 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 38 of the Local Boards Act, may appoint Sub-Committees of their own members to superintend educational institutions which are under their control. These Sub-Committees may associate with themselves "other inhabitants of the local area" for the purpose of fostering educational zeal within such area. Similar provisions appear in Section 38 of the District Municipalities Act. It is open to any District Board or Municipal Council to appoint such Committees. In the case of Government schools and schools under private management, the interference of local Committees would be open to obvious objection.

(True extract.)

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

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

FROM

S. RAJAGOPALACHARI, B.A.,

Joint Secretary to

The Council of Native Education, Madras.

TO

THE PRESIDENT OF

THE DISTRICT BOARD OF

his letter

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 of 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 primary education. The Government in their G. O. No. 742, dated 6th November, 1907 state "that under Section 38 of the Local Boards Act the law provides for the constitution of local educational committees under the authority of Local Boards" and the G. O. 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 committee is in existence in your Municipality and whether they also evince any interest in the educational institutions 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,

S. RAJAGOPALACHARI, B.A.,

Joint Secretary to

The Council of Native Education, Madras.



From

MR. 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, Madras.

SIR,

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 para. 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.

I beg to remain,
Sir,
Your obedient Servant,

Joint Secy. to the Council of Native Education, Madras.

No.436 dated 26th Jan., 1909.

Proceedings of the Director of Public Instruction.

2

Letter from the Joint Secretary to the Council of
Native Education, Madras, Dated 23rd December 1908.

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.

Sd. V.Krishnaswami.

for Director of Public Instruction.

From

MR. S. RAJAGOPALACHARI, B. A.,
Joint Secretary to the Council of
Native Education,
MADRAS.

To

THE SECRETARY TO
The Government of Madras,
Educational Department,
Fort Saint George.

SIR,

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 Iyer, 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. Rajagopalachariar, 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 para 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 that 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 for 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 $4\frac{3}{4}$ million males under instruction and 6,23,000 females, while the total expenditure was $3\frac{3}{4}$ millions sterling, and that when it is considered that the last census revealed only $15\frac{1}{2}$ 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 Stanly 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 para 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 5 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 the functions of the Sub-District Boards and District Boards.

The Hon'ble Sir S. Subramania Aiyar K. C. I. E.,
President.

The Hon'ble P. S. Sivaswami Aiyar, C. I. E.
Secretary.

I beg to remain,
Sir,
Your most obedient servant,

Joint Secretary to the Council
of Native Education,
Madras.

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. Rajagopalachariar.
3. List of the names of the gentlemen who replied to the circular letter.
4. Opinions of the Head masters of High schools and the Chairmen of Municipalities.
5. Council's memorial to Government dated 23rd March 1907.
6. Copy of the 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
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 President of the 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.

To

THE PRESIDENT OF
THE DISTRICT BOARD OF

SIR,

I am directed by the Council to forward to you the replies of the Presidents of District Boards and Chairmen of Municipalities to the circular letter of the Council, dated 10th April 1908, regarding the establishment of School Boards in villages or groups of villages and to request you to establish Central committees and Village committees for the spread of Elementary education.

2. The following is the summary of the replies:—

I. Chingleput. "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 schools within the Union."

II. Cuddappah.—"Each Taluk Board should be requested to appoint a committee under section 34 (5) and frame rules and the question of the establishment of a Central committee be postponed for a year."

III. Trichinopoly. "Trichinopoly Taluk Board is in favour of the proposal. Musuri would wait till funds become available. Arialur is unable to do anything at present owing to its backward condition."

IV. South Canara. "Committees under Section 34 (5) of Local Boards Act have been formed by 3 Taluk Boards."

V. & VI. Tanjore and Coimbatore. "The Council of Native Education is advised to carry on further correspondence with the Taluk Boards."

VII. Guntur. "Ongole and Guntur Taluk Boards are not prepared to take up the proposals. Narasarowpet is of opinion that it is too soon to form village committees."

VIII. Ganjam. "The experiment should be tried in more advanced districts."

IX. Anantapur. "The Taluk Board should take action if they should think fit."

X. North Arcot. "The Presidents of Taluk Boards are opposed to the formation of committees."

XI. Salem. "Local Committees carrying on correspondence with local bodies and with the Council of Native Education at Madras would lead to confusion."

