

(1917) Department

Primary SERIES

G.O. No. 203

DATED 19-2-1917

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[Despatch Abstract]

Legislative Council resolution

Regarding papers relating to resolution No. 71 moved by the Hon. Mr. Rao Bahadur M. Ratnachandra Rao Pantulu at the meeting of the Legislative Council held on the 21st November 1916 regarding the appointment of a committee to report on the sufficiency of accommodation in secondary schools.

NOTES CONNECTED WITH RESOLUTION ON MATTERS OF
GENERAL PUBLIC INTEREST.

[SUBJECT.—Committee to report on the sufficiency of accommodation in secondary schools.]

The Hon'ble Rao Bahadur M. RAMACHANDRA RAO PANTULU :—

VI. This Council recommends to the Governor in Council that a committee of officials and non-officials be appointed to inspect and report on the sufficiency or otherwise of the accommodation available in the existing secondary schools in this Presidency and to suggest ways and means for increasing this accommodation and for affording better facilities for secondary education for boys.

HON. (EDUCATION) DEPARTMENT.

The Additional Member suggests that a committee of officials and non-officials be appointed—

(1) to inspect and report on the sufficiency or otherwise of the accommodation available in the existing secondary schools in this Presidency, and

(2) to suggest ways and means—

(a) for increasing this accommodation, and

(b) for affording better facilities for secondary education for boys.

2. As regards the first suggestion the secondary schools in the Presidency may be divided into three classes according to their management, viz.,

(i) schools under Government management,

(ii) those under the management of local bodies, and

(iii) those under private management.

Statement 32, page 30 of volume II of Public
Instruction Report, 1915-16.

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The numbers of such schools on the 31st March 1916 were 6, 85 and 249. There is no reason to suppose that the few Government secondary schools in the Presidency are not provided with adequate accommodation. As regards schools under the management of local bodies, the provision of suitable buildings for them is primarily a matter for the local bodies concerned. The Government help those whenever possible with subsidies for the construction of buildings for schools and hostels. The private-managed institutions receive aid under the Grant-in-Aid Code. Chapter VIII of the latter

relates to grants for school buildings. Till the year 1912 the grant payable by the Government for the construction of buildings was *one-third* of the total cost. In 1912

G.O. 370, 1st May 1912.

the rate was raised to *one-half*. The Government now always sanction grants equal to *one-half* of the total cost towards the construction of buildings for schools under private management.

3. The Educational Rules and the Grant-in-Aid Code both lay down the amount

Rule 33 of the Madras Educational Rules.

Rule 51 of the Grant-in-Aid Code.

Rule 30 of the Madras Educational Rules.

after the sketch is approved by the Director. The Inspection Code lays down that investigation into the condition and adequacy of the accommodation and

apparatus in schools is one of the points that demand the first attention of an inspecting officer. In their reports inspecting officers accordingly comment upon the nature of the accommodation provided, and the

Paragraph 104 of the Madras Inspection Code. remedying of defects noticed (within reasonable limits) is a necessary condition of continuance of recognition or aid.

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Reporting on the sufficiency or otherwise of the accommodation available in a school is thus one of the duties of the inspecting officer and it does not appear that there is any necessity for the appointment of a committee for this purpose. It is true that all schools are not provided with buildings of their own. Nor can it be that the accommodation now available in schools, which have buildings of their own, leaves nothing to be desired. The following statement shows the number of secondary schools for boys which have buildings of their own and that of those which are held in rented buildings or elsewhere :—

Year.	Total number of secondary institutions for boys.	Number of institutions held in buildings of their own.	Number held in rented buildings.	Number held in dharmashalas, temples, etc., and in managers' or headmasters' dwellings.
1912-13	339	276	60	3
1913-14	352	273	56	3
1914-15	358	272	58	3
1915-16	340	283	51	6

Apparently inspecting officers allow reasonable latitude in regard to the provision of accommodation for schools lest the rules should inflict undue hardship on the management and make the latter close the schools. The question is principally one

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of funds; the finances of very many aided institutions cannot be said to be prosperous. The Government are offering inducements (so far as the funds at their disposal will allow) to secure improved accommodation.

4. During the last * two years the Government have sanctioned the following

* Separate figures in regard to previous years are not available.

grants towards the provision of improved accommodation for aided secondary schools for boys :—

These figures are taken from the statement on pages 22 to 26 of Volume II of report for 1914-15, and on pages 21 to 24 of report for 1915-16.

	RS.
1914-15	60,285
1915-16	99,219

Besides the above sums the Government also sanctioned during the years 1912 to 1916 the following grants towards the provision of improved accommodation in secondary schools for boys under the management of local bodies :—

	RS.
G.O. 731, 9th August 1912.	(1) Construction of a building for the Board High school, Kulitalai 13,700
G.O. 1187 W., 4th June 1913.	(2) Buildings for the Municipal High school, Anantapur 67,000
G.O. 719, 17th June 1914.	(3) Improvements to the High school buildings, Mayavaram 17,300
G.O. 749, 23rd August 1913.	(4) Extensions to the building of the Board High school, Tiruvikar 31,000
G.O. 1888 W., 19th September 1913.	(5) Additional accommodation for the Municipal High school, Cuddapah 12,500
G.O. 971, 22nd October 1913.	(6) Acquisition of a building for the Municipal High school, Karnool 5,000
G.O. 1013, 8th November 1913.	(7) Extensions and improvements to the buildings of the Brennen College, Tellicherry (including the school department)—Plans and estimates not yet finally approved 40,000
G.O. 1160, 6th December 1913.	(8) Construction of buildings for the Salem College (including the school department) 80,000
G.O. 1233, 23rd December 1913.	(9) Extensions to the Municipal High school buildings, Dindigul 2,500
G.O. 1280, 22nd December 1913, and G.O. 35, 2nd January 1914.	(10) Construction of a building and a shed for the Board High school, Anantapur 16,620

Except in the case of items (1), (5) and (9) the Government have agreed to bear the whole cost of the new buildings.

5. The Additional Member recommends that the committee he proposes should be called upon to suggest ways and means to increase the accommodation available in existing secondary schools. Under rule 29 of the Madras Educational Rules the maximum number of pupils that can be admitted in a class is 40. It is not known how far boys are now being refused admission into secondary schools for want of accommodation, and in what places. (The Hon'ble Mr. K. R. V. Krishna Rao has asked for information on the subject in a Legislative Council question; but it has been decided not to call for particulars from the Director of Public Instruction.) It is doubtful what suggestion a committee can make except to ask the Government to increase the provision for grants. In most cases the private management may not be able to come forward with any large sum for the provision of additional accommodation. If that were possible, the school authorities could themselves take the initiative in the matter (without the assistance of a committee) and apply to the Director for the grants admissible under the Code. As regards local bodies it is not likely that, in present circumstances, they will be able to set apart any large portion of their revenues on extensions to school buildings in preference to other calls on their resources, for example, sanitary and other works. All schools will no doubt be gradually provided with adequate accommodation as funds become available.

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In present financial circumstances it is doubtful whether the Government can materially increase the provision made in the budget on account of grants for school buildings. It has recently been decided to allow the Director to accept liabilities in respect of all classes of aided institutions up to Rs. 8.50 lakhs, to be paid when normal conditions are restored, and to provide towards the above liability a sum of Rs. 1.50 lakhs in addition to the budget provision for building grants during the current year. The appointment of a committee will serve no useful purpose unless the Government are prepared to meet the additional expenditure that may be recommended by it.

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6. The Additional Member also recommends that the proposed committee should be asked to suggest ways and means for affording better facilities for secondary education for boys. The suggestion is vague. As stated in paragraph 20 of the resolution of the Government of India, printed in G.O. No. 394, Educational, dated the 1st May 1913, the policy of the Government in respect of secondary education is to rely on private enterprise as far as possible. It cannot be stated that such enterprise does not receive due recognition at the hands of the Government. Besides, the Educational Conference (of which the Hon'ble Mr. Ramachandra Rao was a member) which met in March last, recommended the following concessions in respect of grants to aided secondary schools:—

(a) That in secondary schools fees may be levied from Muhammadan boys and boys of backward classes at half the standard rates, with the proviso that individual members of these classes who are able to pay full fees should be called upon by the management to do so. As a further inducement to such classes to seek secondary education, free admission may be allowed up to 15 per cent of the number of such pupils on the rolls;

(b) that for the purpose of granting fee concessions to indigent pupils of marked ability, expenditure by managing bodies on scholarships up to a limit of 10 per cent of the fee income reckoned at standard rates be considered as legitimate expenditure for the purpose of assessing the grant that might be paid to a school, provided that the scheme for the award of scholarships or fee concessions has received the approval of the Director of Public Instruction;

(c) that a portion not exceeding 15 per cent of the total funds available for teaching grants to secondary schools be reserved for distribution by the Director of Public Instruction to such schools as, under articles 32 and 33 of the Grant-in-Aid Code, receive little or no teaching grant;

(d) that the rules for the award of grants be so altered as to admit of grants being awarded on account of endowments formed for meeting the general recurring expenditure of institutions;

(e) that the Government contribution to grants for endowments should be equal to the amount subscribed by the management on this behalf; and

(f) that expenditure on pensions and gratuities to those teachers who are not benefiting by a provident fund and on supplementary stipends to teachers under training be regarded as legitimate expenditure on teaching staff.

The Director has recommended the acceptance of the resolutions above referred

In Financial,

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to; and the proposals are under the consideration of Government. These, when given effect to, will materially improve the finances of aided schools and no further concession appears to be necessary. Besides, secondary education in many places is still under the control of local bodies and it is for those bodies to take the initiative as regards the provision of additional facilities in that respect.

7. The following statement shows the progress made in secondary education during the last five years and the expenditure incurred from different sources during each of those years:—

Year.	Total number of schools.	Strength.	Expenditure.				
			Provincial Revenue.	Local and Municipal Funds.	Fees.	Other sources.	Total.
			LAKHS.	LAKHS.	LAKHS.	LAKHS.	LAKHS.
			RS.	RS.	RS.	RS.	RS.
1911-12	343	56,688	2.00	46	17.38	4.56	24.32
1912-13	339	106,396	2.87	22	19.96	3.74	26.77
1913-14	332	116,425	2.93	69	21.95	5.76	28.95
1914-15	353	123,340	2.98	1.19	24.12	4.68	32.97
1915-16	349	130,853	3.06	1.05	26.07	5.48	35.66

* Does this mean number of pupils on the register, or average attendance or what.

P[ENTLAND]—9-11-16.

