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[Despatch Abstract.]

Secondary education.-

Forwarding to the Government of India a memorial addressed to that Government by the Council of Indian Education, Madras, praying that vernaculars might be made the media of instruction in secondary schools.

25th December 1917 deals with reference to the questions
discussed at the Educational conference held at Delhi on
the 20th of August 1917, I beg the favour of your forwarding
the accompanying memorial to the Government of India with
the favourable remarks of His Excellency's Government.

I beg to remain,

Sir,

Your most obedient servant,

S. Rajagopalachari

Joint secretary to
The Council of Indian Education,
Madras.

From the Joint Secretary to the Council of Indian Education, Madras,
To the Secretary to the Govt. of India, Department of Education,
Dated the 29th March 1918.

I beg to forward under direction from the Council of Indian Education, Madras, the accompanying memorial dated 25th December 1917 on the subject of making Vernaculars the media of instruction in non-language subjects in Secondary education in this Presidency.

2. The Council have been endeavouring since 1904 to create public opinion in this Presidency on this important question and that their efforts have met with success will be evident from the resolutions passed at various Teachers' meetings and at Public Conferences. (Para 12 of the memorial to the Madras Government dated 34th May 1915).

3. The Council respectfully beg that His Excellency's Government would be pleased to permit the Teachers' Associations in various localities some small measure of liberty for achieving the objects set forth in the memorial so that initial mistakes might be corrected from time to time in the light of experience (Para 30 of the memorial dated 25th December 1917).

PARK TOWN, MADRAS.

25th Dec., 1917.

FROM

MR. S. RAJAGOPALA CHARI, B.A.,

JOINT SECRETARY TO

THE COUNCIL OF INDIAN EDUCATION,

Madras.

TO

THE SECRETARY TO THE GOVERNMENT OF INDIA,

EDUCATIONAL DEPARTMENT,

Delhi.

SIR,

I am directed by the Council of Indian Education at Madras to submit the following observations to His Excellency the Governor-General in Council on the question of making Vernaculars the media of instruction in non-language subjects in secondary schools.

2. *Scope of enquiry much too limited and broader issues not raised.*—His Excellency the Viceroy urged, in his opening speech at the Educational Conference on 21st August 1917, the members of the Conference to examine the question from the educational standpoint. The questions submitted were "whether, accepting the present policy with regard to English, any improvement can be made in the general arrangement now in force in schools with reference to the teaching of English, and the use of English as a medium of instruction keeping two desiderata in view, first that students may be enabled to obtain a better grasp of the subjects which they are taught, and secondly that they may complete their secondary course with a more adequate knowledge of the English Language than at present."

3. *No going back on the resolution of March 1915.*—His Excellency the Viceroy stated that the subject of making Vernaculars the media of instruction in non-language subjects in Secondary Schools was brought up in the form of a resolution in the Imperial Council in March 1915, and that Sir Harcourt Butler had deprecated any reference to the Local Governments on the subject until after the end of the War. It was not the intention of the Government to go back on this decision. And the present Conference was only called with a view to clear the ground and to arrive at a better idea of the points which should later on be referred to the Local Governments for consideration.

4. *The Vernaculars as the medium of instruction agreed to by 11 out of 21 at the Conference.*—It will be seen from the analysis given, as appendix A to this memorial, that 12 gentlemen who took part in the discussion were of opinion that instruction through the medium of a foreign language would hamper the pupils in the acquisition of knowledge. Several of them thought that it would crush their independence and originality of thought and promote the

habit of cramming as the only means of learning. It was thought that the system now in vogue imposed a heavy burden on the teachers. Of the remaining few, only two are non-officials and the rest either Directors or Inspectors under them who are wedded to the present system.

5. *Vernaculars are impoverished.*—With reference to the question whether the present system has led to the impoverishment of the vernaculars of the country the Council have to state that the Vernacular languages have lost ground in Colleges, after the new Universities' Act came into force in 1907. This is due to the specialisation theory which was introduced in the College studies. Vernacular studies are seriously handicapped in Secondary Schools also on account of the same specialisation theory. The recent concession given to B. A. students to take some Vernacular Literature as an alternative to special subjects in certain branches does not help to promote its study.

6. *Option of answering papers in Vernaculars.*—From the same analysis, it will be found that only 7 out of 21 gentlemen voted for making vernaculars the media of instruction in non-language subjects while as many as 13 were in favour of giving the students the option of answering the question papers in the Vernacular languages of the country. It is difficult to understand how, if the boys had not learnt the subjects in the Vernaculars, they could answer the papers in them.

7. *No desire to substitute the Vernaculars.*—His Excellency the Viceroy has expressed his opinion that "the substitution, at this time of the day, of the Vernaculars for English is beyond the bounds of practical politics." The Council fully agree with the position taken up by the Viceroy, for there is no desire on the part of any body to lower the prestige of English as a language subject.

8. The position taken by the Council of Indian Education at Madras is that boys can acquire proficiency in English as well as they do now, if not better, if information-giving subjects are learnt through the Vernaculars of the country throughout the High School course and English, a foreign language, is learnt as a language subject. In this contention, the Council have the proud satisfaction that they are supported by His Excellency the Viceroy who has expressed his personal conviction that the system of imparting knowledge through a foreign medium is vicious inasmuch as the pupils are unable to obtain a good grasp of the subjects.

* 9. *Indian masters are unjustly condemned.*—The Council view with very great concern the unmerited slur cast on a body of enthusiastic, patient and painstaking Indian teachers who with inadequate salaries are working cheerfully in spite of great discomfort. Several graduates of superior intelligence and capacity, unable to pursue their studies for more lucrative professions, join the Teachers' College. Some join the College for the love of the work. In the Training College they become familiar with all the intricacies of the methods of teaching English. These young men have previously sat at the feet of European professors for 4 years and more. High Schools in this Presidency are mainly

under private management, for the Government Secondary Schools are few. This gallant band of painstaking workers in private service have not escaped the sneer of the members of the Royal Commission on public services and the Council resent the slur cast on them, because the teachers are condemned without being heard in their own defence. The Council can point out some Indian teachers who have a greater proficiency in the language than several of the imported English teachers.

10. *Real causes.*—The Council would be failing in their duty if they did not point out the real causes of the deterioration in studies not only in English but also in other subjects and these are given below

(1) Of the several agencies, Government, Managers, Parents, Teachers and Pupils who are responsible for the spread of education, Managers of schools and Parents have no voice in the shaping of the Education of the children.

(2) Lord Curzon, in 1904, deplored the abnormal failures in the Madras University Matriculation Examination. Lord Ampthill, in 1906, found fault with the University Examinations in equally unqualified terms. The present "Secondary School Leaving Certificate Examination" has superseded the old Matriculation Examination. Formerly the University with their expert advisers in several Boards of studies controlled the curriculum of studies, selection of Text Books, and the examinations. The present Secondary School Leaving Certificate Board cannot be said to be represented by experts in several subjects. The control is now exercised by the Government Inspectors and the supervising Head-masters of High Schools, and the absence of experts is one of the chief causes.

(3) The failures in English are abnormal. The reason for this is not far to seek. The Examiners exact too high a standard of efficiency in English answer papers. It will be interesting to learn the position in England. There is a severe but significant indictment in the "London Times" on the ability of the Englishmen to use their language correctly and with effect. The extract is taken from an article in the Educational Supplement of the "London Times." It runs as follows: "Man is a thinking animal; language is the instrument of thought; English is the instrument of Englishmen's thought; yet there is not a class in the community which is capable of using that instrument as it should." The fact is, unhappily, not borne in mind by the authorities that to the Indian student English is a foreign language whose intricacies cannot be easily mastered.

(4) The curriculum of studies is determined to a large extent by European Inspectors of Schools who do not know the conditions of the country and the needs and requirements of Indian children. At one time Grammar is condemned, at another time translations are condemned, and so on with every other subject; and such interference varies with the idiosyncrasies of the Inspectors. There is also a constant interference in the internal working of the schools. The supervising Head-masters have more or less to be merely machines for carrying out the instructions of the Inspectors of Schools.

* Paragraphs 8 and 9 deal with questions other than the Vernacular media but intimately connected with Secondary Education.

(5) Another difficulty is with reference to Text Books. Says an expert: "It is absolutely useless to expect a boy to acquire a sound working knowledge of Modern English from, say, a play or two of Shakespeare; a piece of Pope's and one or two of Addison's Essays. Modern English literature abounds in good vigorous prose on which a youthful Indian student of English might far more profitably be nurtured." Our boys are nurtured on too many books—detailed and non-detailed; jungle stories, stories abounding in humour, folklore tales, etc., etc., unintelligible to the Indian student. Four English publishers Messrs. Macmillan & Co., Longmans & Co., Blackie & Sons, the Oxford University Press have all come to stay in our midst. Within the last ten years, text-books are selected not so much for their excellence as for their being the publications of these Firms. The books prescribed are written for English boys and not for Indian students. What is suitable to the English student may not be suitable to the Indian student.

11. *Necessity for Vernacular Schools.*—The Conference that was summoned by the Government of India concerned itself more or less with the consideration of one or two questions in connection with English teaching. There are in our Presidency about 159 High Schools for boys and 38 High Schools for girls. These schools train pupils for the University course and outside these schools there is no scope for the boys and girls of the country to learn any trade or profession which would be useful to them in fitting them for their position in after-life. The present system has benefited only a small minority of the population—those preparing to enter the public service and the liberal professions—1182 out of 1,000 of the population. At present we have one school for every 11 square miles. Since Lord Curzon's time, the expenditure on education has increased from 4 crores to 11 crores; still the educational machinery has touched only the fringe of the population. The Viceroy in his opening speech on the 20th August at Simla drew the attention of the members of the Conference to the claims of the far larger classes of the population who at present go without any education, and His Excellency gave his opinion in the following terms:—

(1) Macaulay was not indifferent to the claims of the Vernaculars and he looked forward to a future time when the Vernaculars would be enriched with Scientific terms so that they may become fit vehicles for conveying knowledge to the great mass of the population.

(2) Instruction in English should always be combined with careful attention to the study of the Vernacular languages of the country.* We look to the English language and the Vernacular languages of India together as the media for the diffusion of European knowledge.

(3) The Education Commission of 1882 was of opinion, that a boy would be more intelligent if he had studied through the medium of the Vernaculars, till the highest class was reached.

(4) The Indian University Commission of 1902 was thoroughly in favour of Vernaculars as a subject in the highest courses even up to the M. A. Degree Examination.

* Educational Despatch of 1854.