XII. Madura. "There is no such committee in any of the Taluk Boards in this District."

XIII. Vizagapatam. "I do not see my way to taking any useful action in the matter."

XIV. Nellore. "The Board is unable at present to take action in the direction indicated."

XV. Nilgiris. "The arrangements at present in force meet the requirements."

XVI. Tinnevely. The Government is not in favour of the formation of committees . . . The letter of the Council has been recorded.

of the Educational Department of the Government of India in 1904 the following important changes have been made

(1) Owing to the re-classification of schools, elementary schools are at present intended to provide the children of the masses with a sound Elementary education in the main in the vernaculars.

(2) Schools under public management like Local Board schools and Municipal schools are excluded from the scope of the Code and they are aided by a subsidy direct from the Government.

(3) Elementary schools are paid from Local and Municipal Funds.

(4) The system of paying grants is now based on the number of teachers and the average attendance of pupils.

(5) Grant-in-aid Code is confined to schools under private management.

4. The proposal of the Council of Native Education is that the Central Committee established at every District centre, consisting of ten representative men as detailed in their letter dated 10th April 1908 to the Presidents of District Boards should apportion the subsidy they get from the Imperial and Provincial Funds and the money set apart by District Boards out of Local Funds, to the village committees. In villages or groups of villages where there are 3000 inhabitants there ought to be a village committee to supervise the education of 450 children. There should be 10 schools for these children and the village committee should be empowered to distribute only half the money at their disposal among these ten schools while the remaining half should be reserved for giving the children of the villages such instruction as would fit them for their position in life. If more funds should be required such sums should be raised from among the people either by subscriptions or donations or in any other suitable manner. If an additional sum should be required a cess can be levied.

5. The Council venture to point out that the suggestions herein made are in accordance with the views of the Chingleput District Board. The Council would be happy to obtain information from the Presidents of Taluk Boards whether there are non-official public bodies in village unions who would co-operate with the Council of Native Education in order to advocate for the imposition of additional taxation for successfully working out the system of village education.

6. In conclusion the Council earnestly desire that Central committees and Taluk committees should be established for (1) apportioning money to village schools, (2) for imparting religious instruction to the children of the villages, and (3) for supervising the literary side of the education of the children.

7. The Council would esteem it a great favour if replies are received before the 15th of July.

I beg to remain

Sir,

Your obedient servant

S. Rajagopalachari

Joint Secretary to the
Council of Native Education,
Madras.

(4) Whether the pandits and the managers of schools desire that any common system of examinations should exist from the beginning.

I remain, Sir, Your obedient servant,

S. RAJAGOPALACHARI,

Joint Secretary to The Council of Native Education, Madras.

Pachaiyappa's College,
Madras, 29th November 1911.

To

THE PRESIDENTS OF TALUK BOARDS.

SIRS,

I am directed by the Council of Native Education to bring to your kind notice that the Government have in their G. O's., dated 6th and 9th October 1911, made provision of a lakh of rupees for subsidies to District Boards to enable them to open more Elementary Schools in villages where there are no schools at present, and another provision of one and a quarter lakh of rupees for Building grants to the District Boards for the construction of Elementary school buildings.

2. The grants are distributed in the following manner:—

Districts.	New School grants	Building grants
1. Ganjam	6,000	2,415
2. Vizagapatam	4,000	4,291
3. Korapet	2,000	...
4. Godaveri	6,000	3,088
5. Kistnna	6,000	12,357
6. Guntur	6,000	6,182
7. Nellore	...	3,099
8. Bellary	...	...
9. Anaparthi	...	...
10. Cuddapah	...	...

Spare copies sent to seek the co-operation of Headmasters of High Schools.

Pachaiyappa's College,
Madras, 29th November '11.

TO

THE CHAIRMEN OF MUNICIPALITIES,
AND
THE PRESIDENTS OF TALUK BOARDS.

SIRS,

I am directed by the Council of Native Education to bring to your kind consideration the following facts:—

2. You are aware that the grouping of the subjects for the Secondary School Leaving Certificate Scheme, coupled with the option allowed to the students, has operated as a discouragement to the study of the vernaculars of the Presidency and even in a greater measure to the study of Sanskrit, Arabic, or Persian.

3. Several institutions in the mofussil and in the Presidency town have ceased to provide for the teaching of these languages and literatures, and it is feared that if this omission is allowed to become general, it must seriously impair the soundness of the educational system.