Attention is also solicited to paragraph 6 of the report of the Director of Public Instruction for 1915-16 which sets out the progress made in that year. There may be scope for further expansion in secondary education, but without additional funds (part of which at least should be provided by private management and a sufficient number of trained teachers no real progress is possible. Local bodies must themselves be in a position to determine whether more schools are needed in the localities under their jurisdiction. A circular to those bodies will elicit the required information and the appointment of a committee for this purpose appears to be unnecessary.

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3. On the whole there appears to be no need for the constitution of a committee as proposed by the Additional Member. The resolution may be opposed for the reasons given above.

P.R.—8-11-16.

Orders are solicited as to whether the resolution will be discussed in Council, whether further particulars should be called for and as to who should be in charge of the resolution.

S.K.—5-11-16.

N.K.—6-11-16.

C. RAMANUJA ACHARIYAR—6-11-16.

I confess 'I do not see the need' for a committee. May I send this to the Director of Public Instruction u.o. for remarks, if he has any to make?

P. RAJAGOPALA ACHARIYAR—8-11-16.

Please.

I suggest that the main purpose of the mover is to urge the increase of the total provision of facilities for secondary education?

P[ENTLAND]—9-11-16.

To the Director of Public Instruction u.o.

P.R.—10-11-16.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

I do not see the need for a committee particularly as Government are still considering important proposals made for the extension of secondary education by the conference that met last March and as the Government's action about building grants has made the improvement of accommodation much more possible than it seemed a few months ago. The only result of a committee would probably be the passing of a number of more resolutions which, for financial reasons, could not be given effect to. The reasons against it are, I think, very well put in the notes.

J. H. STONE—11-11-16.

HOME (EDUCATION) DEPARTMENT.

Submitted for orders as to who will be in charge of the resolution and whether it will be discussed in Council.

2. With reference to His Excellency the Governor's query at page 4 supra, it is submitted that the figures show the number of pupils on the rolls on the 31st March of each year.

S.K.—12-11-16.

N.K.—12-11-16.

C.R.—12-11-16.

P.R.—12-11-16.

The Director of Public Instruction may take the resolution; and the Educational Secretary may have to support him: if required.

F[RELAND]—13-11-16.

Print up sharp and tell Mr. Stone please.

P. RAJAGOPALA ACHARIYAR—14-11-16.

Please see the demi-official letter to the Director of Public Instruction submitted separately. The notes will be printed as directed.

S.K.—14-11-16.

N.K.—14-11-16.

C. RAMANUJA ACHARIYAR—14-11-16.

P. R.—14-11-16.

Extract from the Proceedings of an Adjourned Meeting of the Council of the Governor of Fort St. George assembled for the purpose of making Laws and Regulations under the provisions of the Act of Parliament, 5 & 6 Geo. V, Ch. 61.

The Council re-assembled at the Council Chamber, Fort St. George, at 11 a.m. on Wednesday, the 22nd day of November 1916.

RESOLUTION *RE* COMMITTEE TO REPORT ON THE SUFFICIENCY OF ACCOMMODATION IN SECONDARY SCHOOLS AND OTHER MATTERS.

RESOLUTION RE COMMITTEE TO REPORT ON THE SUFFICIENCY OF
ACCOMMODATION IN SECONDARY SCHOOLS AND OTHER
MATTERS

The Hon'ble Rao Bahadur M. RAMACHANDRA RAO:—"Your Excellency, the resolution which I wish to move is in these terms:—

"VI. This Council recommends to the Governor in Council that a committee of officials and non-officials be appointed to inspect and report on the sufficiency or otherwise of the accommodation available in the existing secondary schools in this Presidency and to suggest ways and means for increasing this accommodation and for affording better facilities for secondary education for boys."

"My Lord, a great deal of public attention has been directed to the state of secondary education in this Presidency, and various proposals for bettering the condition of secondary education have come up for consideration before educational conferences from time to time and I believe, Your Excellency, during your tours has also convened conferences of educational officers and others interested in education in the districts. So I take it that, so far as the main defects of the existing system are concerned, they are already within the notice of Your Excellency's Government. I do not under this resolution propose to cover the various points connected with secondary education, and I shall confine myself to the question of the sufficiency of accommodation in the existing secondary schools and the state of congestion in these schools throughout the whole Presidency. I also wish to emphasise in this resolution that better facilities ought to be afforded in the matter of secondary education."

"My Lord, I have for the purpose of showing the present state of things printed a few statistics and Honourable Members will find opposite on their tables a few printed statements* to which I have to refer in the course of my speech. As I have already stated, we feel that secondary education has received a set-back, especially during the last ten years, and the reasons for this state of things I do not wish to refer to except to the extent to which it is absolutely necessary. In 1906, Sir Alfred Bourne introduced a new Grant-in-Aid Code in which various changes have been made and one of the points on which great insistence was placed was the distinction in nomenclature and curriculum between elementary and secondary schools. It was then stated that there should be no such schools as middle vernacular schools, that a full elementary school should be a school with classes from the infant class up to the seventh standard. Similarly the lower secondary or the middle english school

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was not recognised. The Director of Public Instruction then stated that the lower secondary or elementary english school should no longer be recognised. Those schools which could efficiently maintain all the three highest standards have been either reduced to elementary schools or designated incomplete secondary schools and grouped round a central institution—a scheme which has fallen short of expectations. The secondary school is supposed to be complete from the infant class to the sixth form. English is commenced in the fourth standard of the primary stage. And it was intended that a pupil after completing the fourth primary standard in an elementary school may take transfer to the bottom of the fourth primary standard of the secondary school thus losing only one year.

"It was explained by the Director in 1911 that the result of this change has been twofold. The first is that the number of incomplete secondary schools (i.e., those that do not contain all the highest three forms) has been considerably reduced by nearly 186 and over two-thirds of the boys have been transferred to secondary schools up to the sixth standard.

"The first* of the statements which I have placed before the Council refers to the state of things as to the number of schools and their total strength. Honourable Members will find that in the first statement headed "Strength of Schools" the statistics of schools and the school-going population of secondary schools are printed from 1901-1902 to 1914-1915 the latest year for which statistics are available. The figures will show that there were 437 schools in 1901-1902, and that in 1914-15 there were only 333 schools. Gradually, from 1906-1907, Honourable Members will see that the number of secondary schools decreased year by year. In—

1906-1907	there were	463
1907-1908	"	421
1908-1909	"	375
1909-1910	"	362
1910-1911	"	349
1911-1912	"	343
1912-1913	"	339
1913-1914	"	332
1914-1915	"	333

"As regards the strength it will also be noticed that in 1901-1902 the number of pupils on the rolls was 74,514 with 437 schools, and that in 1914-1915 it was 125,140 with 333 schools.

"So that Honourable Members will notice that the number of schools has decreased by nearly 100 and the scholars have increased by nearly double the number. This has been mainly the result of the disappearance of the secondary schools to which reference has been made in the Director's quinquennial report of 1911-1912 and the result is there is considerable congestion in all the secondary schools throughout the Presidency very much to the disadvantage of education. My Lord, I do not think that on the subject of the evils of over-crowding I can do better than to put them in the words of the District Administration Committee in Bengal who under the orders of the Government went round and inspected all the schools in Bengal in 1913-1914. As regards the average number of pupils in secondary schools, I might perhaps say that the average in Bengal is 258, and in Eastern Bengal 333; in Burma 326; in Madras 426; in Bombay 321; in the United Provinces 297 and in the Punjab 472. So that as regards the average strength of each school in India we are almost at the top with the exception of the Punjab which has 472. My Lord, the District Administration Committee who visited all the schools were very much impressed with the evils of over-crowding in these schools, where the average is only 258. They complain that there is want of care on the part of parents and want of boarding accommodation and they express the opinion that the best interests of education are being jeopardised by this state of over-crowding in schools. They state 'The evils of over-crowding are enormous. In the first place the pupils cannot receive the

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'individual attention which they so much require and the unfortunate teachers who are generally in any case ill-equipped for their task have hardly a chance of doing good work. Secondly over-crowding frequently means that numbers of pupils come from outside villages and other districts. For these the boarding arrangements are neither adequate nor satisfactory. Over-crowding is of course largely due to the rapidly increasing demand for English education. A mess is certainly no place for school boys and hardly a desirable residence for students, some of whom either are or have ceased to be boys. It is obvious that the authorities of an over-crowded school must be in a position which renders it impossible for them to devote to those pupils who do not reside with parents and are without even the very small amount of supervision ordinarily available for boys outside.'

"These considerations, which seem to me to be paramount, are peculiarly appropriate to the state of things in this Presidency. It is impossible in the existing state of things for the teachers to give to the students the individual attention expected of them.

"With these remarks I should draw the attention of Honourable Members to two other statements which are also before them. One is a statement showing the schools having 500 pupils and more in 1914-1915. The second statement contains a list of schools with 1,000 pupils and more in 1914-1915.

"Coming to the other statement you will see that there are 66 schools having between 500 and 1,000 boys on their rolls while there are 18 having over 1,000. The districts are mentioned and the names of the institutions are mentioned, and as far as possible I have tried to make this statement as accurate as possible. There is a slight mistake in one of them. Against the Rāmnād Raja's school, the figure given in my statement is 839. The institution referred to is not my Honourable friend's but another institution in the same district as the Raja of Rāmnād's high school has below 500 pupils on the rolls at present.

"My Lord, as regards the reason for this I have already explained the policy, which aimed at the disappearance by the rigid working of the rules relating to endowments and of the rules of recognition, of nearly 100 incomplete secondary schools which to some extent relieved the pressure upon the complete secondary schools in the Presidency. The question for consideration is whether the policy which after ten years of trial has resulted in the congestion of scholars in a few educational centres without the care of their parents and without the advantage of home influences and without adequate arrangements for boarding, is a policy which should continue to be pursued by Your Excellency's Government.

"In this connection I would refer to a few communications which I received during the last few days from the headmasters of various high schools on this question. My Lord, I have great sympathy with these gentlemen who are doing their level best to meet the exigencies of the situation and one of them says that the present state of things is a grave public danger. The remedy which is suggested by most of them is that there should be as far as possible a large number of incomplete secondary schools which should be distributed as far as possible in appropriate centres for affording the necessary relief, and to act as feeders to the existing institutions. As regards the exact effect of the present state of things, it was admitted last year in answer to a question in this Council that there were nearly 10,000 scholars at these centres without any boarding accommodation. That is a circumstance which has to be taken into consideration in dealing with this large and important problem. I referred, your Excellency, to the statements made by headmasters in communications to me. A few days ago the headmaster of the Venkatagiri Raja's High school, Nellore, wrote to me:—'I had to refuse admission for 75 pupils for want of accommodation this year. Of the number on the rolls in this school nearly 120 pupils had to come from distant parts for want of incomplete secondary schools in their neighbourhood.'