12. In the midst of the present war, responsible statesmen and public bodies in Great Britain are engaged in working out plans for the re-construction of the Educational system. The want of a clear perception of the ideal that we have to work up to and the failure to determine the several details in relation to the whole, have been responsible for not a little confusion and misdirection of energies in several instances. The Council of Indian Education at Madras* have been advocating the desirability of the constitution of two concurrent courses in the University—one for students specialising in English courses of study and the other a graduated course in the Vernaculars to ultimately qualify the pupils for the professions.

13. *Council's work.*—The Council of Indian Education have been endeavouring since 1904 to create public opinion on the subject of Vernacular media and the volume of public opinion is so great that their work is supported by the resolutions of the Teachers' Conferences and District Provincial Conferences. Their request is contained in para 12 of the Memorial, dated 24th May 1915, to the Government of Madras. (A copy of the same is herewith submitted.) The Council on further consideration and on the strength of the Circular Letters, dated 29th November 1911 and 12th April 1912, have come to the conclusion that, while Vernaculars should be used as the media of instruction in Secondary Schools up to the highest standard, they urge on the Government the necessity of giving encouragement to the establishment of 100 purely Vernacular Secondary Schools with English as second language. Their views are embodied in their letter, dated 6th May 1914. (A copy of the same is herewith submitted.)

14. The Hon'ble Mr. A. Suryanarayana Rao moved in the Local Legislative Council on the 21st November 1917 that the principle of teaching non-language subjects in the Vernaculars of the country be recognized in the Secondary School Final Course and as a first instalment of the reform subjects in B group should be taught in the Vernacular. The Hon'ble Mover stated that there could be no objections to the proposed measure on the ground of want of competent teachers or of suitable text-books. The Hon'ble Mr. A. S. Krishna Row seconded the resolution on the ground that there was a large volume of opinion in favour of the resolution. Attempts had been made within the last few years to produce scientific primers for imparting instruction to pupils.

The Hon'ble Mr. Stone, C.I.E., Director of Public Instruction, said that the idea that vernaculars should be used much more largely than they are in the three higher forms could not be said to have reached the stage of principle because it was not capable of actual demonstration. Certainly it was not an idea which had attained anything like general acceptance in the debates taking place in the Madras Legislative Council or in the Imperial Legislative Council when divergent views had been expressed or in the Conference that took place at Simla on the 20th August, 1917. He could not recommend the Council to accept any such principle. As regards the more practical aspect of the question, he wished to point out that, as a matter of fact, S. S. L. C. Scheme did not lay any obstacle in

* Letter of the Council, dated 6th May 1914.

the way of teaching B group subjects in the Vernaculars in the three higher forms. That particular form of emancipation was in their minds when the scheme was introduced. If any school preferred to adopt the method of teaching subjects in vernaculars, it was at liberty to do so. The Hon'ble Mover desired Government to go further and wanted schools to be compelled by the department to introduce a new tyranny by throwing pressure on schools. He was not prepared to bring pressure to bear on the schools in the direction that the Hon'ble Member wished.

The Resolution was withdrawn.

15. The Council of Indian Education with a view to present to the Government a workable scheme sent a Circular Letter to the Head Masters of High Schools on the 17th February 1916 asking them whether it is not desirable that—

(1) Vernaculars should be transferred from group C to group B in the Secondary Leaving Certificate Scheme.

(2) The Head Masters should combine to conduct the examination in B group subjects in various districts or other convenient centres. The Council received as many as 36 replies. It will be seen that only 8 are against both the proposals of the Council. Several Head Masters were for transferring the Vernaculars to group A. The Council pointed out the advantage of their original proposals in their letter dated 6th April 1916.

The Council have the satisfaction that they have obtained so many favourable replies supporting their views. The Council of Indian Education cannot be sufficiently thankful and grateful to the Hon'ble Mr. J. H. Stone, C.L.E., for recognising the principle that the success of the movement should ultimately depend upon the initiation taken by the managers of schools and the teachers actually engaged in teaching.

16. It cannot be said that the Head Masters require any strong pressure. The Head Masters in their Conference held on the 21st October 1917 at Madras have passed the following resolution, *vis.*, "As an experimental step in the direction of making vernaculars the media of instruction in non-language subjects in Secondary Schools and with a view to find out the best manner and method of effecting the change, this Conference is of opinion that subjects under group B of the S. S. L. C. course should be taught in the Vernaculars." Again at a Conference of the Tanjore District Teachers' Guild held on the 15th of September, 1917, it was resolved that option be given to pupils for the S. S. L. C. public examination to answer the papers in non-language subjects either in English or in their own vernaculars. Any gentle hint from the Inspectors of Schools will induce the Head Masters to approach the problem cheerfully. Several changes are effected from time to time in the Secondary School Leaving Certificate Scheme without consulting the public. Less prominence now given to Indian History and Geography, and greater prominence given to Imperial History in the B group subjects have not met with approval at the hands either of the public or of the majority of masters engaged in teaching and if the Head Masters had agreed to such a step their action cannot be justified.

17. *Devolution.—In England, Viscount Haldane speaking in the House of Lords on May 9, 1917, pleaded for Devolution. He said that the problems to be solved could never be solved by a highly centralized body in the region of Whitehall. Devolution was the remedy. They must begin by inviting local educational authorities to group themselves for the purpose; and the inducement for them to do so was, he suggested, that the Board of Education, instead of making large grants for certain subjects in isolated compartments and of different departments, should give to properly constituted provincial committees of local educational authorities the administration of those funds under their own Inspectors.

18. *There is scope for devolution.*—The Council would respectfully urge that outside the present educational system which has touched only 34 per cent. of the school-going population among males and 7 per cent. among females, there is ample room for carrying on the experiment untrammelled by the departmental rules. The idea of devolution is in consonance with the opinion given expression to recently by His Excellency the Viceroy, *vis.*, "The idea of increasing the association of Indians in every branch of administration and the gradual development of self-governing institutions with a view to progressive realisation of responsible Government in India as an integral part of the British Empire."

19. In order that the country may be within measurable distance of realising the benefit of the wish expressed by His Imperial Majesty, the King Emperor, when he replied to the Address of the Calcutta University in January 1912, and also of achieving the ideals on education placed before the British public by Mr. Fisher when he introduced the Education Bill in the House of Commons on 10th August 1917, the Council would respectfully beg His Excellency's Government to request the Local Government to issue instructions to the following effect:—

(1) That the Vernaculars in S. S. L. C. Scheme be transferred from group C to group B with a view to enable all students to have an intimate acquaintance with their mother-tongue.

(2) That Teachers' Associations in Districts or in smaller areas should combine to form Boards of Studies and Boards of Examiners, should secure the help of Professors and Assistant Professors in the neighbouring first and second grade Colleges, and should exert themselves as much as possible to bring about a co-ordination of studies and endeavour to stimulate the healthy growth of education, having for their ideals the system of education that is obtaining in England and America modified with special reference to their local conditions.

20. The Council of Indian Education at Madras would further beg His Excellency's Government to request the Local Government to obtain from Teachers' Associations in Inspectorate circles the formulation of definite plans with regard to the several questions connected with the scope and ideals, administration and finance, teaching and examinations, in the different stages suited to the local needs and conditions of various communities. If the Government

* The Council of Indian Education have been endeavouring to obtain this kind of devolution in their Memorials to the Government of India on the subject of the Establishment of Committees in villages, or groups of villages for the spread of education. (A copy of the Memorial to the Government of India is herewith submitted.) Their endeavours have not till now been attended with success.

of India could allow the Council of Indian Education at Madras to bring about a change in the present educational system—which is mainly concerned with spending money for the training of teachers for the Elementary Schools,—so as to place before the country the ideals set before the people by His Imperial Majesty * the King-Emperor, by Mr. Fisher and by Dr. Sadler and the Educational Despatch of 1854, nothing shall be wanting on their part to undertake the work, with the co-operation of the Teachers' Association. The Teachers' Associations will strive to make arrangements for imparting instruction in non-language subjects through the media of vernaculars.

I beg to remain,
Sir,
Your Obedient Servant,

S. Rajagopalachari
Joint Secretary to the Council of Indian Education,
Madras.

I. His Imperial Majesty the King-Emperor spoke in the following terms for the spread of Education:—

"It is my wish that there may be spread over the land a network of schools and colleges from which will go forth loyal, manly and useful citizens, able to hold their own in industries and agriculture and all other vocations in life. And it is my wish, too, that the homes of my Indian subjects may be brightened and their labour sweetened by the spread of knowledge with all that follows in its train, a higher level of thought, of comfort and of health. It is through education that my wish will be fulfilled and the course of education in India will ever be very close to my heart."

II. Mr. Fisher made the following observations when he introduced his Bill in the House of Commons on the 10th of August 1917:—"We assume that education is one of the good things of life, which should be more widely shared than has hitherto been the case amongst the children and young persons of the country. We assume that education should be the education of the whole man, spiritually, intellectually and physically; and it is not beyond the resources of civilization to devise a scheme of education, possessing certain common qualities, but admitting at the same time large variation, from which the whole population of the country, male and female, may derive benefit. We assume that the principles upon which well-to-do parents proceed in the education of their families are valid "mutatis mutandis" for the families of the poor and that the State has need to secure for its juvenile population conditions under which mind, body and character may be harmoniously developed."

III. *Educational Times*, December 4th, 1915:—"Dr. Sadler charges the British nation or the schools we are not quite sure which, with failure to stimulate the intellectual interests of boys and girls of average capacity, with resulting wastefulness to the nation. He speaks with emphasis of the general inertness of mind towards science—like in industry, in public administration and in domestic management. The remedy he suggests is leadership by a great statesman resolved to kindle in England a purposeful zeal

* These opinions are all given at full length.

for educational reform. If such a man is found, he would focus public opinion and produce an entire change in our educational standpoint." Where is the leader to be found in India?

IV. *Educational Despatch of 1854—Education of the mass of the people*:—"Our attention should now be directed to a consideration if possible, still more important, and one which has been hitherto, we are bound to admit, too much neglected; namely, how useful and practical knowledge suited to every station in life, may be best conveyed to the great mass of the people, who are utterly incapable of obtaining any education worthy of the name by their own unaided efforts; and we desire to see that active measures of Government should more especially be directed, for the future, to this object, for the attainment of which we are ready to sanction a considerable increase of expenditure."

V. *Truly Popular Education*:—"At the Coronation Durbar of December 1911 it was announced that a recurring grant of fifty lakhs would be given for the promotion of truly popular education and of this sum Madras received 8½ lakhs with effect from 1st April 1912 to be devoted to the expansion and improvement of the elementary education, including the extension of the principles of free education, education of girls, the provision for hostels for students, technical and industrial education and the education of Europeans and Anglo-Indians."