4. On the 12th of September 1911 under the presidency of Dewan Bahadur K. Krishnaswami Rao, C.I.E., teachers, parents and guardians met at Pachaiyappa's Hall, Madras, and have submitted a memorial to Government on the subject.

5. The Council of Native Education at Madras have also sent circular letters to the Headmasters of High Schools on the same subject.

6. The Government have been all along showing very great solicitude encouragement of the vernaculars but they have always refrained from the decision of the local authorities. Final Certificate

the leaders of

12. The Council earnestly hope that the Taluk Boards would bring into existence the Taluk Committees, if not also the village committees, on the Coronation Day of His Imperial Majesty the King-Emperor so that a beginning may be made on that auspicious day for the commencement of mass education in this country.

I remain, Sir, Your obedient servant,
S. RAJAGOPALACHARI,
Joint Secretary to The Council of Native Education, Madras.

Opinion of the Council of Native Education submitted to the
Madras Government re the Hon. Mr. Gokhale's Elementary Education Bill.

I am directed by the Council of Native Education to submit the following observations on the Elementary Education Bill referred to them for opinion under G. O. No. 108, dated 1st April 1911.

2. The Council greatly regret the inability to forward their opinion within the time allowed by the Government as most of the members had gone up-country during the recess of the Courts, Colleges and Schools.

3. The Council are of opinion that the Bill of the Hon'ble Mr. Gokhale has been conceived on correct lines though they venture to think that some of the provisions are not altogether adequate to meet the necessities of the case so far, at any rate, as this Presidency is concerned.

4. The Provisions of the Bill are based largely on the Irish Education Act of 1872 and 1876. The Council of Native Education at Madras which was established in 1900 have been endeavouring during the last seven years, following the general principles of the English Act of 1872, to create public opinion in this Presidency for the establishment of School Boards in villages or groups of villages for the spread of education. In these circumstances, the Council, while approving of the formation of the School Attendance Committees for working the provisions of the Bill, are of opinion that the formation of School Boards having control over particular villages or groups of villages, one of whose functions will be to work the provisions of the Bill, is desirable so as to better provide for the satisfactory spread of education in rural areas. This will have the merit of getting local gentlemen interested in education to take a legitimate interest in School work and thus promote the cause of the spread of education.

5. In the Council's view the imposition of an educational cess is called for with the limitations provided for in the Bill, namely that only a certain portion of the total cost shall have to be met by the local bodies concerned where the general revenue of the local body is not enough to defray the additional cost entailed and the Council are of opinion that the imposition of an educational cess in the circumstances contemplated by the Bill will not be felt as a hardship by the people concerned as the people have the assurance that the cess thus collected is to be devoted entirely to elementary education in the local area.

6. The Council are of opinion that the principle of compulsion is not enforced where the people have already become familiar with distinctly of opinion, education should become made compulsory in at least so a day too soon that efforts sho

(4) That the amount not actually expended during the current year shall be re-allotted for the same purpose in the budget of District Boards concerned for expenditure during 1912-1913.

4. In their generosity the Government have set apart large sums of money for the spread of Elementary education but have made no provision for the agency to take up the work. The Council would venture to suggest that in every Union town or groups of villages where there are no schools, the Taluk Board would appoint village committees for the purposes detailed in para. 7 of the letter of the Council of the Native Education, dated 9th October 1911 (a copy of the letter is herewith sent). The plan herein indicated is to bring into existence a body of men in each locality to take the place of school-master managers, or of private managers—Hindu or Missionary. The Committee is to consist of five men, two of whom should be leading gentlemen* of the village, two others to be elected by the body of the village school-masters and one more to be elected by the non-official members of the Taluk Board.

5. The Educational Committee of the Taluk Board will consist of two of the non-official members of the Taluk Board to be elected by the non-official members and one a nominee of the President of the Taluk Board, preferably a non-official, and two more to be the two members of the village committees, one of whom to be a representative of the village school-masters. The first three will form a standing committee, the remaining two will vary with respect to each village group.

6. It is suggested that in all these schools the village committee should be given a free hand for the management of the schools, framing of the curriculum of the studies and the appointment of teachers, etc., so that there might be two classes of schools, one controlled by the department and the other controlled by the Taluk Boards with the co-operation of the people where the indigenous system of teaching, so ably recommended by the Bombay Government, might take its lost place in the educational system of the country. The relative advantages and disadvantages of the two systems might be noticed at the end of a year or two.