"The Headmaster of the S.M.D.H. School, Vellore, says:—'I had to refuse admission to several people for want of accommodation. In the secondary forms of my school there are 120 boys who have specially come to Vellore for education from distant parts of the district—in some cases from very long distances.'

* Vide Appendix on pages 22-24 infra.

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"The Madurantakam High school is in exactly the same position. The headmaster writes:—The present state of crowding in schools is a public danger. The health of the pupils suffers and the efficiency of the schools is suffering and the standard on this account is lowered. There is an inordinate desire to swell up the strength of the schools both on the part of the headmasters as also on the part of managing bodies and that large schools tend to turn into a sheepfold than a school. Instances of pupils coming from long distances to get admission into high schools is a matter of common experience. I have an instance of a boy who wrote to me from Madura for a seat—a distance of 300 miles and in order to avoid trouble about admission some headmasters have refused admission on the score of the inefficiency of the boys coming from other schools.

"The Headmaster, Board High School, Tanuku, says:—'Every year I have had to refuse admission solely for want of accommodation: about 50 pupils had to be shut out. There are many instances, in which boys of neighbouring villages had to go to Narasapur or Rajahmundry. I have known cases in which after having finished their studies in the elementary schools up to the fourth standard pupils were wasting their time over again in those schools with a view to get admission in our school.' It is only natural for parents even at the risk of adding an additional year to the school life of their children to prefer a school in the neighbourhood to one at a great distance where they must have perpetual anxiety about their boarding arrangements and health.

"The Headmaster, Board High School, Bapatla, says:—'The growth of the school has been arrested for want of accommodation and pupils come long distances seeking admission.'

"The Headmaster of the Sethupati High School, Madura, says:—'My school is 1,250 strong. The strength has already exceeded the capacity of my school. I could not admit this year about 50 or 60 more pupils who sought admission.'

"The Headmaster of the Chiccacole High School, says:—'The accommodation of the school was characterised by the Hon'ble Sir P. S. Sivaswami Ayyar as disgraceful. I have had a few pupils year after year from Vizianagram, Berhampur and Parlakimedi for want of seats there.' Comment on this is needless.

"The Headmaster of the Bobbili High School, says:—'Boys belonging to Gunupur and Rayagada have to go long distances, the former for high school education and the latter for lower secondary education.'

"The Headmaster of the National High school, Negapatam, says:—'There is in Nannilam a lower secondary incomplete school conducted by four members of a family and they are seriously thinking of closing the school as the department insists on a graduate headmaster (presumably a L.T.).'

"The Headmaster, Taylor High School, Narasapur, says:—'Nearly two years ago a lower secondary school was started at Penukonda. It has not yet obtained recognition because of the stringent conditions laid on the management with regard to the endowment fund and accommodation. Another lower secondary school is struggling to come into existence at Antervedipalam about ten miles from here across the Gōdāvari and similar difficulties will, I fear, not allow the school to be recognised. Judging from their present situation and the departmental rules I doubt whether they will have more than a shortlived existence. The increase in the strength of my school had necessitated the pials of the hostel buildings for being used for classes and every year I have had refused admissions to some class or other especially in the lower secondary and primary department. Many of those who were refused here have had to go to Tanuku and Rajahmundry but my impression is that those who went there have had to go elsewhere as conditions are much worse than those which prevail here.'

"The Headmaster, Board High School, Amalapur, says:—'That they have to refuse admission of 40 boys every year and it is well known that the strength of every school is rising by leaps and bounds. There is much necessity for starting incomplete secondary schools for several localities. The equipment necessary on up-to-date lines coupled with the rule that B.A., L.T. should be the headmaster makes a large capital imperative for starting such a school even on a small scale.'

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(Mr. Ramachandra Rao.)

[22ND NOVEMBER 1916.]

"I have during the last few days, my Lord, received various communications from the headmasters in which they say that there is hardly room for all the boys that are coming into their schools, that the want of incomplete secondary schools is greatly adding to their difficulties; that the departmental rules and the rigour with which they are worked have caused the disappearance of these schools very much to their disadvantage; some remedy is urgently required; and that the present state of crowding is a very serious matter.

"I do not propose to trouble your Excellency's Government and Honourable Members with any further extracts from the letters of these headmasters, and I trust that the Hon'ble Mr. Stone will not deny the facts and that it will be admitted that the present state of crowding is an evil which has to be grappled with. As I have already brought to the notice of the Council, the question of boarding accommodation is a matter of considerable importance, and when it is admitted that nearly ten thousand boys have to go at a tender age — if they wish to go to the first form, they will be eleven or twelve years of age — to these schools and remain in a place not under the care of their parents or guardians but in messes, that is a very serious evil which has to be removed. Therefore, my Lord, the whole question which your Excellency's Government have to consider is, what is to be done with this condition of things. That is the reason why I ask for the appointment of a committee. The problem is not at all an easy one. The whole problem of secondary education, I regret to say, has not been considered in the light in which it should be. As I said, the policy pursued has resulted in a set-back in ten years and notwithstanding the statements made by Directors of Public Instruction since 1896 that there are not adequate facilities for secondary education the policy that is pursued is exactly the reverse and has resulted in the taking away of the existing facilities.

"This brings me, my Lord, to that portion of my resolution which recommends to this Council the adoption of some measures to afford more facilities for boys to pursue secondary education. In this connection I should draw the attention of Honourable Members to another statement * before them showing the strength of the fourth class and the first form. That shows that in the first form the number of boys that were reading on the 31st March 1902 was 15,920; on the 31st March 1913 the number was 17,958. So that you will see, that, so far as secondary education is concerned, I am referring to those who wish to enter on the secondary stage—there has been considerable stagnation especially from 1906 up-to-date. That is one point that I should like to place before Honourable Members before I proceed further. As regards the statements of Directors of Public Instruction to which I made some reference I should probably bring to the notice of the Honourable Members the exact words in which reference to this matter was made. Time after time from 1896 it was asserted by successive Directors of Public Instruction that the facilities for secondary education were not enough and that therefore some attempt should be made to afford better facilities. This went on till the time when Sir Alfred Bourne took charge of the department when he came to the conclusion that secondary education was not a matter of urgent importance in this Presidency. Writing of the state of things in 1896-1897 Dr. Duncan expressed himself as follows:—

"It has been shown that several thousand pupils do not continue their studies beyond the lower secondary stage, and that this is probably owing in large measure to the inadequacy in the supply of the upper secondary schools. Again a comparison of the number of pupils in the upper primary stage of instruction with the aggregate number in the first form of lower secondary schools reveals a striking disparity. For example on the 31st March 1896 there were 41,301 boys in the former schools, while on the same date in 1897 there were only 12,573 in the lower forms of the secondary schools; or in other words, only about 3 per cent in the upper primary stage of instruction pass from this to the secondary stage. Much of this disparity is, of course, to be expected in view of the fact that primary education is intended for the masses, and that many among the poorer classes cannot hope to acquire more than a knowledge of the three R's. At the same time we should be justified in assuming that among those who discontinue their studies there are thousands whose education their parents would only be too glad to advance if proper schools were within reach. The returns received in this office, it should be observed, show only 450 lower secondary schools for the Presidency, and it must be remembered that only 255 of these are provided with the full complement of three forms. These considerations point to the conclusion that more secondary schools—both of the higher and lower grade—are absolutely needed. In what way this need is to be supplied is another question."

* Vide page 24 infra.

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"It has been another question since 1896 and I suppose it will be another question for another ten or twenty years. "The funds at the disposal of the department and district and municipal boards are altogether inadequate to meet in full the demands of primary education, so that if new secondary schools are established, this must be done by private effort, which, if not aided by private charity, will have to take its stand on the fundamental principle that such schools must be made self-supporting."

"This portion of the Director's remarks is at variance with the subsequent resolutions of the Allahabad Conference to which I shall draw the attention of Honourable Members later on. Five years later Mr. G. H. Stuart also expressed himself exactly in the same way. My Lord, I am now coming to the end of my allotted time and I shall therefore close my remarks with bringing to your notice the expenditure on secondary education in this Presidency. Honourable Members will find a statement showing the expenditure on secondary education which shows that, so far as Provincial funds are concerned, the expenditure has practically been at a standstill. If we exclude Imperial grant of Rs. 80,000 we incurred in 1906 more recurring expenditure on secondary education than we are doing at present. The figures are before Honourable Members and I do not think I shall be justified in taking up any more time on this matter.

"In reviewing the progress of education in 1914-15 the Educational Commissioner Mr. Sharpe stated: 'The expansion and consolidation of secondary education is now proceeding on accepted lines and in accordance with various detailed schemes' which he considered 'needless to rehearse'. When I read this statement I was in hopes that there was a scheme for this Presidency and I wrote to the Hon'ble Mr. Stone whether there was a scheme for the consolidation and expansion of secondary education in this Presidency. The reply was that, so far as this Presidency was concerned there was no scheme and that Mr. Sharpe should have been thinking of other provinces. There is therefore no scheme of expansion of secondary education for this Presidency. That is an additional argument for having a committee on this matter to suggest ways and means and to place before your Excellency's Government a scheme of this kind.

"I have only one word to say. In the latest resolution on education the Government of India have committed themselves to the statement that secondary education is a very legitimate charge upon the Provincial revenues and that the local boards should be relieved of this expenditure 'when funds permit'. In the Allahabad Conference great stress was laid upon the present state of secondary education and it was stated that it should not be allowed to take care of itself. That is exactly the thing which has been done. It has been allowed to take care of itself. The policy pursued has resulted in the migration of boys into towns. I have here another statement which shows that in certain towns the number of scholars is very great. This divorcing of them from home influences and the want of facilities for better education are matters upon which I need not dwell any further.

"I therefore plead for the appointment of a committee to examine all these requirements, and if necessary to prepare a well-considered scheme which would aim at a proper distribution of schools in proper centres, both secondary and feeder schools. I therefore trust, your Excellency, that this resolution will be accepted. Your Excellency has been able to see every school in this Presidency, and I believe, if anybody can talk with knowledge on this subject it is your Excellency, and we are entitled to the benefit of your Excellency's views on this important question. I trust that the object with which this resolution has been brought forward would be realised and that at least hereafter some attempt would be made to pursue a policy of not gathering all these students in certain localities, but of trying to evolve a scheme which would properly distribute them in various localities. In the United Provinces where exactly the same conditions prevail a committee of a similar nature was appointed to examine the present state of accommodation in the schools and to suggest ways and means, and the report of this committee has been, I understand, received by the Government of the United Provinces and is now under consideration.

The Hon'ble Rao Bahadur V. K. RAMANUJA ACHARIYAR seconded the resolution.