ENCLOSURES.

- VI. (1) Analysis of the opinions of those that took part in the Educational Conference that met at Simla on the 20th of August 1917.
- (2) Memorial of the Council of Indian Education, Madras, to the Government of Madras, dated 24th May 1915, on the subject of making Vernaculars the media of instruction in non-language subjects.
Request is contained in para 12 of the Memorial.
- (3) Letter of the Council of Indian Education, dated 29th November 1911, to the Chairmen of Municipalities and the Presidents of Taluk Boards.
Last para gives a Summary of the letter.
Opinions on the letter of 29th November 1911.
- (4) Letter of the Council of Indian Education, dated 12th April 1912, to the Government of Madras.
Request is contained in para 5 of the letter.
- (5) Letter of the Council of Indian Education, dated 6th May 1914, to the Chairmen of the Municipalities and the Presidents of Taluk Boards.
Request is contained in para 5 of the letter.
- (6) Letter of the Council of Indian Education, dated 24th April 1915, to the Managers of High Schools.
See "Groups (A) and (B) of the Memorandum."
- (7) Letter of the Council of Indian Education, dated 1st September 1915, to the Managers of High Schools.
- (8) Names of the gentlemen who are in sympathy with the movement.
- (9-a) Replies to the letter of the Council of Indian Education, dated 17th February 1916.
- (9-b) Opinions of Eminent persons.
- (10) Letter of the Council of Indian Education, dated 17th February 1916, to the Head Masters of High Schools.
- (11) Letter of the Council of Indian Education, dated 6th April 1916, to the Head Masters of High Schools.
- (12) Letter of the Council of Indian Education dated 10th June 1916, to the Head Masters of High Schools.
- (13) Replies on the Circular Letters of the Council of Indian Education, dated 12th April 1912 and 6th May 1914.
- (14) Page 22, XXVII, Census Statistics 118·2 out of 10,000 of the population are benefited by the present system of Education.

I. It will be seen from the analysis given below that 14 out of 21 gentlemen invited are of opinion that instruction through the media of foreign language would hamper the pupils in the acquisition of knowledge crushing their independence and originality of thought and promote the necessity of cramming as the only means of learning. It imposes a heavy burden on the teachers:—

(1) *Mr. Covernton, Bombay*.—"English did hamper a pupil but it could not be said to crush him. There was cramming. English should be used as the medium in the top 2 classes."

(2) *Mr. C. F. DeLaFosse*.—"Acquisition of knowledge was hampered by use of a foreign language as a medium. The present system crushed independence and originality of thought."

(3) *Mr. Richey, Punjab*.—"English medium led to cramming in some measure. The quality of answer in English was not good. And the degree of understanding and capacity for work would be vaster if vernaculars were the media. There is no reason why an Indian child should be asked to think in two languages. He would postpone teaching of English as far as possible."

(4) *Mr. Hornell, Bengal*.—"The results of teaching through English led to the worst possible forms of cramming. Boys who had spent some six years in a Secondary School with English medium were unable to pass the Cambridge Junior Examination in Ceylon which was well within the scope of an English boy or girl of the age of fourteen."

(5) *Mr. J. H. Stone, Madras*.—"Acquisition of knowledge was not the only aim. The chief aim should be the discipline of the mind. Science, History and Geography being rather foreign to Indian as organised branches of knowledge, English, and not vernacular was best fitted to be the media of instruction."

(6) *Rao Bahadur Mr. K. Sesku Aiyar, Madras*.—"Everybody has an individuality of his own and the best method of developing it to a proper stature was by utilising the language with which they were familiar from their cradles."

(7) *Mr. G. K. Devadhar, Poona*.—"The use of English was largely unnatural, uneconomical and even though English might not hamper yet it retarded a quicker acquisition of knowledge."

(8) *Mr. Fazli Hassain, Punjab*.—"There is no strength behind the arguments that English as the medium would tend to improve the knowledge of the boys in English. The result of using English was confused. Ideas consequent on a lack of clearness of thinking. In principle the medium should be Vernacular. He urged that these views were shared by the majority of educational authorities in Punjab."

(9) and (10) *Messrs. Dube and Garu, Hoshangabad Central Provinces*.—"Pleaded generally for a complete recognition of Vernaculars as far as possible as media of instruction and contended that ease in their mother tongue would reduce an amount of time which, if well utilised, would go very much towards making the pupil's knowledge stronger thus leaving no ground for thinking that University going students would any way suffer."

(11) *Mr. Ram Ratan, Punjab*.—"The present system produced but poor specimens was due to abnormal use of English. English should be used as a medium only in top two classes and that too should be optional. When expression played any part Vernacular should be used and when reason or observation played any part English should be used. Foreign medium was a great handicap to Indian pupils."

(12) *Mr. Raoff, Assam*.—"It would not be possible for boys just commencing to learn English to understand definition of technicalities expressed in English. He thought leisure afforded by Vernacular course would be sufficient for the boys to acquire good knowledge of English."

(13) *Mr. Naik, Poona*.—"He pleaded for the use of Vernacular as the media. Study of English was not improved by the English medium."

(14) *Dr. Sir Sunder Lal*.—"The hampering use of the English tended to diminish with two years."

(15) *Dwaraka Nath, Behar and Orissa*.—"There is continuous demand for English. This could not be met adequately with the present type of teachers. There might be strain on student's learning through English. English should be used in the top 4 classes."

(16) *Mr. Natarajan, Bombay*.—"English had during the last 50 years opened up the Indians in a very extraordinary way and we had yet more light to gather before we could relegate English to a secondary place even if that stage should ever come to pass."

(17) *Mr. Sivakumara Sastri, Madras*.—"It is a mistake to suppose that a foreign medium hampered individual development. A great deal depended on the mental background of the pupil which the teachers should try to secure. The inward light could easily break through a foreign medium."

(18) *Mr. Meston, Madras*.—"Much depended on the way in which English was introduced. A certain amount of hampering was inevitable. But that in itself was a piece of education. Lack of assimilation was not due to English but to the mechanical way in which English is taught."

(19) *Dr. Chatterjee, Bengal, Inspector of Schools*.—"English should not be considered from the standpoint of a foreign language."

(20) *Mr. M. Ahsanullah, Bengal, Inspector of Schools*.—"English should not be considered from the point of view of a foreign language. It was more even than the Vernaculars. English education had developed the spirit of independence of enquiry and of original thought in the Indian."

(21) *Mr. Chakravarti, United Provinces, Inspector of Schools*.—"When the question is considered in the abstract the English medium necessarily hampered the acquisition of knowledge. He could not divorce education from life, and any hardship that might incidentally come would have to be undergone."

II. There was a greater unanimity among the members of the Conference in discussing whether or not the Vernaculars had been impoverished by the use of English to a large extent as the medium of instruction in Schools.

* (1) and (2) Vernaculars would not be impoverished. (3) Historical and Geographical terms could be introduced in Vernacular Text Books. (6) The development of vernaculars should not be left to the association of enthusiasts unless they take steps to convert others to their views, there is very little chance of vernaculars living in the country. (7) The enrichment of the vernaculars depended on the mission which possessed the souls of great men. (8) Answering questions 1, 2 and 3 the reply was "yes." (17) There are numerous enthusiasts for Indian vernaculars, and vernaculars could not be said to have suffered. (16) Merely using vernacular equivalents would not go to enrich in the vernaculars. (20) There was dearth of teachers in Vernaculars; these were now-a-days taught by those strong in English. English and vernaculars are not opposed to each other. Bengali literature was developed to a high degree and is now far richer than before, because of English education.

III. Text Books. Technical nomenclature. Multiplicity of vernaculars. (1) Demand could create the supply. (2) There was a serious dearth of good books in the senior classes. (3) Why should not Historical and Geographical terms be introduced in Vernacular Text Books. There is a dearth of Vernacular Text Books, and even offers of rewards by Government had not been able to induce men to write in Vernaculars. (6) Text Books were being published. Though there were multiplicity of languages when the Madras Presidency as a whole was considered yet one should remember that each locality fell under a distinct language area. The difficulty would be felt in Madras town only. (8) No lack of books. If vernacular was allowed books on scientific subjects will come in. English should be used in teaching Science subjects. And vernaculars should be used in teaching History and Geography. (8), (9), (10) and (13) There would not be any difficulty in the way of getting suitable Text Books owing to the multiplicity of languages. (16), (19) and (20) were doubtful whether vernaculars books would be forthcoming.

Though in the Training College vernaculars were employed wholly yet the pupils did not write in the vernacular. (17) There were enough Text Books and the potentiality was greater. (18) Not insuperable but there were difficulties. (20) They might encourage vernacular education but English should be the medium of education. (21) Yes. Vernacular technical terms were more difficult than English technical terms. There is no objection to the use of English technical terms in the teaching through vernacular.

IV. (1) Should English be introduced as the medium of instruction gradually or not and if so at what period and in what degree should it be introduced.

(2) They had adopted gradual method in High School classes. (3) Boys who wish to enter Universities alone should be asked to give their answers in English and that only in the subjects which they were going to graduate. (4) Protested against hard and fast rules. (6) He and his school of thinking in the Madras Presidency propose that vernaculars should be used right up to the 5th Form and should be replaced by English in the 6th Form where again to make English of pupils stronger he would have more attention devoted to it than heretofore. (11), (17) and (18) were in favour of gradual introduction of foreign medium. (20) Gradually in the following order. English figures in Arithmetic in the 5th year and in the following year English names in the Geography teaching and so on.

V. There is a greater tendency to favour the use of the vernacular as a medium of instruction and of expression in the School Final Examination in the west and north than in Bengal and in Madras.

*VI. (1) Viceroy showed how Government had safeguarded the existence of the vernaculars and contemplated their ultimate enrichment by the extension of English learning when they made provision for the spread of English.

(2) Viceroy further emphasised that while moral and economic considerations attach to the teaching of English in Indian schools, it should be the aim of the Conference to discuss the matters coming before it from the point of view of education only.

VII. (a) The first Resolution declared that boys who come to English schools after some years of study in Vernacular schools ordinarily do better in subjects other than English than those who begin the study of English earlier.

(b) School Masters should strenuously resist for the pupils' own sake the popular demand for English instruction in the Lower Primary classes.

(c) The Conference passed a resolution "that from the point of view of proficiency in English, pupils should begin their study of the language as early in the school course as possible."

(d) A majority resolved that boys should ordinarily begin their English studies at the age of from nine to eleven after three years of study in the vernacular.