7. It is earnestly hoped that the Taluk Committees will take up the question immediately by apportioning the amount of grants to the village committees so that the village committees might supplement the grants placed at their disposal in each locality and carry on the work of

rd Act for the appoint-

Madras 15th. March 1910.

Hon'ble Mr. H. J. Orange C.I.E.,

Director General of Education in India,

B. Rajagopalacharry, B.A.,

Joint Secretary to the Council of Native Education,

Park Town M A D R A S.

I have the honour to acknowledge with thanks the receipt of your letter dated 11th. March 1910 and of the papers regarding the establishment of school boards in villages or groups of villages for the spread of elementary Education in the Madras Presidency.

I have the honour to be,
Your most obedient servant,

(52)

4

Mr. S.Rajagopalacharri B.A.,

Joint Secretary to the Council of Native Education,

M A D R A S.

The Hon'ble Mr. H.W.Orange, C.I.E.,

Director General of Education in India.

Sir,

I herewith send for your kind acceptance the G.O. No. 140 dated 19th. March 1910--and order passed by the Madras Government on the letter of the Council of the Native Education dated 25th. May 1909.

2. I further understand from the reply given by the Hon'ble Sir William Mayer to the question No. XXVII asked in the Local Legislative council held on the 12th. March 1910, in connection with the Decentralisation report that "The suggestions made by the Decentralisation commission were of an important and far reaching character and could not in any case be adopted without the approval of the Government of India and the Secretary of the State. The report of the whole is still under the consideration of the Government of India, but the Local Government have already been addressed in regard to many of the recommendations made. Some of these cases, their replies have been sent in to the Government of India in others the reference is still under their consideration."

53

L.no. 228

Simla, 3rd.

19

To,

Mr. S.Rajagopalcherry, B.A.,

Joint secretary to the Council of Native Education,

Park Town, M A D R A S.

Dear sir,

In reply to your letter of the 28th. May 1910, I thank you for the copies of correspondence which you have sent to me, but I am to be unable to bring it to the notice of the Government of India together with your request for a grant of Rs.600/-. You cannot approach the Government of India on such a matter as this except through the Government.

Yours faithfully,
(Sd) H.W.Orange.

Ganjam. 2. Kistna. 3. Anantapur. 4. Vizagapatam. 8. Nellore. 9. Nilgiris. 10. Tinnevely.

(c) The following District Boards, namely: Malabar, Bellary and ... sent no replies.

4. The Council then addressed the Presidents of District Boards on the 20th May 1910, and requested them to ascertain from Presidents of Taluk Boards whether it was not desirable that School Committees should be established for the following purposes:—

- (a) Imparting religious instruction to the children of the villages.
- (b) Supervising the instruction in the 3 R's.
- (c) Apportioning money grants to village schools. (A copy of the Council's letter, dated 20th May 1910 is herewith submitted.)

5. The following are the replies:—

(1) Chingleput:—There are no non-official public bodies in the Unions under the Chingleput Taluk Boards which would assist you and your friends in securing increased taxation. If you are desirous of enquiring further, I have no doubt that the Chairmen of the respective Unions will be happy to afford you any information if you will address them direct.

(2) Cuddapah sent no reply.

(3) Trichinopoly: Musuri Taluk Board.—

“The Taluk Boards may give to village panchayats some contribution, say one half of the actual cost which Panchayats spend on Primary Education, and this system might give some appreciable success.”

(4) (a). South Canara: under dated 11th June 1910:

“There are no Unions under this Board. With regard to your suggestions about the establishment of Taluk Committees for apportioning money to village schools, the Taluk Board can do nothing in the matter as teaching grants are paid from provincial funds direct to private schools.”

(b) South Canara: under date 26th August 1910:

Education Committees were formed in this District only recently and that for the present they will not be able to undertake the duties which the Council of Native Education would wish them to undertake.

5. Tanjore:—No replies were received from the Presidents of Taluk Boards since the circular letter of the Council of Native Education dated 20th May was not communicated to them by the President of the District Board.

6. Coimbatore:—For replies from the Taluk Board of Kollegal and from a non-official member (see appendix).

and (11) Salem sent no replies.

think it advisable to take any steps in the direction ... calling the attention of the Presidents of Taluk Boards to the provisions of Section 34 (1) (v) of the Madras Local Boards Act V of 1884, suggesting that it may be found advantageous in certain cases to appoint committees to superintend the larger schools under their control, which I have done.