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The Hon'ble Mr. J. H. STONE:—"Your Excellency, in the first place I think possibly it may be of some little use to consider for a moment what secondary education is. The Honourable Member has spoken of secondary education as though the word secondary was merely a word and a form of classification, if I may say so, of schools. I think I may take it that, when he speaks of secondary education, he has in mind that kind of education which involves a knowledge of English and looks primarily or principally towards the University. That is to say, by secondary education he means that link which joins elementary education with University education. Perhaps I may take it that that is what he understands by secondary education. He claims that the attitude towards secondary education has been unfavourable of late and he gives the credit for that to Sir Alfred Bourne. It is unnecessary for me to say how far Sir Alfred Bourne himself was responsible for any policy pursued in the matter. Certainly the policy pursued was the policy of the Government and not the policy of a mere agent, the Director. The policy pursued, speaking quite roughly, I think, has been that funds being limited, as they always are, the Government take the line that the bulk of the money available for education must be spent, and should be spent, on elementary education, and that being so, the sum available for secondary education was comparatively small and has remained small. That is one aspect of the policy of the Government.

"Another point—and that was no doubt urged by Sir Alfred Bourne—was that secondary education, if it was to be of any use at all, must be good education. It must be something different in kind, I think I may say, from elementary education. The elementary school does not necessarily lead to the secondary school. So we have got this sharp distinction between secondary and elementary education. That was one cause of the fall in the number of secondary schools that the Honourable Member speaks of. Another cause was, of course, the fact that some schools which were classed as secondary before 1906-07 were not strictly speaking secondary schools, not secondary schools in the sense in which I have ventured to use the word 'secondary,' whatever is the sense in which the Honourable Member himself uses it. They were middle vernacular schools. These were brought at that time under a different classification and called higher elementary schools. They remained much the same as they always have been, but the name was altered. I do not deny that there was also some loss of lower secondary schools teaching English corresponding to the present incomplete secondary schools. But my point is that the loss is not so great as would appear by merely looking at the figures in the Honourable Member's list.

"What was the reason for which Sir Alfred Bourne diminished the number of these lower secondary schools? The mere fact that a lower secondary school was called an incomplete secondary school does not mean that the school ceased to exist. It is the case however some schools were not allowed to continue as secondary and they were brought down to the level of elementary. What was the reason of Sir Alfred Bourne? The simple reason was that there were quite a number of schools which were not giving anything in the nature of secondary education at all, although they went under the name of lower secondary. He did it of course in the interests of efficiency, his line of thought being that, if the State recognised or countenanced schools, it made itself responsible for the education given in them and he was not prepared to ask the Government to undertake the responsibility for the education given in these schools—responsibility, that is, for calling it secondary, for calling it something superior to elementary and encouraging the people to send their boys to such schools under the impression that they were getting something superior to what they might get in any village school. That is a point which this Council sometimes overlook, that, when the Government recognise a school, they are making themselves responsible. The Government have no right to recognise a school as secondary when they are perfectly aware that the work done is not of a secondary kind, and when they are perfectly aware that parents had better not send their children to such a school.

"That is the reason of the rules which, Honourable Members are inclined to think, are harsh. I deny that the rules we lay down for secondary schools are in any respect harsh, and I am most strongly of opinion that our way of working them is not harsh. On the other hand as professional educationists we are constantly doing violence to our professional conscience. We are always putting up with things and

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recommending things which are not as good as they ought to be. As far as my own action as Director of Public Instruction is concerned, I can assure this Council that I have no desire to check the increase in the number of what I should call lower secondary schools. In fact I am quite prepared to encourage them all I can. But I am not prepared to grant recognition to schools irrespective of what degree of efficiency they may attain. I am not prepared to throw all our rules overboard merely because secondary schools want to be recognised.

"So far as the number of schools goes, I should like to mention that the figures for 1915-16 show 340 secondary schools, so that there has been some increase in the number. They moreover show five incomplete secondary schools which have become complete.

"The Honourable Member laid great stress on the want of accommodation in secondary schools. I should just like to remark that the expression overcrowding which he used rather frequently is after all a relative expression. I mean that a school of one thousand boys may be less overcrowded, or less crowded, than a school with 250 boys. He favoured us with some information about Bengal which, I really must say, was hardly to the point. He seems to think that, merely because a commission went round the schools in Bengal and found the schools overcrowded, similarly we should find the Madras schools bad and overcrowded. I am afraid I do not follow him there. I should just like to say that a school of one thousand boys in Madras may be a very much better school, may be less crowded, than a school, with 250 boys in Bengal. I have also read the report to which the Honourable Member referred, and it left on me the impression that secondary education in Bengal was in a very bad way. I do not think that any commission going round Madras would write a report in any way comparable to that. That we have got too many large schools I entirely agree. I wish the schools were smaller. A school with one thousand boys is more than any headmaster can efficiently control; at any rate it certainly is too large a school for any headmaster to exercise any influence over individual boys. A school of 500 may possibly be too large. We may easily concede that our schools tend to become too large; but it does not follow that they are overcrowded. Many of them are unfortunate in their buildings. In that I think we have done our best to prevent overcrowding by limiting the size of classes: No class can be more than 40 boys strong. Ideally that is too large. Classes ought to be 20 or 30. Still we do what we can by this rule about the size of classes to prevent what may be called overcrowding. Then again we have rules about the staff. I do not know whether the Honourable Member would like to relax these rules. If we did relax them, the state of secondary education would be chaotic. By our rules about the accommodation, the staff and the size of the classes, we keep a watch on school buildings to see that the school buildings are large enough to hold the boys. By doing these things I do think that we are actually preventing overcrowding.

"The Honourable Member's real complaint is not so much that the schools themselves are overcrowded as that they would not hold any more and therefore boys are being refused admission. I do not know how far this refusal of admission goes, but if you find the Headmaster of the Sethupathi High School, Madura, did refuse admission to fifty or sixty boys, we do not know that they did not get admission into some other school at Madura. I am quite prepared to admit that there may be boys who do not get admission into any secondary school. In that sense there is a deficiency of accommodation in secondary schools.

"Admitting that there is room for a larger number of schools and room for a better distribution as well as a larger number of lower secondary schools we come to the question of this committee which the Honourable Member wishes to be appointed. I am instructed to say—I do not mean, and I do not say, that it is not my opinion also—that the Government do not consider that any good object would be served by the appointment of any such committee. I think the strongest reason against the appointment of such a committee is that we had a committee in March and this committee dealt with a large number of questions connected with secondary education. These questions are still pending and the Government have not yet pronounced an opinion on them. One of the most important of these questions is the question of rule 99 of the Madras Educational rules. That is an extremely fundamental question, because really on the decision of that question practically

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depends whether this sharp distinction between elementary and secondary education is to be maintained in future as it has been maintained in the past. Rule 99 is the rule which obliges boys who come from elementary schools to secondary schools to either pay an extra fee or undergo an extra year's instruction. That is the last coercive rule preventing boys from going from elementary to secondary schools. If that is done away with as recommended by the committee, the barrier between elementary and secondary schools will be removed so far as it is one set up by the rules. That, I think, is very likely to make considerable difference to our whole conception of the relation between elementary and secondary education, and until that point is decided, I should say it is extremely useless to appoint another committee. There are other things recommended by this committee, for instance, the recommendation that for the purpose of granting fee concessions to indigent pupils of marked ability, expenditure by managing bodies on scholarships up to a limit of 10 per cent of the fee income reckoned at standard rates be considered as legitimate expenditure for the purpose of assessing the grant that might be paid to a school provided that the scheme for the award of scholarships or fee concessions has received the approval of the Director of Public Instruction. This concession would cause a good deal of loss to Government. There is another recommendation with regard to endowments. If this were sanctioned, again the expenses to Government would be considerable. Another small recommendation is that expenditure on pensions and gratuities to those teachers who are not benefiting by a provident fund and on supplementary stipends to teachers under training be regarded as legitimate expenditure on teaching staff. All these things will involve additional expenditure. There is another recommendation about the manner of assessing the grants to secondary schools: that a portion not exceeding 15 per cent of the total funds available for teaching grants to secondary schools be reserved for distribution by the Director of Public Instruction to such schools as, under articles 32 and 33 of the Grant-in-Aid Code, receive little or no teaching grant. I recommended that myself to the committee, very largely in order that I may be in a position to do something more for these struggling lower secondary schools. So that these matters have by no means escaped the attention of the Government, and they have as I said before, been exhaustively discussed by a committee of officials and non-officials. I cannot think that the summoning of another such committee for discussing over again very much the same points could be of real advantage.

"Supposing such a committee was summoned to consider the accommodation in schools, that is to consider the supply of secondary schools existing, could that committee give any useful advice beyond possibly saying that local boards ought to open more schools? Could they give us any advice as to details? The committee, even if it were a large one, could not have information about all localities. The only way in which we can find what schools are wanted in certain localities would be by communicating with the boards concerned, and if money were available for opening additional schools by local boards, that would be the first step we should take. We should communicate with the boards and find out where schools could be most advantageously opened. I do not think the committee could be of much use in that matter. We have always been accustomed to rely mainly on private agencies and private effort to open secondary schools. The principle has been that while the Government are prepared to aid secondary education, they are not prepared to take part in the direct supply of secondary schools either from Provincial funds or local funds. We depend upon private effort. Could a committee do anything to either stimulate, or assist, or direct private effort? I do not see how it could do so. So that I am strongly inclined to think that a committee could not be expected to give any real assistance. I gathered however from the Honourable Member, that his solution of the problem of secondary education—I do not deny that there is a problem—is the multiplication of board lower secondary schools. Very well; the committee might possibly say that. In fact I do not know whether anyone would deny that if the number of secondary schools is to be largely increased, it will have to be by means of the local boards. That is the only direction practically in which we can look for an increase in the supply of schools. I do not think the committee could really give valuable advice on that head. They could not advise as to the details which would have to be worked out in consultation with the boards themselves. Supposing they did enunciate this general

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principle or view that the solution of the problem lies in the direction of increasing the number of board secondary schools, I do not see that they would be saying more than what anybody knows. I beg to oppose the resolution."