Six delegates favoured the substitution of "four years" instead of three, so that all but two of the Conference urged three or four years of vernacular instruction before English is taken as a class subject at all.

VIII. (a) About the "Direct Method" Madras said more in its favour than any other single area. A definite settlement was arrived at by favouring that instruction in English should be largely oral in the early stages.

(b) At present too much attention is given to book methods of study and too little to idiom and pronunciation and vicious pronunciation acquired in the early stages is almost impossible of eradication later on.

(c) It was pointed out that too much attention is given to English literature in the early stages and too little to the accurate use of the living language.

* These safeguards are not attended.

PARK TOWN, MADRAS,
10th June, 1916.

To

THE HEAD MASTERS OF HIGH SCHOOLS.

SIR,

You are aware that the Council of Indian Education at Madras have been endeavouring during the last ten years to bring about a change in the system of imparting instruction in Secondary Schools by making the Vernaculars the media of instruction in non-language subjects. Public opinion in favour of the change has recently increased in volume and intensity to such an extent as to make it imperative for us to approach Government to give immediate effect to the change. The present regulations require that all non-language subjects should be taught in the Vernacular up to the third form. It is proposed to ask Government to extend these regulations to the High School Classes as well; in other words, Elementary Science, Arithmetic, History and Geography should be taught in the Vernaculars in the 4th, 5th and 6th Forms. Will you kindly state whether in your opinion this reform can be introduced in your school immediately; or, is it your opinion that the change should be first introduced into the 4th Form and then should be gradually extended to the 5th and 6th Forms? It is believed that the non-language subjects mentioned above are already taught in the Vernacular in the 3rd Form of your school. Can your staff undertake to teach them in the Vernacular in the 4th Form immediately without waiting for suitable text-books being published in those subjects?

The Council of Indian Education propose to award an honorarium for the best High School text-book in the Vernacular in each of the non-language subjects. Will you or any of your staff in your school kindly undertake to prepare a suitable text-book in one or more of the non-language subjects?

As it is advisable to be fortified with your valuable support to the scheme before we approach the Government on the subject, I request that you will favour the Council with your opinion as early as possible.

Yours truly,

S. RAJAGOPALACHARI,

Joint Secretary to the Council of Indian Education, Madras.

PARK TOWN, MADRAS,
27th June, 1916.

SIR,

I have much pleasure in sending you the letters of the Council of Indian Education dated 6th April 1916 and dated 10th June 1916 and, in doing so, would venture to ask you to enlist your co-operation as well as that of the manager of your school with the Council.

The Council was founded over fifteen years ago by the managers of various High Schools whose names are printed in the accompanying paper.

The Council ought to be a strong representative body and I have an earnest desire to make it so with a view to add to its popularity. It is on that account as well as for its general interest I am hoping to have a favourable reply.

Yours truly,

S. RAJAGOPALACHARI,

Joint Secretary to the Council of Indian Education, Madras.

P. S.—The annual subscription is Rs 3. The subscription may be made from the School Funds.

Though in the Training College vernaculars were employed wholly yet the pupils did not write in the vernacular. (17) There the potentiality was greater.

THE HEAD MASTERS OF HIGH SCHOOLS.

To

THE HEAD MASTERS OF HIGH SCHOOLS.

6th April, 1916.

GENTLEMEN,

You are aware that the Council of Indian Education at Madras have been endeavouring during the last ten years to bring about a change in the system of imparting instruction in Secondary Schools by making Vernaculars the media of instruction in non-language subjects. To give a practical effect to this proposal, the Council sent a circular letter on the 24th September, 1915, with the following enclosures: viz., (1) a memorial to the Madras Government, (2) a collection of opinions on the subject, (3) the names of individuals and other public bodies who signified their acceptance of the proposal.

* The points on which opinion was called for in the said circular were:

(1) Whether it was not desirable that Vernaculars should be transferred from Group C to Group B.

(2) Whether the Head Masters of every District or of such area as might be deemed convenient could not join to conduct the examination in B Group subjects.

The following is the summary of the replies received:—

- (a) In favour of both proposals:—Replies 1, 3, 8, 9, 14, 15, 17, 18, 29, 30.
- (b) In favour of 1:—Replies 6, 7, 11, 16, 31.
- (c) In favour of 2:—Replies 4, 23.
- (d) Against 1:—Reply 28.
- (e) Against 2:—Replies 6, 10, 11, 13, 24, 25, 31.
- (f) Against both:—Replies 2, 12, 19, 20, 22, 26, 27, 32.
- (g) The following desire that Vernaculars should be transferred to Group A:—4, 5, 10, 13, 19, 21, 24, 25.

Head Masters in (g) above desire that Vernaculars should be taken to Group A because at present only few boys take to the study of Vernaculars.

The Head-masters that have expressed the opinion that the Vernaculars should be transferred to Group A must have done so with the object that the study of Vernaculars should be made compulsory as they are at present included under Group C and at present their study is only optional. As the study of subjects in Group B is also compulsory that object will be realized equally well even if they are included in Group B. But it may be suggested that the inclusion of Vernaculars in Group B will lead to their being taught indifferently just like the other subjects at present included in the said group.

The chief reason why the subjects in Group B are believed to be taught indifferently is that the examination in those subjects is conducted by the Head Master of each school separately. This by itself, is not a matter to be regretted but until each High School attained such a status that the examination in the B Group subjects could be left to itself, there might be an arrangement for the conduct of the examination of the subjects in the said group by all the Head Masters conjointly in every District or in such lesser area as might be deemed convenient. The Council is of opinion that on the whole the best course is to include Vernaculars in the B Group. In the light of the replies above referred we want you to hasten your own replies to our communication, dated 17th February 1916.

I beg to remain,

Gentlemen,

Your most obedient servant,

S. RAJAGOPALA CHARI,

Joint Secretary to the Council of Indian Education.

* A reminder was sent on the 17th February, 1916.

Add to (a) the following High Schools:—Naruni, Muthialupet, and Karakkudi.

Add to (e) American Mission College, Madurai.

REMINDER.

Park Town, 17th February 1916.

To

THE HEAD MASTERS OF HIGH SCHOOLS.

Sir,

It will be within your recollection that the Council of Indian Education sent, in *September last*, a large collection of opinions on the subject of making Vernaculars the media of instruction in non-language subjects in Secondary Schools. To give a *practical effect* to the same the Council invited your opinion whether it is not desirable that

- (1) Vernaculars should be transferred from Group C to Group B in the Secondary School Leaving Certificate Scheme.
- (2) The Head Masters should combine to conduct the examination in B Group subjects in various district or other convenient centres.

Kindly favour me with an early reply.

Yours sincerely,

S. RAJAGOPALACHARI,

Joint Secretary to the Council of Indian Education, Madras.

REPLIES.

1. With reference to your circular card of the 17th instant. I am in favour of both the proposals made therein.

29th February, 1916.

BOARD HIGH SCHOOL, AMALAPURAM.

2. The teachers of this school differ from your views. I am, however, personally of opinion that Vernaculars ought to be the media of instruction in non-language subjects; but they need not be drowned in B Group as a *practical step*. I am not for your Head Masters' rings for examining B Groups.

1st March, 1916.

NATIONAL HIGH SCHOOL, RAMACHANDRAPURAM.

3. I am for the Vernaculars being made the media of instruction in non-language subjects in Secondary Schools. But considering the treatment given at present to the subjects of Group B in many schools, I very much doubt if the position of Vernaculars will improve by their being transferred from Group C to Group B.

*If the getting of a decent percentage of marks in Vernaculars at a regular Examination held in them be made a necessary condition for admission to Government Service or the Intermediate Classes, there will be no harm in their proposed transference from C to B Group.

26th February, 1916.

R. CH. HIGH SCHOOL, PITHAPURAM.

4. Vernaculars should be transferred to the A Group and two papers might be given as in English—or one at least having in it both Text and Translation to raise Vernacular to its proper place.

A Board of High School Masters teaching B Group Subjects should be formed to conduct Examinations in these Subjects.

1st March, 1916.

TOWN HIGH SCHOOL, NARSAPUR.

5. I would suggest that in Group A, Vernacular Composition and Translation be made more important by having two good Vernacular books prescribed for non-detailed, thorough reading, one composition subject to be taken from each book. The Translation portion could be on general matters.

26th February, 1916.

A. E. L. M. COLLEGE, GUNTUR.

6. It is most desirable to transfer the Vernaculars from Group C to Group B in the S. S. L. C. Scheme.

The fewer the Examinations, the better for Education. In my humble opinion the aim of the S. S. L. C. Scheme must be to transfer as many of the subjects under A and C to B Group as possible, so that each school may have its own courses and methods undisturbed to any dead level of uniformity. Any Public Examination, whether by Headmasters or others is undesirable.

26th February, 1916.

TOWN HIGH SCHOOL, GUNTUR.

7. I would like to see Indian History placed in Group C but what I would like still better would be, to see all the subjects placed in Group B, that is to say, I wish the whole Examination Scheme could be done away with and a system of reputable schools take its place. Let Principals of Colleges take the recommendations of the heads of schools and hold them strictly to account.

28th February, 1916.

A. B. M. HIGH SCHOOL, ONGOLE.

8. I am in entire accordance with the two proposals you have made in your card to me.

28th February, 1916.

COIMBATORE COLLEGE.

* It is for this object the transfer is desired.

*9. I think your suggestions (1) and (2) are very good, but I do not yet agree to the suggestion of the Vernaculars being made the media of instruction in the upper forms of High Schools.

28th February, 1916.

ST. PAUL'S HIGH SCHOOL, VEPERY, MADRAS.

10. The Vernaculars should be the medium of instruction in all non-language subjects in Secondary Schools. Vernaculars in A Group should be strengthened by introducing Text Books for detail and non-detail study. Sanskrit should be under C Group. One who takes up this must also study his Vernacular. There is no need for combined Examination in B Group Subjects.

27th February, 1916.

BOARD HIGH SCHOOL, NAMAKAL.

11. I am in favour of (1). With references to (2) I regret the system cannot be adopted in Bangalore for various reasons.

28th February, 1916.

R. B. A. N. M. HIGH SCHOOL, BANGALORE.

12. I am not in favour of either of your two proposals, though I am for the 1st paragraph of your post card.

4th March, 1916.

HINDU HIGH SCHOOL, NEGAPATAM.

13. In re point (1), I am of the humble opinion that Vernaculars should be transferred to Group A from Group C. What I mean is that the study of the Vernaculars must be made thoroughly compulsory. They must be placed on an equal footing with the English language. You are perfectly aware of the indifference with which subjects under Group B are now treated. It is not desirable that the Vernaculars also should be subjected to the same treatment.