(13) Vizagapatam:—As the Elementary Schools are under the direct management of the Taluk Boards it is for the Taluk Boards to take any action in the matter.

(14) Nellore:—The Council is referred to the opinion forwarded to the Council in the District Board's letter No 1171, dated 22nd September 1908, regarding the establishment of School Boards and hence the Council's letter of the 20th May 1910 was recorded.

(15) Nilgiris:—There are no Taluk Boards in this district and that the District Board has no special educational committee.

(16) Tinnevely:—There is no educational committee on the District Board.

(17) Godavari:—I am not prepared to take any action in the matter.

(18) Bezwada:—The formation of School Boards and investing them with any control over matters educational and financial is too premature.

(19) Malabar: (20) Bellary (21) Kurnool—sent no replies.

6. The Council are of opinion that so far as this Presidency is concerned there is ample provision in the Act of 1884, section 34 (1) (5) for the establishment of village committees. The Act also provides that sub-committees thus appointed under section 34 may associate with themselves other inhabitants of local areas for the purpose of fostering educational zeal within such local areas. The President of the Chingleput District Board has pointed out that the Village Committees could also be formed by the Union Panchayats being empowered under section 141 (c) of the Local Boards Act. Lastly the Government have pointed out in a G. O. dated 19th March 1910 that the co-operation of the people could be obtained as suggested by the Decentralization Committee.

7. The Council now venture to approach His Excellency's Government for the sanction of a grant of Rs 600 to the Council of Native Education for the payment of honoraria and travelling allowances to their representative or representatives to travel through any particular district with a view to seek the co-operation of the people for the establishment of Village Committees whose functions should be:

- (1) To establish schools in places where there are no recognised schools;
- (2) To look to the compulsory attendance and other clauses of the Hon'ble Mr. Gokhale's Bill when it becomes law;
- (3) To devise schemes of studies suitable for every locality and for every class of community;

- To promote local symantapar. 4
- (8) To obtain voluntary contributions,
 - (9) To distribute any educational cess equitably under their charge;

(10) To ascertain from villagers at first hand why the existing system of education has touched only a small part of the population;

(11) To devise a sound system of education so that it may reach the whole population.

8. It might be contended that this work could be entrusted to the educational officers of the department. The Council would venture to suggest that in the spread of education the officers of the Educational Department should seek the co-operation of the Revenue Divisional officers of the District and also of the people of the country. A proposal of this nature was advocated in the Council's letter dated 21st December 1908 to the Director of Public Instruction, Madras. (A copy of the letter is herewith enclosed)

9. The Council humbly request that the Government would be pleased to sanction a grant of a sum of Rs. 600 to be placed at the disposal of the Council to demonstrate the practicability of the scheme for the establishment of Village Committees in villages or groups of villages for the spread of education.

10. The Council would further request the Government to pass orders for the Revenue Divisional officers and the Sub-Assistant Inspectors of Schools giving the representative or the representatives of the Council such help as is required by them during the time of three months which would be required for conducting and completing the work necessary for the establishment of Village Committees. The Council hope to submit a report embodying the opinions of the Revenue Divisional officers and the Sub-Assistant Inspectors of Schools at the end of three months in the manner indicated in the Council's letter dated 21st December 1908 to the Director of Public Instruction.

I beg to remain,

Sir,

Your most obedient servant,

S. Rajagopala Chari.

Joint Secretary to

The Council of Native Education, Madras.

ENCLOSURES

1. A copy of the Council's letter to the Government of Madras, dated 25th May 1909.
2. A Copy of the Council's letter to the Presidents of District Boards, dated 20th May 1910.
3. A copy of the Council's letter to the Director of Public Instruction, dated 21st December 1908.

ecting officers and their own edu-
system under which a Taluk Board is treated
Schools and all private schools look only to the
officers of the Educational Department for control and aid is not likely to induce
local bodies to feel that they are responsible for the increasing spread of primary
education within their jurisdiction. I would therefore to suggest that even pri-
vate schools should be placed under Local Boards as regards financial aid subject
to the proviso that they should take the advice of educational officers. If this
is done, the Educational Committee of Local Boards may be able to do very useful
work in increasing the number of private aided schools, for it is not possible
that a Local Board can afford to maintain a school of its own in each village with
present resources.