The Hon'ble Mr. K. RAMA AYYANGAR:—"Your Excellency, I feel that after what I heard from the Hon'ble Mr. Stone I am not convinced that there is no case made out for the proposition. I have had to take part in the recent conference referred to by the Hon'ble Mr. Stone and I have also placed a memorandum before the Government for their consideration. I have considered this subject fairly well, and I should think that the present proposal of the Hon'ble Mr. Ramachandra Rao will only assist the Government in arriving at a proper conclusion with regard to secondary education. My Lord, about the grants to secondary education the recommendation of the conference was referred to by the Hon'ble Mr. Stone that 15 per cent of the grant may be reserved for the benefit of the schools which derive no aid now. There has been a difference of opinion on this point and the matter has been submitted to the Government, and I dare say that the Government will go through the thing and pass such orders as they deem necessary. But the present question that is raised is the question of finding suitable accommodation for all the boys that are now available in the Presidency so that their interests might best be protected. This question was in a way considered, I should submit, by the conference, because the principle of the distribution of grants for secondary education has been the subject of consideration and it is now before the Government. But the suggestions that might be made by any individual member of that conference that a particular method of distribution would be more beneficial to secondary education than another will not have that weight which the recommendations of a committee of enquiry suggested by the resolution will command in case it makes recommendations.

"It has been pointed out that about the year 1905-06 we had 492 schools and we have now only 333. There is no doubt that some of the secondary schools have been reduced to the grade of higher elementary schools. The suggestion was made by the Hon'ble Mr. Stone that, if the distinction between secondary and elementary schools be abolished in the matter of promotion to secondary schools, the difficulties might be obviated. I submit, my Lord, that it will not solve the difficulty really. As has been pointed out, in many centres the high schools are overcrowded. Of course, the rule that was referred to, that each branch of a class should not contain more than 40 students, is strictly adhered to. Whatever that may be, that each class in a secondary school has three to seven sections is not a point that is very really healthy. It is not that the same kind of education is given to all these sections, because the well-trained teachers in these institutions are often confined to a few sections and the other teachers that are selected on the spot according as the strength increases have to take up the other classes. That being so it is only proper that some method is devised for remedying this state of things and that secondary education is spread throughout the length and breadth of the Province as evenly as possible, and that this necessity for boys to be separated from their parents in the early years of their life to go to crowded centres even for secondary education is quite avoided. That question can be solved only by finding how and in what places in this Province special encouragement could be given beneficially for starting complete secondary schools where there are now only incomplete secondary schools, and in what cases where there have been previously incomplete secondary schools or higher elementary grade schools they might be helped properly to enable them to become complete secondary schools as far as possible. Higher elementary grade schools should be encouraged to become incomplete secondary schools wherever possible. These are questions in which only a proper investigation of the condition of the several parts of the Province will enable the Government to decide upon the course to be adopted.

"I have no doubt that the Government view is always—and the Hon'ble Mr. Stone has in this case repeated the suggestion—that all this information might well be got through the departmental officers or the local board presidents or others connected with institutions. We have had some experience of the kind of information that is called for by these orders and reports. I should respectfully submit that the real stimulus is given only when the people immediately near the localities where these beneficial results are sought to be shown are approached and encouraged and given

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the views of the Government in the matter of encouragement of such education. I am one of those that believe that there should be such a distribution of grants for secondary education now provided and that extra grants should also be provided and that centres where we have more than one secondary school or college should have much less support than centres which are far remote from places where education prevails largely and I believe that there should be a proper distribution ; and encouragement should be given to localities which are now backward but which are almost on the very brink of the stage where they could be easily transformed into complete secondary schools. Encouragement properly shown will easily develop secondary education. Private effort in this Presidency is sufficiently great, and if proper stimulus is given, it is likely to grow again on proper lines, not on the old lines. Sir Alfred Bourne thought that in many cases schools were not sufficiently efficient and therefore it was better that they were reduced to the grade of higher elementary schools. That was the then policy of the Government. We have practically changed that view, and it is now held very properly that secondary education may be encouraged as much as possible. If that is so, this change of policy will be sufficiently indicated by the committee that will be appointed. The work that the committee does of meeting in places where private effort has to be stimulated will considerably induce local patriotism and also induce persons, who have an inclination to spend in that direction, to come up and take the opportunity when sufficient inducement is offered in the nature of grants, which again, I submit, will be regulated by this committee according to the needs of the locality.

"It will not be out of place to point out that your Excellency's recent tour in the Rāmnād district has been quite fruitful in inducing many Nattukottai Chettis to come forward to start beneficial institutions which I dare say in the long run will prove only that Chettinad would have been much better if this stimulus had been given at an early stage. It will be similarly evident that if a committee of the kind recommended by the resolution is appointed, it will go to various localities, and be able to show also what kind of help will stimulate that locality to introduce secondary education successfully. My Lord, that will be on an occasion that ought not to be lost sight of.

"These points that were made were practically granted, and it was also admitted that a remedy was needed. The only objection raised was, it was suggested that the resolutions and deliberations of the last conference stood in the way. I submit that cannot affect the question at present raised. A doubt was raised by the Hon'ble Mr. Stone whether this committee would really stimulate several areas. I submit, my Lord, it is bound to, and the real principle of the distribution of grants will be very beneficially decided by this committee, and I think, to the satisfaction of the Government in such a way as will make every pie that is given out as grant productive of the best results in secondary education. This point has been placed before the Council and I submit there is a good case made out for starting an enquiry of the kind to stimulate private effort in every part of the Province."

The Hon'ble Mr. B. VENKATAPATI RAJU :—"Your Excellency, I have great pleasure in supporting the proposition laid before the Council by the Hon'ble Mr. Ramachandra Rao. The Hon'ble Mr. Ramachandra Rao wants to bring to the notice of the Council one fact—that there is not a sufficient number of secondary schools to provide accommodation for all the boys that are seeking admission. The schools that are in existence are few. My Lord, I may bring to the notice of the Council that in regard to the 353—now the Hon'ble Mr. Stone added about seven more for the next year—340 schools that are in existence you may take it that they are in towns. In most towns there will be more than one school. My Lord, in the whole Presidency we have about 581 towns with a population of more than five thousand which require schools which bring up the link between primary education and collegiate education ; and out of 581 towns we may take it that there are 250 or 300 towns that are not at all provided with secondary schools. After all the expenditure that is made out of public funds, either from Provincial grants or the funds of district boards and municipalities is very small so far as secondary education is concerned. Though 71 per cent is spent for primary education and 35 per cent is spent for collegiate education, both for recurring and non-recurring expenditure,

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only 13 per cent is spent out of public funds for secondary education. This, my Lord, is not a proper co-ordination. Boys who want to study in colleges must have sufficient educational facilities for having secondary education. I may be permitted to submit that it is the duty of the Government to see that all primary education and secondary education and collegiate education are co-ordinated ; and for that proposition I am invoking the aid of the recent statement of His Excellency the Viceroy in reply to the municipal address at Agra. His Excellency said that the co-ordination of the collegiate and secondary and primary education could not be overlooked. In these circumstances, I appeal to your Excellency that some step or other, as suggested by the Hon'ble Mr. Ramachandra Rao, be taken in order to see that every town which has a population of more than five thousand is provided with a secondary school. I may bring to the notice of the Council that, even in municipal towns, there are places where there are no high schools. This is not a desirable state of things. Therefore, I appeal to the Government that the proposition of the Hon'ble Mr. Ramachandra Rao be accepted."

The Hon'ble Mr. T. RANGA ACHARIYAR :—"My Lord, as a layman I did not wish to intervene in this debate, but the Hon'ble Mr. Stone put one question which I should like to answer. The Hon'ble Mr. Stone asked whether if a committee of officials and non-officials went about enquiring into the measures that should be taken for developing more schools, they would be able to stimulate private effort in providing more schools. My answer is 'yes'. When public attention is drawn to this fact that a committee is going about for finding out ways and means for providing more accommodation for boys seeking education, if the committee should decide that there is need for greater accommodation, I think the public will come forward to co-operate more readily, provided the department sympathetically support them in such endeavours. I have to say 'sympathetically support', because of the painful instance of the way in which an honorary worker—a person who by his own individual effort started a school where it was absolutely necessary—was treated. I mean Mr. Krishnaswami Ayyar, a pleader. There was no school for nearly thirty miles between Tiruvadi and Kumbakonam. The man was prosecuted and fined—I am glad to say that the Sessions Judge has acquitted him—for some breach of a departmental rule. The department prosecuted him. If the rules are worked in this way, how can you expect honorary workers to come forward—if they are to be prosecuted in this way? I therefore say that, if the department work their rules in a sympathetic way and take the co-operation of non-officials in the spread of education, I do hope and trust that many people would not be slow to come forward to help the department. If private effort is encouraged, there will not be delay in developing schools."

The Hon'ble Mr. A. S. KRISHNA RAO :—"The Hon'ble Mr. Stone has urged some objections to the appointment of a committee. Before that question is satisfactorily solved, it is necessary to consider, in the first instance, as to whether there are not sufficient grounds for enquiring into this matter affecting the spread and expansion of secondary education. Regarding the need for enquiry as to the inadequacy of the accommodation in secondary schools and regarding the steps to be taken to give a strong impetus to the spread of secondary education, I do not think there can be any difference of opinion. I believe the objects which the Government have in view are exactly the same as those put forward by Honourable Members of this Council. It will be interesting to notice that, notwithstanding the attempts made for some years past to make additional grants for education, the progress made in this province is somewhat slow and disappointing when compared with the advance made in the sister provinces. I shall compare only with the sister provinces of Bombay and Bengal. I do not compare with the United Provinces, because admittedly we are in a far better position than the United Provinces in the matter of education. I find that, during the quinquennium 1907 to 1912, the percentage of increase in pupils in Bombay was 29.2 ; in Bengal 37 ; but so far as this Presidency was concerned it was 15.1. Again when we take into consideration the number of square miles served by secondary schools in these provinces, Bombay is nearly in the same position as Madras. We find that, while there is one secondary school for every 104.3 square miles

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in Bengal, we have one for every 380 square miles in this province. Again applying another test I find, my Lord, that the percentage of boys in the secondary stage of an English school to the male school population is 8.0 in Bombay and 5.9 in Bengal, whereas it is only 5.6 in Madras. Again applying another test as to the number of boys of a school-going age of whom one is in the secondary stage of an English school, we find that it is 34 in Bombay, 49 in Bengal, but 52 in Madras. I refer to these figures in order to show that the rate of progress achieved is not, when compared with the sister provinces of Bengal and Bombay, satisfactory, and that we should concentrate our efforts to show much better progress.