As regards point (2), I am not in favour of the examination in B Group Subjects being conducted by the Headmasters in a District. This will add unnecessarily to the already multifarious duties of the Headmaster.

1st March, 1916.

MUNICIPAL HIGH SCHOOL, BELLARY.

14. With reference to your circular, dated 17th February, 1916, I have the honour to state that I fully agree with the proposal to transfer Vernaculars from Group C to B in Secondary School Leaving Certificate Scheme. I am also in favour of your second suggestion that the Headmaster should combine to conduct the examination in B Group Subjects in District centres.

3rd March, 1916.

BOARD SECONDARY SCHOOL, HARPAHAHALLI.

15. I quite agree with the views expressed by you in (1) and (2). It is absolutely necessary and desirable that Vernaculars should be made the media of instruction in non-language subjects in Secondary Schools.

28th February, 1916.

THEOSOPHICAL COLLEGE, MADANAPALLE.

16. In reply to your circular post card, dated 17th February, 1916, I have the honour to inform you, that I am fully in favour of transferring Vernaculars to Group B from Group C. As to an examination in B Group subjects, it may be left in the hands of the Headmasters themselves as at present. It may not serve any useful purpose to make the pupils leave their own schools to go to the District Headquarters for the sake of an examination in B Group subjects.

29th February, 1916.

NATIONAL HIGH SCHOOL, PRODATTUR.

17. I believe that great impetus will be given to the development of Vernacular literature if Vernaculars be made the media of instruction in non-language subjects.

Vernaculars can be placed in B Group subjects provided the number of subjects in B Group is lessened. I am aware that pupils are not taking as much interest in B Group subjects as they should. We must find remedial measures I am for doing away with the grouping of subjects and allow them to specialize in those subjects in which they have an aptitude. This is better than early specialization and the consequent neglect of other subjects essential for general culture. I am for giving greater scope to physical exercise and games so as to ensure the physical well being of the pupils.

27th February, 1916.

VEERASALINGAM HIGH SCHOOL, RAJAHMUNDY.

18. I am strongly of opinion that Vernaculars should be transferred from Group C to Group A (if possible) or Group B at least.

No doubt, it is desirable that Headmasters of the various schools in a district should combine to conduct the examination in B Group subjects; but before that is done they should combine and draw a syllabus in the various subjects.

29th February, 1916.

RAJAH'S HIGH SCHOOL, ETIYAPURAM.

19. I am not for transferring Vernaculars from Group C to B. I am for taking it to Group A. I am not for such an Examination. If an Examination is necessary I am for holding a Public Examination in B Group subjects at the end of the V form and omitting the B subjects entirely from the VI form and allowing VI form pupils to take three of the subjects.

6th March, 1916.

PACHAIYAPPA'S HIGH SCHOOL, CONJEEVERAM.

* The view taken is correct because the School is a European School.
 † This object can be effected by the transfer of Vernaculars to B Group.
 ‡ No doubt there may be practical difficulties.
 § This is not intended.
 || This raises a wider issue.

20. Vernaculars should not be transferred from Group C to Group B. Headmasters should not combine to conduct Examinations.

4th February, 1916.

A. B. M. HIGH SCHOOL, NELLORE.

21. The present arrangement is more advantageous than the one proposed. Pupils will take much less interest in the Vernaculars if they should be transferred to Group B.

The advantages of the proposed Examination in B Group Subjects are not obvious. There are practical difficulties in the way of the same being done satisfactorily.

1st March, 1916.

MAHANT'S HIGH SCHOOL, VELLORE.

22. The transfer of the Vernaculars from the C to the B Group will diminish their importance and a common examination in them will be impossible and undesirable so long as freedom is given to every school to formulate its own syllabus in the B Group Subjects.

29th February, 1916.

DIAMOND JUBILEE HIGH SCHOOL, GOBICHETTIPALAYAM.

- *23. It is not understood how the proposal to make Vernaculars the media of instruction in non-language subjects in Secondary Schools, could be given effect to by transferring the Vernaculars from Group C to Group B of the S. S. L. C. Scheme and by Headmasters combining to conduct examinations in the B Group Subjects.

3rd March, 1916.

NATIVE HIGH SCHOOL, CHINGLEPUT.

24. I am for transferring Vernaculars from Group C to Group A and not B.

It is not advisable to hold a combined examination in B subjects as each school may have its own syllabus in them.

2nd March, 1916.

HIGH SCHOOL, AMBASAMUDRAM.

25. The Vernaculars may be transferred from Group C to Group A and the heavy burden of optional C be considerably lightened. Common examinations in B Group Subjects is against the excellent principle of giving latitude in B Group subjects to individual schools for developing their special hobbies to advantage.

29th February, 1916.

HIGH SCHOOL, GOPALASAMUDRAM.

26. Vernaculars should not be transferred from Group C to Group B. It is not necessary that Headmasters should combine to conduct the examination in B Group subject.

3rd March, 1916.

KSHATRIYA VAIDYASALA, VIRUDUPATTI.

27. The Vernaculars in the C Group must be left undisturbed, and yet the experiment may be begun by teaching the subjects in the B Group in the Vernacular.

This I am afraid may not be successfully conducted.

1st March, 1916.

H. E. L. MISSION HIGH SCHOOL, TIRUPATI.

28. The Vernaculars are already the media of instruction in non-language subjects up to and including the Third Form. If it is intended to make them the media in the higher forms also I don't see how it is proposed to teach such subjects as Elementary Science or Geography. It is perhaps possible to teach History through the medium of the Vernacular. Mathematics cannot be taught in the Vernacular unless large importations of technical terms are made from Sanskrit.

As for query No. 1 the answer is in the negative inasmuch as the transference from C to B of the Vernacular would only mean the total neglect of a very important subject.

Answer to query No. 2 is in the affirmative.

28th February, 1916.

ZAMINDAR'S HIGH SCHOOL, KATUPUTUR.

29. I shall heartily support your two proposals.

14th March, 1916.

VIZAGAPATAM COLLEGE.

30. I am for transferring all the Vernaculars from Group C to Group B of the S. S. L. C. Scheme and for combining to conduct the examination in B Groups in various district centres for even convenient areas.

10th March, 1916.

RAJAH'S HIGH SCHOOL, NUZVID.

31. I am one with you in making the Vernaculars a compulsory subject of study. I am against all combination of schools for examination purposes. I regard all public examinations with horror and submit to them as to fate because they are like the other inevitable.

13th March, 1916.

HINDU HIGH SCHOOL, MADURANTAKAM.

32. I am afraid Vernaculars might receive the same lukewarm treatment which teachers of B Group subjects are disposed to give them now.

I do not know whether it is possible under the present conditions when each school is having its own syllabus for B Group subjects. In the IIInd Form and Forms below I would make Vernaculars the media of instruction in non-language subjects. In Higher Forms English may be the medium of instruction.

16th March, 1916.

SETHUPATHI HIGH SCHOOL, MADURA.

* The position taken by the Council would be clear from these replies.

Opinions of Eminent Persons.

I. His Excellency the Viceroy Lord Hardinge at the Opening Ceremony of the Punjab Veterinary College, 10th December, 1915.—I have been particularly interested to learn that the main course of studies is conducted in the vernacular while English is the language of the post-graduate course. There is more than one school of thought as to whether the medium of instruction in our higher educational institutions should be English or the vernacular, but I think few will be found to question the wisdom of the policy adopted here, for many of those who are most fitted by their home surroundings for a useful veterinary career have neither the time nor the inclination to become versed in western culture and it is hardly open to question that it must be far easier for them to imbibe a knowledge of veterinary science when imparted in their own tongue than if it was complicated by the mysteries of a foreign language. On the other hand, post-graduate courses necessitate the study of a wider range of literature, and there are obvious reasons for their being conducted in English.

II. Hon'ble Sir Harold Stuart, Madras University Convocation Address, 25th November 1915: Vernacular and English.—The wonder to me is not that so many fail but that so many succeed; for the great majority of you have been compelled to receive your education through the medium of a foreign language. This opens up a subject on which men much more competent than I am to form a sound opinion hold divergent views but it seems to me very difficult to believe that 24 million Telugus and 18 million Tamils can receive all but the elementary stages of education through the medium of English. You cannot change the mother-tongue of a population of that magnitude, and progress in the diffusion of education must be very seriously hampered if all teaching in the higher classes is to be given in a foreign language. So much effort must be expended on trying to understand the language of the teacher that there is little energy left for grasping the substance of the lesson and such a system of education strikes the lay observer as not only mechanical in method and results but wasteful of valuable years—years when the youthful mind is most open to impressions and receptive of ideas. English must, of course, always occupy a most prominent place in the curricula of schools and colleges, for it would be an evil day indeed for India if her doors ceased to be flung wide open to the glorious and shining influences of English literature, rich in noble ideas and glowing with inspiration to noble deeds.

III. Dewan Bahadur C. Krishna Nair, Dewan of Travancore, Calicut, 8th November, 1915.—They all recognised the greater benefits that have accrued to India and must accrue in future from English education, but he was sure they would agree with him that the English language would never be the language of the people of India. The West could be explained to millions in East only through their vernaculars, and that was what they had to do in Japan and that was what would have to be done in India also. The Philosophy, Science, Art and Literature of the West would reach the masses in India only through their mother-tongue. The Travancore Government realised this and were trying to do their part of the duty.

IV. Mr. Gandhi, 17th February 1916.—The question of racial difference would not occur if vernaculars were to be made the media of instruction in Schools and Colleges. In our country they were one Nation, and even before the English advent they did form one Nation, and had one Common religion. There were histories to show that our sacred sages had travelled from one part of the country to another in those days for the purpose of religious gatherings, and thus brotherly

feelings always existed among the people for the real progress of the country and for the welfare of the masses. This problem ought to be solved by the authorities concerned at an early date. The objections against the introduction of vernaculars were all baseless, and the best thing was for the people themselves to solve this question, and educate the masses of the country through the media of vernaculars. The rulers themselves would then have to learn the vernaculars of the country in the interests of proper administration.