OPINION OF A NON-OFFICIAL MEMBER OF THE TALUK BOARD OF KOLLEGAL.

The formation of School Boards is necessary for the spread of education
suitable to the villagers; their powers would be limited to—

(1) The supervision of the punctual work in the schools

(2) The fixing of local holidays

(3) Submission to the educational authorities of any changes in the curricu-
lum required for the needs of the locality. Collections of contributions for the
improvement of schools under their supervision.

(4) Applying for any additional expenditure from public resources.

EDUCATIONAL DEPARTMENT.

G.O. No. 804, dated 18th November 1911.

Read the following papers:—

FROM THE COUNCIL OF NATIVE EDUCATION, MADRAS.

Dated 9th Oct. 1911.

Order:—

The Government while appreciating the interest taken by the Council
in the matter, consider that, its proposals besides being premature, are too
ambitious having regard to the magnitude of the issues involved and to the
limited nature of the agencies at the disposal of the Council. On these grounds
they regret that they do not feel justified in making the grant applied for. They
will be glad to avail themselves of the advice and assistance of the Council
in educational matters when suitable opportunities occur.

(True extract)

Ag. Secretary to Govt.

To the Council of Native Education.
" Director of Public Instruction.

V. Ramaswamy Sastrulu & Sons, Printers, Tondiarpet Madras :—1912.

49 62
Opinions on the letter of the Council of Native Education, dated 29th November 1911,
re The Establishment of Committees for the Spread of Education.

1. *Bunder Taluk Board, Masulipatam.* 18-4-12.

The committees that can be appointed under Sec. 34 of the Local Boards Act can only have supervision, control and management of the institutions maintained by the Board and it will not be in their province to frame the curricula of studies or to appoint teachers, etc., referred to in para. 6 of your letter. It is therefore desirable that at the instance of the Council of Native Education, committees are formed for the purposes mentioned in paras. 5 to 7 of the letter and this Taluk Board will be prepared to render assistance to those committees.

The funds at the disposal of this Taluk Board are just sufficient for the schools under its direct management and the Board is not now in a position to contribute any grants to private schools or to take for the present any action of the kind proposed in para. 7 of the letter.

2. *Tiruvallur Taluk Board.* 20-4-12.

There is already a sub-committee consisting of Taluk Board Members and appointed by the Taluk Board. The members of that committee visit schools and suggest improvements whenever needed. Questions connected with such schools are considered by it. This committee is sufficient for the present and any other recommendation, is, in the opinion of the Taluk Board, unnecessary at present.

3. *Tindivanam Taluk Board.* 28-5-12.

Opinions of the Sub-Assistant Inspectors of Schools, Tindivanam and Villupuram Ranges, on the proposals of the Council of Native Education.

The Taluk Board is of opinion that the system may be given a trial in one or two selected villages.

4. *Peddapur Taluk Board.* 23-9-12.

Opinion of the Sub-Assistant Inspector of Schools.

The formation of educational committees raised by the Council is neither desirable nor necessary since the Government have declared the proposal to be premature in G.O., No. 804 of 18th November 1911 quoted by the Council of Native Education in its letter.

THE COUNCIL OF INDIAN EDUCATION

Mr. Sir S. SUBRAMANIAM AIYAR, K.C.I.E., L.L.D.,
President.

Madras,

Mr. P. NAGABUSHANAM PANTULU, B.A., B.L.,
High Court Vakil, Treasurer.

Mr. S. RAJAGOPALACHARI, B.A.,
Joint Secretary.

Dated, 191



*These papers are
intended for trans-
mission to the govern-
ment of India*

m

Madras

Dated

THE COUNCIL OF INDIAN EDUCATION
MR. S. RAJAGOPALA CHARI B. A.,
Joint Secretary,
The Council of Indian Education,
Park Town, Madras.

*These papers are
intended for the
information of the
Secretary to the
Government of India*

Vol 4421
30.11.16

Park Town, Madras.

22nd November 1916.



From

Mr. S. Rajagopala Chari B. A.,

Joint Secretary to

The Council of Indian Education,

Madras.

To

The Secretary to

The Government of Madras

Educational Department

Fort Saint George,

Madras.

Sir,

I am directed by the Council of Indian Education, Madras, to request you to be pleased to forward the accompanying memorial on the subject of the establishment of school Committees in villages or groups of villages for the spread of Education in this Presidency to the Secretary to the Government of India, Educational Department, Delhi, with the favourable remarks of His Excellency's Government.