"The next point is on what lines we should proceed. The recent resolution which has been published about the lines on which reforms should be effected in carrying out the recommendations of the Decentralization Commission is worthy of serious consideration. The Government of India there state that, so far as local bodies are concerned, they must mainly look after primary education. They state in distinct terms that, so far as secondary education is concerned, it should be mainly a charge on the provincial revenues. They, however, have a word of caution indicating that that reform cannot be carried into effect all at once; but that should be the line on which progress should be made. The Honourable mover pointed out in the course of his remarks that when he called for information as to whether there was any definite scheme for the expansion of secondary education, he was informed by the Director of Public Instruction that no such scheme had been prepared. It is that aspect of the question which I wish to impress on the attention of this Council at present. Whether a committee is appointed just on the lines recommended by the Honourable mover or not is a different thing altogether. Is it not necessary that in view of the changes that have been made from time to time and in view of the recommendations of the Decentralization Commission regarding this important question, and in view of the declarations and pronouncements made by the Government of India on the spread of secondary education, a definite scheme should be drawn up for the expansion of secondary education? It is no doubt a question of funds and the Government will have to take into consideration as to how far and to what extent funds could be spared for that purpose. If we agree that a scheme is to be drawn up for the purpose of carrying out the resolution, the point for consideration is whether it is unreasonable to ask for the appointment of a committee to settle the question.

"The Hon'ble Mr. Stone pointed out that very recently there was a committee which sat and deliberated upon various points, that suggestions have been made for the improvement of secondary education, and that final orders have not been passed on their recommendations. Evidently that committee did not go into the question specifically brought forward in this resolution. They did not take into consideration the adequacy or otherwise of the accommodation available and devise measures for the purpose of imparting education to those who have not been able to get admission into secondary schools.

"It was pointed out that a committee would not be able to get information about all the secondary schools in this Presidency. It is true that if there is to be one central committee that is to inquire into the conditions of schools in the whole Presidency, there may be some difficulty. But suppose on the other hand it is resolved that there should be a small central committee and that the central committee is given the option of enlisting one or two representatives from each district, I do not think that there will be any practical difficulty in solving the problem. A central committee might consist of as few members as possible so that they might co-ordinate the work of the local committees; and the local committees will be in a position to collect information and to report upon the conditions in each district and suggest lines of improvement. I therefore submit that there is absolutely no reason whatever for refusing the request that has been made about the appointment of a committee to enquire into this matter."

The Hon'ble the Rev. G. PITTENDRIGH:—"Your Excellency, I wish simply to say that we are indebted to the Hon'ble Mr. Ramachandra Rao for the review he has given us. I have very considerable sympathy with the aim that he has in view. His object is to propose a committee. I have certainly no objection in general to

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the appointment of mixed committees of officials and non-officials. When such a committee is appointed to deal with the Grant-in-Aid Code and the Madras Educational Rules, I have every sympathy with it. But there is a great deal of truth in the contention of the Hon'ble Mr. Stone that a committee would be a singularly cumbersome method for this particular object, and I do not think that the Hon'ble Mr. Krishna Rao's suggestion of local committees would aid very much in this matter. If we contemplate the appointment of a committee to go round the country and visit the aided schools or get a large number of local committees in order to settle the question of overcrowding in the schools, it will be manifest that this particular method is not altogether desirable. At the same time, I think the Hon'ble Mr. Ramachandra Rao has made out a case for enquiry, and I should like to ask whether the Government would be prepared, instead of appointing a committee, to depute a special officer to deal with this matter and also whether the Hon'ble Mr. Ramachandra Rao would be prepared to accept it. It seems to me that something ought to be done. There is need for enquiry, and it may be a fairly large enquiry in connection with so many schools in so many districts; but I think that might be accomplished by a special officer of the Educational Department appointed by the Government. I should like to suggest that both to the Government and to the Hon'ble Mr. Ramachandra Rao."

The Hon'ble Mr. T. RANGA ACHARIYAR:—"Do you move it as an amendment?"

The Hon'ble the Rev. G. PITTENDRIGH:—"I do not move it as an amendment—I only make a suggestion."

The Hon'ble Mr. K. CHIDAMBARANATHA MUDALIYAR:—"Your Excellency, I wish to make a few observations on this very important question which is now before the Council. There is, as it is recognised both by the Government and by my non-official colleagues who have spoken on the subject, need for a thorough enquiry into the extension of secondary education in this province and how best it could be accomplished. Over and above all the reasons that have been put forward in support of that enquiry, I would also lay before this Council the consideration that it serves not only as a preliminary for higher education, but it is more essential as a necessary for better commercial, industrial and technical education. We need the spread of secondary education more as a preliminary to commercial, industrial and technical education much more largely than we have at present. Looking at it from that aspect I believe that the need for the expansion of secondary education is much stronger than it has ever been in the past. As one having some connection with a secondary school myself and also with other schools in my part of the province, I can safely assert that the need for secondary education is now very much more largely felt than the present supply of schools can adequately meet and the necessity of enquiring into the present state of things and as to how best the object in view can be accomplished is, I believe, a duty which the Government should readily undertake. I am glad to hear from the Hon'ble Mr. Stone that the Government are at one with us non-official members on this aspect of the question.

"But so far as the question how that enquiry ought to be made is concerned, there has been some difference of opinion. The Hon'ble Mr. Stone evidently thinks that there would not be much advantage derived by the appointment of a special committee as suggested by the Hon'ble Mr. Ramachandra Rao. There I do to some extent concede that the appointment of a committee may not be possibly necessary or exactly meet the situation that we are faced with at present, seeing particularly that we have had a committee recently, though not upon exactly this question but on questions very nearly affecting these considerations. So I am quite in sympathy with the suggestion made by the Hon'ble Mr. Pittendrigh that it would best be accomplished by the appointment of a special officer to make a thorough detailed enquiry. I hope that my honourable friend Mr. Ramachandra Rao will see his way to accept his suggestion and also request the Government to take steps to appoint an officer at the earliest opportunity to make this enquiry as thoroughly and in as detailed a way as possible so as to secure the object which I see both the non-official members of this Council as well as the Government have at heart—that is, the efficient and rapid spread of secondary education."

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The Hon'ble Rao Bahadur M. RAMACHANDRA RAO :—"My Lord, I think, so far as I have been able to understand the Hon'ble Mr. Stone, that he does not deny the necessity for the expansion of secondary education. There are three or four questions which are involved in this resolution. One is the state of overcrowding in the existing institutions. The second is what might be done with reference to the existing institutions in order to relieve this congestion. The third is the general question of the necessity for expansion in the matter of secondary education in this Presidency. My Lord, I could not quite catch what the Hon'ble Mr. Stone said, but he said something about doing violence to his educational conscience. I trust that some of the statements made by him, probably he himself feels, are causing some kind of violence to his educational conscience. We do say that the existing state of overcrowding in schools is an unmitigated evil. The Hon'ble Mr. Stone has stated that it is quite possible that an institution with one thousand pupils might be quite a good institution while a weak institution with 250 might be a bad one. I am not talking of any theories in this matter. I have placed before the Council facts and figures which show the state of education and the feeling in the educational world itself, apart from the lay opinion outside the educational institutions. So that, so far as the main reply of the Government is concerned, I am very much dissatisfied with the attitude taken up by them. There is no statement that any more funds would be devoted to secondary education; nor is there any promise that the question how far incomplete secondary schools can be brought into existence would be considered. The Hon'ble Mr. Stone expressed his personal sympathy with the necessity for more secondary schools. Therefore, on the general line of reply that has been taken on behalf of the Government, I must express my dissatisfaction.

"I have been here in this Council for nearly six years and I do not remember one instance in which the proposal to appoint a committee has been welcomed by the Government and the reasons assigned by the Hon'ble Mr. Stone on the present occasion for opposing this particular proposition did not at all come as a surprise either upon me or upon my honourable friends. Whenever there is a proposal for the appointment of a committee, first of all it is suggested that there is no work, and the second thing is that the committee would be useless; and the third thing is that the committee do not know enough of the subject—every possible and conceivable reason that can be urged against a committee on any subject are suggested. Yet we find in another province, the United Provinces, a committee has been appointed and it has been found possible for that committee to go round and see all the institutions and what is possible in the United Provinces must be possible also here. Perhaps, we may be told that the conditions are different and what is good for one province is not good for another. I have heard every argument that may be urged against the appointment of a committee and therefore the arguments urged on the present occasion do not take me by surprise. However, I am quite willing to accept the suggestion of my Honourable friend the Rev. Mr. Pittendrigh which has also been supported by the Hon'ble Mr. Chidambaramatha Mudaliyar who himself is the manager of a well conducted secondary school. If the Government are prepared to undertake an enquiry into this matter, I am quite willing that it need not necessarily be a committee that should examine the conditions. Let them depute an officer to visit each district and submit a scheme for the distribution, or rather the distribution, of schools and to suggest ways and means by which more money might be utilised for secondary education. I am quite willing to fall in with the suggestion which has been made.

"On the question of funds, as I already stated, it was the idea sometime ago that in the matter of secondary education private effort was the only means to which the Government looked for expansion. I have already stated that the Allahabad Educational Conference has put it on record that it was absolutely necessary that secondary education should not be permitted to look after itself. Perhaps it is better that I should read the exact wording of the concluding paragraph of that resolution of the Conference in the matter of secondary education: 'Paramount therefore as are the claims of primary education, it would not be right to rely upon increase of fees and private effort alone for the improvement of our secondary schools. The Directors generally put the improvement in secondary education in the forefront of educational improvements, and the conference was emphatically of opinion that it cannot be left to look after itself and that it urgently requires liberal support from

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Government.' In the recent circular of the Government of India dated 9th September 1916 in regard to municipalities and local bodies the Government of India state: 'The financial support of secondary schools which are maintained at the cost of local bodies must, therefore, in the absence of local arrangements to the contrary, be continued for the present on existing lines. But precaution should be taken to restrict by rule any tendency to increase the expenditure of local bodies on secondary schools at the expense of the interests of primary education and when financial conditions permit all such expenditure should be made a charge upon Provincial revenues.'

"I think it is quite enough, my Lord, that I should draw the attention of Honourable Members to these two pronouncements that, so far as secondary education is concerned, we look to the Provincial revenues for help. In these circumstances I must once again urge upon your Excellency's Government the absolute necessity for more funds. I have placed before the Council the statement of expenditure and from that you will see that in 1906-1907 we were spending more than Rs. 3,64,000 as recurring expenditure on secondary education; and if we exclude the Imperial grant of Rs. 80,000 in 1914-15 we were spending much less from Provincial funds. Therefore, relatively to the population, my contention is, that this Presidency has fewer secondary schools; while as regards the number of schools this Presidency is almost the last in India. These circumstances should weigh with your Excellency's Government and I trust that your Excellency's Government will be able to accept the suggestion which has been made and with which I am in entire accord, that the whole question should be investigated, and the question of the expansion and consolidation of secondary education should be undertaken without any more delay. It is unnecessary to detain the Council any further. I sincerely trust that your Excellency's Government will see your way to accept this suggestion."