V. Mr. R. Srinivasaiyer, Deputy Accountant-General, Madras, Chairman of the Madras Christian College Day Meeting, 27th December, 1915.—During the first eight or ten years, a child is expected to learn to think in English, so as to follow the education that is given him later on in that language. One result of learning the new knowledge in English is that he is unable to think or impart that knowledge in vernacular.....The child is put to a very great strain indeed, in passing through this ordeal.....The end of it all is, that the educated young man begins life handicapped by the waste of ten years of the best part of the boy's life. His constitution is undermined and he is unable to bear any further physical or mental strain.....It is unnatural to impart any knowledge in a foreign language. It is not resorted to, in any other country in the world.....We cannot expect that young man who became physical wrecks owing to faulty methods of education would exercise much influence on the material or moral prosperity of the country.....It is precisely because our new knowledge is in English we find ourselves unable to communicate it to the masses.....Modern Science and Art have progressed in countries without the introduction of a foreign language.....The Arya Samaj has solved the problem by their Gurukul College in Hardwar where the medium of education is the vernacular, where all modern learning is imparted in the Vernacular and where English is taught as a compulsory second language.

Opinions on the letter of the Council of Indian Education, dated 6th April 1916.

* 33. *Muthialpet High School, 22nd March, 1916.*—I fully agree with you in thinking that Head-masters of several High Schools should combine together and arrange to conduct examinations in B group subjects at some convenient period in the short term on lines similar to those adopted by the S. S. L. C. Board in conducting the public examination in A & C group subjects.

34. *Karakkudi, 13th March, 1916.*—The scheme of work I have adopted in my school keeps in view the several lines suggested in the file of papers sent re the vernacular media of instruction. I am in full sympathy with the movement. The Managers Nattukkottai Chetties fully appreciate the ideas contained in the papers.

35. *American Mission College, Madura, 28th March, 1916.*—I regret to state that I do not agree to either proposal. High Schools and their Head-masters have been on their trial during the past six years. My experience, which is limited, shows that they cannot bear responsibilities.

36. *Nurani High School, Palghat, 22nd March, 1916.*—Transfer vernacular from C group to A group and have texts and question papers as in English of S. S. L. C. Scheme or (1) Transfer vernacular from C group to B group. (2) There should be a public examination conducted by Headmasters in various districts. If (2) is found to be not practicable transfer to B group cannot be assented to.

37. *B. E. M. High School, Mangalore, 16th August, 1916.*—I like the vernaculars of the Districts to be transferred from C to A Group and not to B group. But if the language branch in C group is a classical

* Opinions numbers 1 to 32 are printed separately.

language or one of modern European languages no change is necessary from C to A. The second is not necessary. Each school might be left to work out its own salvation in this.

38. *High School, Tenali, 20th March, 1916.*—I agree to your two proposals.

OPINIONS ON THE LETTER OF THE COUNCIL OF INDIAN EDUCATION, DATED 10TH JUNE, 1916.

1. *Mr. S. Ramadurai Aiyar, Secretary, National High School, Mannargudi, 20th July, 1916.*—Vernaculars to B groups. The balance of argument is certainly in favour of transferring Vernaculars from group C to group B. Though at the outset it may arouse a fear that Vernaculars would share the fate of B group subjects as at present, yet a sufficient guarantee appears to be provided in your proposal; (2) when B group subjects are proposed to be examined by a central body consisting of Head-masters of institutions. This of course pre-supposes the drawing up of a common Syllabus in these subjects by a representative committee of Head-masters. It must be stipulated that unless a respectable minimum is obtained by candidates at a regular examination in the B group, they must not be allowed to continue their studies in the University courses or enter Government Service.

2. *National High School, Negapatam.*—I am of opinion that the vernacular might be used with advantage in teaching the subjects mentioned in the circular in the 4th, 5th and 6th Forms; (2) this reform can be introduced in my school immediately; (3) and my staff would teach them in the vernacular without waiting for suitable text books.

3. *Kumbakonam Town High School, 28th August, 1916.*—The experiment of teaching the non-language subjects through the vernaculars may be tried in the 4th Form and then gradually extended to the 5th and the 6th Forms until suitable Vernacular books come to be published. The position of the Vernaculars under the S.S.L.C. Scheme certainly needs improvement; (1) the limitation of pupils, the amount of school time available for teaching; (2) the regulation of the University in regard to the admission of students into colleges have to be borne in mind in suggesting any improvement. No improvement is possible unless the entire scheme of studies is recast. A committee representing all interests may be formed to decide the question. The difficulties in the way of holding a satisfactory common examination are far too great.

4. *Shiyali, 5th June, 1916.*—I am not in favour of transferring vernaculars from group C to group B as I am afraid that they may in all probability receive an equally indifferent mode of treatment that B group subjects seem to receive in schools. In the present condition of things, it does not appear easy to attempt to use the vernaculars in the upper forms also. Council's efforts are only directed in this direction. Unless the several schools in a District or in an area make up their minds to adopt a common syllabus in the B group subjects the idea of a combined examination is not possible even if it is desirable.

5. *High School, Trivadi, 29th October 1916.* It is desirable to make Vernaculars the media of instruction in non-language subjects even in the upper Forms; but the change cannot be initiated immediately for want of suitable text books. Vernaculars cannot be raised to their proper places unless they are brought under A group and their study made compulsory for all S. S. L. C. Students.

6. *Guntur Town High School, 4th September, 1916.*—Non-language subjects should be taught in the Vernacular. The change should be effected first in the IV then in the V and lastly in the VI Form.

7. *Hindu High School, Alatur.*—I express my strong opinion and sincere conviction that the advantages of imparting instruction to the pupils in the different non-language subjects in the respective Vernaculars far outweigh the disadvantages which are few in number. I think the

introduction of the proposed change should be gradual in the High School classes.

8. *Victoria Memorial High School, Periakolam, 16th August, 1916.*—In my opinion and in the opinion of my assistants the change proposed should be first introduced into the 4th Form and then should be gradually extended to 5th and 6th Forms. Our staff can undertake to teach non-language subjects in the 4th Form immediately without waiting for suitable text books being published in those subjects.

9. *Ettiapuram, 6th August, 1916.*—I am strongly of opinion that the non-language subjects should be taught in the vernaculars in the 4th, 5th and 6th Forms. The reform can be introduced in my school immediately and my staff can teach the said subjects in the 4th Form without waiting for suitable text books being published in these subjects. If the Government should grant our request suitable Tamil Text Books in Elementary Science and in Geography could be published.

10. *Mylapore High School, 8th August, 1916.*—There is no wisdom in making English the medium of instruction in college classes and abandoning that language and preferring vernaculars for instruction in Secondary Schools. Your attempt, if it succeeds, will create a hardship for which thousands of innocents will have to pay dearly. The present system in its entirety should be reformed or no attempt should be made to unsettle a part.

11. *St. Paul's High School, S. P. G., Vepery, Madras, 4th August, 1916.*—I and my senior staff are very strongly opposed to the use of the vernaculars for non-language subjects in the High School Forms for various reasons but chiefly (1) Because the vernaculars are defective in their scientific vocabulary as also for historical and geographical matters. (2) Because our classes contain boys speaking various vernaculars, Tamil, Telugu, Hindustani, Malayalam and Burmese besides a certain number of boys who know no vernacular except English. These last are however pure Indian boys. The teachers could not use a vernacular to suit all. Even in Forms I, II and III the teachers have to repeat the teaching in English for the non-Tamil pupils.

12. *Pachaiyappa's High School, 27th April, 1916.*—When a great problem has presented itself to us, under these new conditions, as to how it could be possible to make boys take the interest they ought to, alike in all subjects independently of the importance and dignity attached to them by the introduction of examinations in them, it is not right we must swell the number of subjects in B group. Better the subjects are transferred to A group in our present state of advancement. Common examination for a district or local division does not commend itself to me owing to the difference or disparity that exist in apparatus, materials, &c. If Heads of institutions themselves do not separate B group subjects from A and C and accord a step-motherly treatment to the former and if Inspectors take more care and pay frequent surprise visits and see that new time-tables are not prepared just before and after inspection, and prior to the S. S. L. C. public examination; then will be a considerable improvement in the lot of B group subjects; then the common examination will become quite unnecessary.

13. *Voorhees College, Vellore, 4th August, 1916.*—I do not at all favour the teaching of non-language subjects through the medium of the Vernaculars in the upper forms. My reasons are :—(1) The impossibility of securing uniformity when there are so many vernaculars; (2) The absolute necessity under the present university arrangements of the students securing all possible facility in the use of English.

14. *Salem College, 7th August, 1916.*—I think the introduction of the reform of imparting instruction through the vernaculars in the IV, V and the VI Forms is not possible at this stage and I should even doubt whether it is desirable.

THE MANAGERS OF HIGH SCHOOLS.

GENTLEMEN,

In forwarding herewith a copy of the Council's Memorial dated 24th May 1915, to the Local Government on the subject of "Vernaculars as the Media of Instruction in Non-language subjects," I beg to draw your attention to the two important points mentioned in the last paragraph, *viz.*, that the Government should direct that the Classical languages and the Vernaculars which are at present subjects in the C group in the Secondary School Leaving Certificate scheme should be transferred to the B group and secondly, that the Managers of Schools in each District should combine to conduct the examinations in B group subjects in the Vernaculars of the country.

2. It may not be difficult for us to obtain the necessary sanction from the Government since the subject has already been very largely approved by the public.

3. Since the actual working of the scheme will be in the hands of the Managers and Masters of the Several High Schools, I request that you will be so good as to intimate to me after consulting your masters in the High School department whether you approve of the proposals contained in the last paragraph of the memorial, so that a beginning of this important work can be made at once.

Yours faithfully,

S. RAJAGOPALACHARI,

Joint Secretary to the Council of Indian Education, Madras.

If you will kindly become a member of the Council of Indian Education, send your subscription Rs. 3 to Mr. P. NAGABUSHANAM PANTULU, B.A., B.L., High Court Vakil, Mylapore.

The following gentlemen and public bodies are in sympathy with the movement.

Members of the Council of Indian Education.

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|---|--|
| 1. Dr. Sir S. Subrahmanya Aiyar, K.T.,
K.C.I.E., D.C.L. | 11. Hon'ble Mr. B. N. Sarma, B.A., B.L. |
| 2. Hon'ble Mr. P. S. Sivaswami Aiyar,
C.I.E., C.S.I. | 12. Mr. T. R. Ramachandra Aiyar, B.A., B.L. |
| 3. The Hon'ble Nawab Sayyed Mohammad
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| 4. Dewan Bahadur K. Krishnaswami Rao,
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| 6. Mr. C. P. Ramaswami Aiyar, B.A., B.L. | 16. Dr. U. Rama Row. |
| 7. Dr. A. Lakshimipathi, B.A., M.B. & C.M. | 16-a. S. Rajagopalachariar, B.A. |
| 8. Mr. C. Srinivasachari, Manager, Educa-
tional Review. | |
| 9. M.R.Ry. K. B. Ramanatha Aiyar, M.A.,
B.L., F.M.U. | |
| 10. Mr. P. Nagabushanam Pantulu, B.A., B.L. | |

Sympathisers.