I beg to remain,

Sir,

Your obedient servant,

S. Rajagopala Chari

Joint secretary to

The Council of Indian Education,

Madras.

PAGES 63 TO 147

SUBSTITUTE FOR DETACHED ENCLOSURE.

Home (Educ.) DEPARTMENT.

Letter
~~G.O.~~ No. 122, dated 31 1 1917.

FORWARDED TO THE S. O. S. Dept. of Education

the ^{Letter}~~G.O.~~ mentioned above.
WITH ~~G.O.~~ No. , dated 1917.

DATE 1 - 2 - 1917.

C.No.4418, from the Joint Secretary to the Council of Indian Education, dated the 22nd November 1916.

C.No.4421, from

--do.--

--do.--

Subject.

Formation of school committees.

The Joint Secretary to the Council of Indian Education forwards two memorials - one addressed to this Government and the other to the Government of India - praying that the Government will be pleased to put in force such a scheme for the spread of elementary education as will have as an integral part of it the system of school committees as recommended in the memorial.

Pages 1-62 of CF

Page 63-147 of CF

Page 8 of CF

Page 2 of CF

2. From paragraph 7 of the Secretary's covering letter and the communications referred to therein, it appears that the principal measures advocated by the Council are

- (1) the establishment by each District Board at its headquarters of a central committee consisting of eleven members (the majority of

Page 107 of CF

the guidance of the central committee, in taluk stations and in union towns, which will discharge similar functions within their areas;

(2) the constitution of village committees by local boards in exercise of the powers conferred on them under section 34(1)(5) of the Local Boards Act; and

(3) the grant of a sum of Rs.600 to the Council to enable it to establish school committees in selected places.

The suggestions made by the Council are far from clear, as they are contained in a number of separate communications addressed to Presidents of local boards in different years.

3. The memorial to the Government of India appears in some respects ^{to be} an appeal against the orders passed by this Government in G.O.No.1410 L., dated the 2nd October 1915, as regards the constitution of village panchayats (vide paragraph 26 of the printed memorial).

4. The Government

Page 141 of c.f.

Page 141 of c.f.

Page 69 of c.f.

Pages 3-5 of notes

G.O.No.742 Edl.,
dated the 6-11-07.

(P)

L

G.O. 1410 L
2-10-15
(R)

Decentralization Commission in regard to the grant of increased powers to local bodies in respect of primary education. The recommendations of the Commission and the views held by this Government and the Government of India on the subject will be found explained in paragraphs 5 and 6 of the printed note dated the 4th December 1916. It is open to local boards and municipal councils to establish sub-committees to look after educational institutions under their control and these sub-committees may associate with themselves other inhabitants of the local area. It has accordingly been held that there is no need to establish school committees which would be altogether independent of ~~the~~ local bodies. Besides, if the panchayats now being established in different districts prove a success, it might be possible to entrust them with increased powers over village schools.

5. In view of the fact that ^{the} inhabitants in certain tracts of the Presidency are still backward and evince little interest in educational matters, it does not appear desirable to insist on the

may therefore be opposed.

6. A draft letter to the Government of India is submitted for approval. It may be sent to the Local and Municipal Department for acceptance. It does not appear necessary to take any action on the copy of the memorial submitted to this Government.

For no 44217
10.7.17



Cn. 214 L
15.7.17

214 L
23.1.17

11/1/17

11.1.17

L & M
10/1/17

Submitted that the draft letter to the Govt of India may be accepted in this department and the file returned to the Home (Edn) Dept

19/1/17

19.1

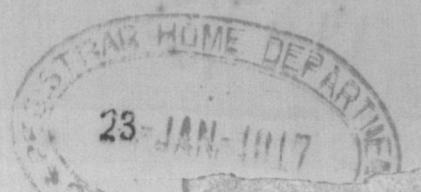
21/1/17

VTK

20/1

sec

Home (Edn) Dept



Home (Ed)

For orders as to circulation to H.E.

At
23.1.17
A

HE
26/1

Please see pencil amendments.

28 JAN 1917

Please ink the
pencil alterations and
return them

B
29.1.17

The corrections have been inked

At
29.1.17

Box C-2
Airc 26.1.17
Refd 27.1.17

348 installation and overhaul

At
11.1.17
A

HE
26/1

51520-288
1501

Please ink the
pencil alterations and
return them

B
29.1.17

At
11.1.17
A

School Committee

Forwarding to the Govt of India a memorial from the Council of Indian Education, Madras, praying for the establishment of elementary education in the Madras Presidency to assist in the development of Home (Education) Department.