The Hon'ble Mr. J. H. STONE :—"Your Excellency, before I go on to the real subject of this discussion, I wish to call the attention of Honourable Members to the fact that a very serious charge has been made against the Educational Department and I wish to totally deny it. I have been charged, the department has been charged, with having prosecuted the manager of the Papanasam school for a breach of our rules. The Honourable Member who made that charge may be perfectly well aware that a breach of our rules is no crime, and it is not a thing for which a man can be prosecuted. What the gentleman in question, the late manager of the school was prosecuted for was fraud. He was accused of having in his returns stated that certain teachers were paid so much, whereas in reality they were not paid so much, and in that way he was able to obtain from the department, and therefore the Government, a larger grant. It is, of course, for the courts to say in the first place whether the facts were true, and in the second place what the law may be. It is totally untrue to say that he was prosecuted for a breach of our rules. He was prosecuted for fraud.

"To recur to the real subject of the debate—"

The Hon'ble Mr. T. RANGA ACHARIYAR (*interrupting*) :—"May I explain?"

His Excellency the PRESIDENT :—"The honourable gentleman is not entitled to make a speech."

The Hon'ble Mr. T. RANGA ACHARIYAR :—"Only a personal explanation."

His Excellency the PRESIDENT :—"What does the honourable gentleman wish to say?"

The Hon'ble Mr. T. RANGA ACHARIYAR :—"My expression was inaccurate—the expression 'departmental rules' was not correct. I am sorry for it. He was prosecuted by the department in connection with the way in which he is supposed to have dealt with some Government grant."

His Excellency the PRESIDENT :—"That is not denied."

The Hon'ble Mr. J. H. STONE :—"The Hon'ble Mr. Rama Ayyangar, if I remember rightly, stated that grants should not be distributed to the institutions themselves but to localities. That is a view which I am not in a position to share.

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It seems to me that we must pay grants to secondary schools in proportion to what they do and not distribute the sum at our disposal to localities in the way in which the Honourable Member would like.

"With regard to the Hon'ble Mr. Krishna Rao's idea about a Central Committee which should be helped by district representatives, we have got the department, we have got the boards and anything that the local representatives or district representatives could do could be done by the boards if we apply to them. I do not see that the Central Committee or the district representatives would really help us to do our business at all.

"The Hon'ble Mr. Ramachandra Rao referred to what I said about violence to my educational conscience. I said I had to do violence to my educational conscience in not applying our rules as strictly as we ought to and we have to put up with imperfections in the schools which I would gladly not see. I was speaking of these lower secondary schools.

"With regard to what the Honourable Member said about the Government granting or not granting committees, I was rather surprised to hear it, because last March we had a committee which was granted in the previous cold weather and we have just had a committee on female education which was granted last May. On the second occasion the Government did not demur, but granted a committee in the readiest possible manner and I do not think that any great difficulty was made about the grant of the committee which held its meeting in March. I think whatever unwillingness the Government may have had as regards other committees, it does not apply to committees for discussing educational matters.

"Then, your Excellency, the Hon'ble Mr. Pittendrigh suggested that the Government might appoint a special officer instead of having a committee. There are many reasons that might be urged against that. One that occurs to me immediately is that the department is already short-handed and it is extremely difficult to find a special officer. However, I do not think that the objection to having a committee is really any the less applicable to having a special officer. The fact is that the Educational Department is being credited with being much more ignorant than it is. We do not need any special machinery for getting information. We have got so much information that it is difficult to get abreast of it. If I were given a little time to sit down and make out a scheme of expansion of secondary education and find out where schools are wanted, I have not the smallest doubt that I should be able to do it. If I were to do it the sum involved would be staggering to this Council.

"I have no doubt that it certainly will be a very much larger one than the Government will be prepared to find. We can get to the bottom of things; but where is the money to come from? Everybody knows that this is particularly a time when it is difficult to get money. Where is the money to come from for a very large expansion of secondary education? Honourable Members ask us for free and compulsory education and we say among other things that it is a very expensive thing. Leaving that subject, Honourable Members come and say 'we want an enormous expansion of secondary education.' You cannot have it both ways. You cannot have a large expansion of elementary education, and a large expansion of secondary education in the present restricted state of our finances.

"After all, that is really a practical answer to the whole question. As money becomes more available, we shall no doubt find more money for secondary education. And the way of spending it has been decided upon or recommended to Government by the recent conference in what I may call a very satisfactory way. We have departed a good deal in that recommendation from our favourite system, namely, that grants should be given strictly speaking in aid. If anybody wants one rupee, he must put down a rupee in order to get it. The percentage which we have arranged to be reserved and to be put by to be given on special occasions will go somewhat towards correcting any shortcoming that is caused by that system of grants. I have also said myself, in addressing the Government, that I hope that as larger sums become available for granting aid to secondary schools those larger sums may be applied in a similar way, that is to say as a larger sum becomes available the State may be prepared to do more in the way of aiding secondary education on the basis of what is after all not really aid at all, but direct payment. If people do not have to put

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down any money and the Government pay over, it is not strictly speaking 'aid'. So what I said was that the Government should begin now with a sort of mixed system, partly of grants-in-aid and partly of something like direct expenditure on secondary education."

His Excellency the PRESIDENT:—"There is really very little that I can say fully on the subject, before I put this motion to this Council, because the case has been fully stated by the Hon'ble Mr. Stone. I do not think it will be said that the Educational Department have not recently, so far as I know at any rate, welcomed discussion on educational questions in this Council; and I ask if there is any evidence whatever indicating that we do not invite—I won't go beyond the word 'welcome'—the support of this Council in pressing the claims of education upon the Government. In that I believe we are only echoing or interpreting the feelings of the Council generally. I know the importance which they attach to education and the desire there is for the extension of education in all directions; and the Educational Department so far as I know have always welcomed the support of this Council in these matters.

"I should be the first to admit, with the Hon'ble Mr. Stone, imperfections, obvious imperfections and shortcomings in the educational administration of this country. But this country is not alone in having imperfections and shortcomings in its educational administration. You are aware that in the United Kingdom itself at this time no question next to the war is exciting more active interest than the improvement and the development of the system of education. In every country it is the same thing. As knowledge extends, that extension has its effect upon the system of education. Here obviously, as has been pointed out in this debate, Honourable Members are quite able to point out imperfections and shortcomings in our present state of things. But they are not alone in that respect. Nobody is more conscious, as I have already said, of these imperfections, whatever they may be, than the Director of Public Instruction and those who work with him and under him. The standard in regard to the staff, the standard in regard to the instruction and teaching, buildings, apparatus,—to nobody are all these shortcomings brought home more largely, daily, weekly and yearly than the Director of Public Instruction. He has already expressed as strongly as he can how repeatedly he has to do violence to his own feelings in restraining himself in putting demands to the Government in this, that or other direction.

"I am inclined to think that the Council is apt to take too gloomy a view of the condition of education in this Presidency and one cannot consider secondary education truly and in proper perspective without considering the advance and the scope of education as a whole. Overcrowding has been talked of, as also the refusal of the admission of pupils. It is said that there are too many large schools and the statistics of other Provinces are thrown in to emphasise the deductions that are drawn from those statements. You know what is said about statistics,—that there are three kinds of lies, white lies, black lies, and worst of all statistics. I do not mean to say for one moment that statistics are ever adduced in this Council except with a view to being helpful; but I do suggest to all the Honourable Members, having frequently found myself in similar difficulties before, that unless statistics are used with great care, they may be most misleading. What the whole of the circumstances in Bombay are, I do not know. What the whole circumstances in the United Provinces are, or even in England and Scotland I do not know. But I do say it is not right simply to pick out a figure or two in regard to any special branch of education, point out these figures, and compare those figures with ours, and argue from that that our education is more backward when compared with the education of the places whose figures are relied on. We must know all the circumstances, as otherwise, I should think, it would be misleading to the people in this Presidency. I often think that the debates in this Council are apt to be misleading to the people of this Presidency, because we see nothing but the shadow, nothing but the darkness, nothing but the imperfections. Nothing is said about the progress that is going on and the good work that is being done. I apply that in this case to education. There have been undoubtedly, what I may well admit to be, shortcomings, and I should like to see them remedied. I heartily agree with the Honourable mover and seconder and those who have pointed out the defects—I heartily agree with them as to the importance

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of the defects and as to the desirability of remedying them. While I admit all that, I must point out—and many a gentleman in this Council knowing the Presidency much better than I do knows it—that if we go back to the years 1896 or 1897—I cannot call it personal memory—I cannot help questioning the suggestion that there has been no real progress in secondary education during the last twenty years. I have been in most of the secondary schools in this Presidency—I do not know if I have been in all, but I have been in most of them—and to my mind there is every sign in every one of the schools, of progress and of keeping abreast of the times, and a desire for improvement and all the signs of a living and growing organism. When I say that, let me mention that there are great differences in schools. Secondary education in secondary schools is the label or title of a category or a class of schools. There are good secondary schools and there are bad secondary schools as different from one another as black is from white. Therefore generalisations are extremely difficult and hazardous, but there are in many parts of this Presidency excellent secondary schools doing excellent work and I wish there were more of them.

“Now we come to particulars in regard to which complaints are made. Let us see why. Of course it is desirable that there should be a wider distribution of secondary schools. It is certainly desirable that we should reduce to the lowest limits the necessity under which parents have to send their children away from home to a town to attend such schools. The Educational Department does its utmost to encourage and help the construction of hostels to mitigate this necessity. But the real reason for the necessity is want of money. Some large institutions, some Corporation or some large body, it may be a missionary or a district board or whatever it is, or the Government establish a school in a certain centre. It meets with an increasing and excessive demand. How is it to meet that demand? That is the question that has to be solved. It is cheaper for it to extend its present building and have a large school than to set up a similar establishment elsewhere. It is by financial necessity for spreading the butter thin over the bread as far as possible, to make the money go as far as possible, that it is driven to the necessity of enlarging the school beyond, I admit I agree, what should be the normal strength of any such secondary school. That is really at the root of most of the imperfections which are admitted in our educational system.

“Therefore I cannot help thinking that there has been a considerable advance in secondary education in the last twenty years. It may perhaps be in quality rather than in quantity. But remember that quality is a very important aspect. There is a continual contest between those schools which prefer quality and those which prefer quantity in every branch of education. But unless the ideals are high and the standard held up is high both to the teachers and the parents of the young pupils you may depend upon it that your secondary education will degenerate and it will not be kept up to the standard required by the University which after all is the governing factor in the whole system. Therefore I deprecate criticism of those who have gone before us. The views may have changed, may have been modified; but I am inclined to suggest that we should not be ungrateful to those who have gone before in the administration of education in this Presidency. Their views may not be identical with those which we hold; but I believe good service was done,—good service of which we are reaping the fruit today—in some directions by those who were responsible for secondary education in times gone by. It is quite untrue to say—it is quite false ground to take—that there has been any hostility on the part of the Government to secondary education or to the improvement of secondary education, and I hope that nothing of that kind will be deduced from this discussion. Our advance in this as in other respects must be co-ordinated with the advance in other branches. There are hospitals and other medical requirements, there are roads, there are all the other branches of Government which claim their share in the sums which are available to Government.