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| 17. Lord Bishop of Madras. |
| 18. Mr. V. P. Madhava Rao, C.I.E., Dewan of
Baroda. |
| 19. Mrs. Beasant. |
| 20. Dewan Bahadur M. Adhinarayana Aiyar. |
| 21. Mr. V. Swaminatha Aiyar, Editor,
Viveka Chintamani. |

Imperial Legislative Council Members.

IN FAVOUR.

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|---------------------------------------|---------------------------------------|
| 22. Hon'ble Mr. Rama Rayaningar, M.A. | 25. Hon'ble Raja Kushal Pal Singh. |
| 23. Hon'ble Sir Harcourt Butler. | 26. Hon'ble Mr. Madan Mohan Malavyya. |
| 24. Hon'ble Mr. Sharp. | |

AGAINST.

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| 1. Hon'ble Mr. Rajah Sir Muhammad Ali Muhammad Khan. | 5. Hon'ble Sir Ibrahim Rahimtoola. |
| 2. Hon'ble Mr. Dass. | 6. Hon'ble Mr. Banerji. |
| 3. Hon'ble Sir Fazulbhoj Currimbhoj. | 7. Hon'ble Mr. Dadhaboy. |
| 4. Hon'ble Rai Bahadur Sitanath Roy. | 8. Hon'ble Mr. Ghuznavi. |

Local Legislative Council Members.

IN FAVOUR.

Hon'ble Mr. B. N. Sarma, B.A., B.L.

AGAINST.

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| 9. Hon'ble Mr. V. S. Srinivasa Sastri. | 12. Hon'ble Mr. J. H. Stone. |
| 10. Hon'ble Mr. Kunhiraman Nair. | 13. Hon'ble Dr. T. M. Nair. |
| 11. Hon'ble Revd. G. Pittendrigh. | |

OTHERS IN FAVOUR.

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|---|--|
| 27. Professor P. Geddes. | 52. Revd. Father Sewell. |
| 28. Professor C. Ramalinga Reddi, M.A., Mysore Educational Service. | 53. Mr. Naryan Apte. |
| 29. B. D. Basu. | 54. Sir Balachandra Krishna. |
| 30. Major Syed Hassan, I.M.S. | 55. H. H. Sir Gangadar Rao Bala Sahib Patvardhan. |
| 31. Lady Novelist Mrs. F. A. Steel. | 56. Rao Bahadur Maha Deva Rao. |
| 32. Manindranath Banerji, F.C.S. | 57. Madras Teachers' Guild. |
| 33. Fifteen Masters in Pachaiyappa's College, Madras. | 58. South Indian Teachers' Union. |
| 34. Chittor Literary League. | 59. Trichinopoly Teachers' Association. |
| 35. Trichinopoly Educational Conference. | 60. Nellore District Conference. |
| 36. Professor Monier Williams. | 61. Berhampore District Conference. |
| 37. Sir Alfred Croft. | 62. Trichinopoly District Conference. |
| 38. Mr. Nash. | 63. R. Chatterji. |
| 39. Dr. Welton. | 64. Rev. G. N. Thomassen, Bapatla. |
| 40. Sir Gurudas Banerji. | 65. Rao Bahadur C. Nagoji Rao, Coimbatore. |
| 41. Hon'ble Sir Asutosh Mukerjee. | 66. Mr. K. T. Paul, Salem. |
| 42. Sir John Seely. | 67. Mr. Ganapathi Aiyar, Berhampore. |
| 43. Sir Theodore Morrison. | 68. Mr. Ramaswami Sastrigal, Thiruthurai-pundi. |
| 44. Sir George Birdwood. | 69. Mr. Sitarama Rao, Rajahmundry. |
| 45. Lord Carmichael. | 70. Dr. S. K. Mullick, Member of the Bengal Medical Council and Senior Physician in the King's Hospital. |
| 46. Revd. Dr. Pope. | 71. Herbert Spencer. |
| 47. Lord Curzon. | 72. Mr. Deva Doss, B.A., B.L. |
| 48. Sir Arthur Havelock. | 73. Mr. C. T. Parthasarathi Mudaliar, B.A., L.T. |
| 49. Hon'ble Dr. Duncan. | |
| 50. Hon'ble Mr. Munro. | |
| 51. Hon'ble Mr. Stuart. | |

The leaders of Muhammadan, Parsi and Malayalam communities feel shy of the change; 26, 7 and 8 will be dealt with as magazine articles.

22. Part 2, page 1.
23, 24, 25 Part 3, pages 7 & 8.
1, 2, 3, 4, 5, 6 Part 3, pages 3, 4, 5, 6 & 7.
9 to 13. Remarks have been offered in the papers published previously.
27. Part 2, page 1.
28. Part 2, pages 1, 2.
29, 30, 31. Part 2, page 3.
32. Part 2, page 4.
33. Part 2, page 3.
34, 35. Part 2, page 6.

- 36, 37, 38, 39, 40, 41. Part 3, page 2, (d), (f), (g), (h), (i), (m).
42, 43, 44, 45. Body of the Memorial, page 3.
46, 47. Do. do. page 4.
48, 49, 50, 51, 52. Do. do. page 5.
53 to 56. Body of the memorial, page 10.
57. Do. do. page 6.
The opinions of 64 to 69 are embodied in the memorial to Government, dated 5th May, 1915.
70. Suggests that at least in two Medical Schools in Bengal the Vernacular should be made the media of teaching.

To

THE MANAGERS OF HIGH SCHOOLS.*

GENTLEMEN,

You are aware that an Association called the Council of Indian Education was established at Madras in the month of March 1900 to safeguard the interests of Indian High Schools. The need for the establishment of such an Association on the lines of the association called the Missionary Council on Aided Education was then brought to the notice of the Indian public by prominent Government Officials. Dr. Sir S. Subrahmanya Aiyar, Kt., K.C.I.E., is the first President and still continues to give his help and advice.

2. A prospectus containing the aims and objects of the Association originally framed and the Rules subsequently drafted for the Association and the list of past and present members are herewith sent.

3. Some members of the Association are very keen on the question of the "Federation of High Schools."

The lines on which such a federation should be formed must be settled only after a full discussion of the principles.

4. A draft memorandum on the principles of such a federation is herewith sent. I beg that you will be pleased to give the same your weighty consideration and favour me with your views at an early date. I request you to become a member of the present Association pending the formation of such a Federation.

Yours truly,

Joint Secretary to the Council of
Indian Education, Madras.

* The principle that applies to High Schools applies equally to Sanskrit Schools, Lower Secondary Schools, Girls' Schools, Technical Schools, and Commercial Schools.

MEMORANDUM.

At present every Indian High School* is a separate unit. It is desirable that there should be an organized freedom. It is only just and proper that, in the internal arrangement of each High School,* the present Committee or the Manager must be the sole arbiter; but, for common purposes involving the interests of all the Schools, an organized unity of action is necessary.

It is not possible in the beginning to have a single Association for the whole presidency. We can have, for every district or groups of districts, a Branch Association of managers on which every school may be represented. It is also necessary that retired distinguished educationists should be induced to join the Branch Associations. The Inspectorate Circle may be taken as a unit. If that is found to be a very large area, it may be subdivided. The whole presidency in the beginning may have thirty Associations. The Presidency Association may consist of elected representatives of the Branch Associations. If the Presidency Association with the help of Branch Associations can effect any of the objects mentioned below, the system of federation of schools would have justified its existence.

The Council of Indian Education have already endeavoured to elicit public opinion in the subjects detailed in Group A. The papers connected with the subjects are herewith sent; other subjects like those detailed in Group B may also be taken up for consideration later.

GROUP A.

1. Vernaculars should be the media of instruction in non-language subjects in Secondary Education.
2. The Establishment of various types of Schools to benefit the classes of children that do not attend the existing Schools.
3. The importance of giving religious instruction in Schools.
4. The Establishment of School committees in villages or groups of villages for the spread of education.

GROUP B.

1. At present some departments of education are more favoured than the rest. The secondary department of English High Schools receives very great attention from the department. The other branches are not developed as fast as the English secondary department. The following deserve an increased amount of supervision, support and encouragement: (1) Technical education, (2) Commercial education and (3) Agricultural education.

2. There is widespread discontent that the Educational grants are not being properly distributed. Some schools get more and other schools get less. Managers who are "less modest" get more. It is agreed on all hands that the Grant-in-aid Code stands in need of revision.

3. The attention of the federated assembly might usefully be directed in another direction to obtain from Government more liberal assignments of building grants without insisting, at least in deserving cases, on the management meeting half the cost.

4. The Federation can also be of great service to teachers in aided schools by bringing them together to form a separate service with facilities of appointment, transfer and promotion from one institution to another.

* This applies equally to all other Schools.

PROSPECTUS.

The objects of the Association are—

- (a) to place before the Government and the Educational authorities, whenever necessary, the views of the Indian community on questions of Educational interest;
- (b) to protect and promote, as effectively as possible, the interest of any Educational institution or class of institutions in which the Indian community in any place or in the whole Presidency is particularly interested;
- (c) to bring into a focus the views of Indian gentlemen and of educationists in the Presidency on questions affecting education and to bring about such changes as may be deemed advisable in the Educational system and machinery to suit them to the changing circumstances of the country; and
- (d) to promote a spirit of co-operation among the Indian Educational institutions of the country.

Rules subsequently drafted.

1. In addition to the original members, the Association shall consist of members who may be either individual or corporate approved by the Committee. Corporate members are Colleges, High Schools, Municipalities, Unions, Literary Societies, Clubs, Committees, Benevolent institutions and other bodies taking interest in Educational matters.
2. Individual and Corporate members alike shall pay a minimum subscription of Rs. 3 per annum.
3. The working of the Association shall be vested in a Committee under the supervision of the Council. The Committee is entrusted with the management, but before committing the Association to the support of, or opposition to, any proposal for representation either to the Government or to the Educational Department, the Committee will in the first instance obtain the opinions of the Heads or the Managers of institutions or of School Committees appointed or hereafter to be appointed by the Government, Local Fund Boards or Municipalities.
4. The Committee shall consist of a President, two Vice-Presidents, two Secretaries and six Members.
5. The Committee shall from time to time arrange for Conferences for the discussion of Educational questions at Madras and also at District centres.
6. The Committee shall organize sections for the development and encouragement of Elementary Schools, Secondary Schools, Girls' Schools, Commercial Schools and Technical Schools, and the publication of School books.
7. The work of the Committee, if not done at a meeting, shall be ordinarily done by the circulation of the papers among the Committee.

Origin of the Council.