Read C.Nos.4418 and 4421, from the Joint Secretary to the Council of Indian Education, Madras, dated the 22nd November 1916.

ORDER:
MIS.

121 dy the 31. 1. 17

The memorial will be forwarded to the Government of India.

C.R.
9-1-17.

To the Joint Secretary to the
Council of Indian Education,
Madras (P & O).

LETTER:-

122 dy the 31. 1. 17.

To

The Secretary to the
Government of India,
Department of Education

Sir,

I am directed to forward a

the Govern

Secretary to the Council of Indian Education, Madras, praying for the establishment of school committees in the Madras Presidency to assist in the development of education in rural areas.

2. As stated in the memorial the Council made a similar request to this Government in March 1907.

It was then pointed out to the Council that the responsibility for the extension of elementary education rested primarily with district boards and municipal councils, that the law empowered these bodies to appoint sub-committees composed of their own members and, if necessary, other inhabitants of the local area for fostering educational zeal within their jurisdiction, that the constitution of independent school committees would be calculated to

G.O.No.742 Edl., dated the 6th November 1907.

(L)

G.O.No.140 Edl., dated the 19th March 1910.

(I)

—do—

3.

Seett. 11-8 (f)—25,005—27-4-15.

and that such committees could hardly be entrusted with the control of Government schools and schools under private management. The Council again in its letter dated the 25th May 1909 requested this Government to issue instructions to district boards to bring into existence committees for the purpose of establishing and managing schools in every village and also to place a sum of Rs.600 at its disposal to demonstrate the possibility of establishing school committees as an experimental measure in the Chingleput district. As the recommendations of the Royal Commission on Decentralization on the subject of the constitution and development of village panchayats were then under consideration, this Government declined to take action

Rs.600 for experimental purposes. The Council renewed its request for a grant in October 1911 to enable it to start experimental school committees, but the request was refused in view of the magnitude of the issues involved and the very limited nature of the agencies at the disposal of the Council.

G.O.No.804 Edl., dated the 18th November 1911. (J)

3. In paragraph 38 of their Resolution No.55-77, dated the 28th April 1915, the Government of India communicated their observations on the proposals of the Decentralization Commission in regard to the constitution of village panchayats; and after a careful consideration of the whole question this Government have, in their Proceedings No.1410 L., dated the 2nd October 1915 (copy enclosed) decided to improve and develop union panchayats as defined

Pages 145-146 of G.O.No. 1410 L., dated the 2nd October 1915. (R)

(R)

Para.9 of G.O.No.1410 L., dated the 2nd October 1915. (R)

duties of union panchayats are specified in section 141 of that Act, one of them being the establishment and maintenance of schools. ^{Further,} ~~provides~~ under Article 389 of the Madras Local Fund Code a taluk board is empowered to hand over the management of any of its schools to the panchayat of the union in which such school is situated, ^{while to meet the case of)} ~~in such~~ villages which do not form part of a union it is open to a local board under section 34(v) of the Act to appoint local committees for the superintendence and management of its educational institutions. ^{I am to} ~~In such~~ ^{add that} ~~places~~ the Government have approved the establishment of informal ^(in non-union villages with a view to) panchayats on a voluntary basis to promote common action for common purposes, such as the control of village sanitation, the construction and maintenance of village school houses.

(R)

the spread of elementary education
 — already exist and admit of widely extended use.
 In view of these considerations the

Governor in Council does not think

that there is any need at present

for the introduction of a system of

school committees such as that sug-

gested in the memorial and he is

therefore unable to support the prayer

made to the Government of India.

I have etc.

N.K.

7-1-17.

C.R.

9-1-17.

[Handwritten signature]
20/15

When given for copying
 When copied *31-1-*
 When examined *30-1-*
 When signed *1-2-17*

1917.

READ AGAIN G.O. No.
 191

DATED

CURRENT No.

ENCLOSURES TO C. No.

ORDER OF GOVERNMENT

A A A A A A A

LETTER OF GOVERNMENT.

STATEMENT WITH DFTO.

PAPERS NOT FILED UP, BEING MEANT FOR DESPATCH
 IN ORIGINAL.