“Now we come to the question of the Committee. Personally I really do not think that a Committee will serve any useful purpose at the present time, nor, with great respect, do I think that there is any necessity for deputing any special officer to ascertain the facts. The Honourable gentleman who moved this resolution seemed to indicate some depression of mind at the coldness, or want of success which has attended the efforts of himself and other gentlemen in bringing educational subjects

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before this Council. I am not sure whether he and they quite realise how frequently we discuss educational subjects. After he spoke I have ascertained the number of times on which we have discussed education in this Council since the year 1910. We have had 42 resolutions—42 resolutions have been admitted on educational subjects—and 26 have been discussed since 1910. That means there is practically no meeting of the Council—to sum it up in that way, there is not a single meeting of the Council at which we do not discuss the subject of education. I do not regret it myself; I welcome discussion because it is a good thing that we should compare notes and exchange views, and it is certainly a healthy thing for the Government to ascertain the non-official opinion on all such subjects. That is one purpose for which this Council exists. This figure shows that it has not failed in that respect in regard to education. That is one consideration which should go to show that we are not out of touch with non-official opinion and not out of touch with the facts with regard to education. As the Hon'ble Mr. Stone has pointed out, we have had two conferences this year on the subject of education, one on the subject of education generally from the proceedings of which the Honourable gentleman has himself quoted and the recommendations of that conference are now before the Government and will be most carefully considered. Nearly a month ago came a conference on female education.

“I would really submit, therefore, that we are not out of touch with the facts; we know the facts and the difficulties we have at present. One of the difficulties is want of money. You may have observed that in the debate one Honourable Member suggested that we wanted 300 more secondary schools. That was the net effect of his suggestion. That would require an expenditure of at least 30 lakhs. It is not only money, but we cannot have schools unless we have teachers; and the training of teachers is a necessary concomitant or even a preliminary to a very large degree. Indeed, it is a bar to any sudden expansion of secondary education or any other branch of education. We press forward as well as we can, as well as the circumstances admit, with the matter of the training of teachers, and as the training of teachers increases and as our money becomes more ready, I do not think you will find any reluctance on the part of the Educational Department to follow the lines of a progressive policy in the direction which this debate has indicated. That being so, I am disposed to suggest that the Honourable gentleman's object, in these circumstances, in the special circumstances of the case—I am disposed to suggest that by this debate which has covered the whole field, the Honourable gentleman's object may have been attained, and that nothing will be gained by pressing this resolution on this occasion to a division. But I shall put it if he so desires.”

The Hon'ble Mr. RAMACHANDRA RAO wanted the resolution to be put to the Council.

The resolution was put to the Council and lost.

R. A. GRAHAM,
Acting Secretary to Govt., L. & M. (Legislative) Dept.

APPENDIX

[Vide speeches of the Hon'ble Rao Bahadur M. Ramachandra Rao Pantulu Garu on Resolution No. VI at page 2 ante.]

(i) Strength of schools.

Year.	Number of English secondary schools.	Total strength.	Average strength per school.
1901-02	437	74,514	171
1902-03	450	79,154	174
1903-04	464	82,776	178
1904-05	483	85,827	180
1905-06	492	88,808	168
1906-07	463	88,390	191
1907-08	421	94,603	225
1908-09	375	95,765	255
1909-10	362	101,082	279
1910-11	349	96,074	275
1911-12	343	99,668	291
1912-13	339	106,396	314
1913-14	332	115,425	348
1914-15	333	123,140	370

(ii)

Schools having 500 pupils and more in 1914-15.

District.	School.	Number of pupils.
1. Ganjam	Municipal High school, Chicacole .. 748	
	Kallikota College (School department), Berhampur .. 935	
	Raja's College (School department), Parlakimedi .. 879	
2. Vizagapatam	Mrs. A.V.N. College (School department), Vizagapatam .. 534	
3. Gōdāvari district	Board High school, Amalapur .. 861	
	A.E.L.M. High school, Peddapur .. 619	
	Veerasingam High school, Rajahmundry .. 633	
4. Kistna district	R.Ch. school, Pithapuram .. 719	
	Board High school, Tanuku .. 530 (now).	
	C.M.S. High school, Bezvada .. 774	
	Hindu High school, Bezvada .. 632	
	C.M.S. High school, Ellore .. 630	
	T.H. school, Narasapur .. 720	
5. Guntūr	Board High school, Bapatla .. 500 (now).	
	A.E.L.M. College (School department), Guntūr .. 969	
	Town High school, Guntūr .. 804	
	Taluk High school, Tenali .. 678	
6. Kurnool	Municipal High school, Kurnool .. 515	
7. Cuddapah	Do. Cuddapah .. 538	
8. Nellore	V.R.H. school, Nellore .. 738	
9. Madras	U.F.C.M. High school .. 896	
	Wesleyan Mission High school, Royapeta .. 781	
	Vepery S.P.G. High school .. 743	
	Triplicane Mission school .. 562	
	Pachaiyappa's school .. 659	
	Madras Hindu Theological school .. 540	
	P.S. High school, Mylapore .. 780	
	Govinda Nayakar school .. 821	
	Georgetown Progressive Union school .. 651	
10. Chingleput	Conjeeveram U.F.C.M. school .. 493	
	Do. Pachaiyappa's .. 742	
11. North Arcot	Vellore Voorhee's College (School department) .. 976	
12. South Arcot	Cuddalore St. Joseph's school .. 709	

Schools having 500 pupils and more in 1914-15—cont.

District.	School.	Number of pupils.
13. Tanjore district	Mannargudi Findlay College (School department) .. 636	
	Tiruvallur Board school .. 818	
	Kumbakonam Native school .. 627	
	Mannargudi National school .. 646	
	Tiruvadi Central school .. 510	
	Shiyall S.M. High school .. 613	
	Kalyanasundaram High school .. 948	
14. Trichinopoly	Karur school .. 625	
	Kulittalai Board High school .. 517	
	Trichinopoly National school .. 750	
	Srirangam school .. 642	
	Trichinopoly Hindu school .. 653	
	Aryan school .. 512	
15. Madura district	Madura A.M. College (School department) .. 567	
16. Ramanād district	Srivillipattur Hindu school .. 601	
	Ramanād Raja's school .. 839	
17. Tinnevely district	Tinnevely C.M.S. College (School department) .. 698	
	Tuticorin St. Xavier's school .. 500	
	Tinnevely Hindu College (School department) .. 735	
18. Coimbatore	Coimbatore St. Michael's school .. 529	
	Do. London Mission school .. 589	
	Do. College (School department) .. 624	
	Erode Mahajana school .. 522	
19. Salem district	Salem College .. 897	
	Do. London Mission school .. 594	
20. Malabar district	Cochin Santa Cruz school .. 717	
	Tellicherry B.G.M. school .. 700	
	Calicut B.G.M. College (School department) .. 682	
	Calicut Zamorin's College (School department) .. 665	
	Calicut Native school .. 502	
	Palghat Native school .. 551	
21. South Canara	Mangalore B.G.M. Town school .. 653	
	Do. Canara school .. 577	

55 schools having between 500 and 1,000 boys.
18 " " above 1,000 boys.

Schools having 1,000 pupils and more in 1914-15

District.	School.	Number of pupils.
1. Vizagapatam	C.B.M. High school, Vizagapatam .. 1,054	
	Maharaja's College, Vizianagaram (School department) .. 1,224	
2. Gōdāvari	P.R. College, Cocanada (School department) .. 1,132	
3. Kistna	Noble College, Masulipatam (School department) .. 1,189	
	Hindu High school, Masulipatam .. 1,075	
4. Madras	Hindu High school, Triplicane .. 1,499	
	Mathialpet school .. 1,103	
5. Tanjore	Municipal school, Mayavaram .. 1,100	
	Tanjore St. Peter's school .. 1,098	
	Kumbakonam Town school .. 1,220	
	Negapatam National school .. 1,119	
6. Trichinopoly	Trichinopoly St. Joseph's school .. 1,348	
	Do. S.P.G. school .. 1,251	
7. Madura	Sethupathi school .. 1,073	
	Native College (School department) .. 1,344	
	Sowrashtta school .. 1,109	
8. Tinnevely	Palamcottah St. Xavier's school .. 1,122	
9. South Canara	Mangalore St. Aloysius' College (School department) .. 1,268	

Please see the extract from the proceedings of the Council on pages 7 to 30 supra. The resolution was put to the Council & lost. These papers may be recorded. A draft order ~~was submitted~~ submitted.

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(iii)
Strength of IV class and I form.

Year.	Strength of IV class.	Year.	Strength of I form.
31st March 1902	46,786	31st March 1908	15,920
" 1903	48,773	" 1904	16,388
" 1904	51,045	" 1905	17,094
" 1905	53,239	" 1906	16,860
" 1906	51,578	" 1907	16,170
" 1907	48,584	" 1908	16,469
" 1908	48,262	" 1909	15,862
" 1909	47,800	" 1910	15,705
" 1910	48,540	" 1911	13,888
" 1911	48,860	" 1912	14,447
" 1912	51,019	" 1913	15,337
" 1913	51,291	" 1914	16,487
" 1914	54,570	" 1915	17,958

(iv)
Total expenditure by Government on all secondary schools.

Year.	From Provin- tial funds.	From District funds.	From Muni- cipal funds.	Total.
	RS.	RS.	RS.	RS.
1900-01	2,31,668	22,694	43,436	2,97,798
1901-02	1,97,117	20,166	44,191	2,61,474
1902-03	2,75,042	21,004	45,096	3,41,142
1903-04	2,54,858	19,468	45,268	3,19,594
1904-05	2,68,046	23,708	46,894	3,38,648
1905-06	2,46,416	32,761	50,098	3,29,275
1906-07	2,82,771	60,769	21,328	3,64,868
1907-08	1,85,219	43,610	5,610	2,34,439
1908-09	1,69,646	44,747	14,422	2,28,815
1909-10	1,65,831	40,770	10,646	2,17,247
1910-11	1,89,658	23,261	4,938	2,17,857
1911-12	2,00,088	40,234	5,379	2,45,696
1912-13	2,82,271	9,286	18,343	3,04,900
1913-14	2,93,868	3,343 L.F.	..	2,97,211
1914-15	2,98,268	58,420	60,781	4,17,469

* Including Rs. 80,000 Imperial grant.

Legislative Council resolution

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