After a few informal meetings of some gentlemen of Madras interested in the cause of Indian Education, it was resolved that a meeting should be held on some day in Easter for the formation of a Council of Indian Education for the Presidency, and that invitations should be issued to the Principals, Headmasters and Managers of Native Schools and Colleges as also to the Headmasters or Principals of Municipal or Board Schools or Colleges. The Secretaries of a Provisional Committee formed for the purpose accordingly issued invitations to all the gentlemen that might be expected to take interest in the formation and working of such a Council, and in response to such invitations there was at Pachayappa's Hall, at about 4 P. M. on Saturday the 14th April 1900, a good gathering of Indian Gentlemen who represented the Native Educational institutions of Madras and of some Mofussal stations. Many who were unable to be present either sent telegrams or letters, and among these may be mentioned Messrs. G. Mukunda Rao, Headmaster, Municipal High School, Chittoor; S. Venkata Krishna Rao, Manager, Ripon High School, Vijayanagram; N. Krishnaswami Aiyangar, B.A., B.L. Secretary, Town High School, Kumbakonam; P. G. Sundarasa Sastri of the National High School, Trichinopoly; T. R. Krishnamachari, Headmaster, Municipal High School, Karur; D. Venkataramana Row, Manager, Native High School, Erode; P.K. Manavikrama Raja, Manager of Kerala Vidyasala, Calicut; D. Ganpuri Row, Headmaster, Native High School, Calicut; Manager of Canara High School; P. Theagaraya Chettiar of Madras.

The following gentlemen were appointed members of the Executive Committee for the year 1901 :—

The Hon'ble Sir S. Subrahmanya Aiyar, Rajah Sir S. Ramaswami Mudaliar, the Hon'ble Nawab Sayyed Muhammad Sahab Bahadur, Messrs. P. Theagaraya Chettiar, W. S. Venkataramanjulu Naidu, M. Viraraghavachariar, V. Kristnawami Aiyar, S. Kasturiranga Aiyangar, T. V. Seshagiri Aiyar, G. Venkataranga Row, V. S. Srinivasa Sastri, H. Naraina Row, V. C. Desikachari, P. R. Sundra Aiyar, M. R. Ramakrishna Aiyar, P. S. Sivaswami Aiyar, K. B. Ramanatha Aiyar, M. R. R. Manavikramaraja of Calicut, the Hon'ble Sir V. Bashyam Aiyangar, Rao Bahadur P. Anantachari, C. Sankaran Nair, G. Subrahmanya Aiyar, Rai Bahadur S. Appu Sastriar, N. Vaithianatha Aiyar, S. Venkobachariar, E. Winckler, P. G. Sundaresa Sastri, K. Ramanujachari of Vizianagram, S. Ramakrishna Aiyar of Cuddalore, A. S. Vaithianatha Aiyar, K. Ganapathi Aiyar of Berhampore College, V. P. Ramachandra Sastri of Bellary, P. T. Srinivasa Aiyangar of Vizagapatam, A. Pundarikatshadu, V. R. Venkateswara Aiyar of Cocanada.

PRESENT MEMBERS.

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Dr. Sir S. Subrahmanya Aiyar, *Kt.*, K.C.I.E.

Vice-Presidents:

The Hon'ble Nawab Sayyed Muhammad Sahab Bahadur.

The Hon'ble Justice Sir C. Sankaran Nair, C.I.E.

Secretary:

Mr. S. Rajagopalachari.

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Mr. Nagabushanam Pantulu, B.A., B.L.

Committee Members:

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2. Mr. P. Nagabushanam Pantulu, B.A., B.L.
3. " K. B. Ramanatha Aiyar, M.A., B.L., L.T.
4. " C. P. Ramaswami Aiyar, B.A., B.L.
5. " S. Srinivasa Aiyangar, B.A., B.L.
6. Hon'ble Mr. B. N. Sarma, B.A., B.L.
7. Mr. T. Rangachariar, B.A., B.L.

* Ordinary Members:

1. Dewan Bahadur K. Krishnaswami Row, C.I.E.
2. Sir. V. C. Desikachariar, B.A., B.L.
3. Dr. A. Lakshminpathi, B.A., M.B., & C.M.
4. Mr. T. R. Ramachandra Aiyar, B.A., B.L.
5. Hon'ble Mr. Seshagiri Aiyar, B.A., B.L.
6. Mr. V. V. Srinivasa Aiyangar, B.A., B.L.
7. " S. Kuppusami Sastrigal, M.A.
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9. Rao Bahadur N. Krishnaswami Aiyangar, B.A., B.L.
10. Rao Bahadur P. Theagaraya Chetti.
11. Mr. Mutli Doss.
12. His Highness the Raja of Pittapuram.
13. Mr. Kodealum K. V. Rangaswami Aiyangar.
14. " C. Srinivasachari.
15. Dr. U. Rama Row.

Deceased Members:

1. Rai Bahadur P. Anantha Chariu, C.I.E.
2. Hon'ble Justice V. Krishnaswami Aiyar, B.A., B.L.
3. Sir S. Ramaswami Mudaliar, *Kt.*, C.I.E.
4. Hon'ble Justice P. R. Sundara Aiyar, B.A., B.L.
5. Mr. S. Venkoba Chariar, B.A.
6. Hon'ble C. Muthu Kumaraswami Mudaliar.
7. Dewan Bahadur Venkata Rama Doss.

Retired Members:

1. Hon'ble Mr. P. S. Sivaswami Aiyar, C.I.E., C.S.I.
2. " V. S. Srinivasa Sastrigal.
3. Mr. E. Winckler.
4. " G. A. Natesan Aiyar.
5. " S. Radhakrishna Aiyar.
6. " A. S. Bala Subrahmanya Aiyar.
7. " P. Lakshminarasu Naidu.
8. " T. Subrahmanya Aiyar, B.A., B.L.
9. " G. Narayanasami Chetti, B.A.
10. Professor M. Rangachariar, M.A.

* Papers are generally submitted for the approval of ordinary Members and others interested in Educational questions and the Council is under very great obligations for the help given by the members consulted from time to time.

Opinions on the circular letters of the Council of Indian Education dated 12th April 1912 & 6th May 1914 Re The employment of the Vernaculars as the media of instruction in non-language subjects in Secondary Education.

Rev. G. N. Thomssen. *The American Baptist Telugu Mission. Bapatla, S. India, 15th Sep. 14.*—I have received your valuable papers on Vernacular Education etc., and thank you for sending me the same. It seems to me that the whole question, is, after all a utilitarian question. Perhaps I hold the materialistic and utilitarian view of the educational question, because I am an American. Now, what are the conditions in India? Indian gentlemen of high standing in literature tell me that even in villages 200 English words are in common use. English has become a world language, and it is impossible to deny this fact. For this reason, I favour the teaching of English in every village schools. As manager of numerous village schools I know that villagers are now demanding, teachers who can, even in primary schools, teach English. One can no more prevent the progress of English than one can prevent the advance of canals, roads, telegraphs and railways. At the same time I favour the teaching of the vernaculars, for people who do not love their own nation and who do not love their own national literature are not worthy even of our contempt. It is the mother tongue and the mother love that gives expression to our best thought and feeling, hence I believe in vernacular schools first. I speak from experience when I state that it is not difficult to train a child from the very beginning, in both English and the vernacular, and hence I favour education in both languages from the beginning and throughout the whole course of a child's education.

2. Revd. G. N. Thomssen. *Bapatla, S. India, 1st Oct. 14.*—While the Elementary schools in this land must teach the vernacular and fill the hearts and minds of the children with love of India and love of Indian literature and Indian History, yet it is absolutely necessary that the hearts and minds of the children should also be filled with some knowledge of the English language and of the blessings of English rule. That I claim is the truest patriotism and hence education must be carried on in both languages. In the work of Industrial education I presume the teaching will be graded. Manual training will be principally in the vernacular, also the teaching in the workshop, while Normal students in the Madras school will be principally taught in English for they will be drawn from different language areas.

3. Mr. C. Nagojee Rao, *Retired Inspector of Schools, Coimbatore, 30th Sep. 14.*—I have carefully gone through the Circular letters which you sent me about a month ago. I fear the scheme proposed will not succeed. The schools contemplated will not attract pupils. What appears to be both desirable and practicable is that an earnest attempt should be made to make all schools Vernacular, English being taught as a language only. In teaching Science subjects it may be necessary for some time at least to use English terms, but I see no harm in this. If suitable vernacular equivalents cannot and are not coined in time, the

* The position taken by the Council of Indian Education is not inconsistent with this view. They also favour the teaching of English side by side with Vernacular.

† It is for this position alone that the Council is at present endeavouring.

English words would become naturalized in the vernaculars. A few Indian schools may make an experiment in this direction. All the encouragement required from the Government and the University is that they get the same grants as they do now and that except the paper on English, all the papers set for the S. S. L. C. Examination are in the vernaculars. And that boys who have done well in this examination and who have shown proficiency in the English language are freely admitted into Colleges and the various services.

4. Mr. M. Sitarama Rao, Viresalingam High School, Rajahmundry, 27th Oct. 14.—With regard to the question of the Vernaculars as the media of instruction in non-language subjects, I believe that it is a consummation to be devoutly wished for, if one could only get over the initial difficulties of finding teachers, who would make an earnest endeavour to grapple with the situation. Want of Technical terms is no doubt another difficulty but this may be solved largely by freely borrowing foreign words and naturalising them. I shall consult the members of the staff and let you know their opinion.

5. Mr. K. T. Paul, General Secretary of Young Men's Christian Associations, India and Ceylon "The Thottam" Salem, 11th Nov. 14.—I have no hesitation in saying that I am entirely at one with you in the desire that education in non-language subjects should be in the vernaculars even up to the Matriculation standard. The greatest obstacle I am afraid to the success of your endeavours in this respect is not so much the conservatism of the Department as the fallacious public opinion current in the country which exalts English far above the vernaculars. I don't fear as some people do that the mastery of the English language will be handicapped by continuing to use the vernacular as medium of instruction right up to the gates of the University. The time has come for us courageously to stand out for an education that is worth while instead of a so-called education which is academic. A mastery of the English language sufficient for all practical purposes to the end of life is quite within possibility even when the vernacular is used as medium of instruction. Let us therefore educate public opinion systematically. I wonder if you are aware that English is used as medium of instruction in our Mission Girls' Schools even from the lowest standards. The Missionaries are not to be blamed for this for they do so at the practical instigation of parents. The cruelty which is entailed is beneath all censure. I wonder if your Council could do anything in the matter.

6. Mr. K. Ganapathi Aiyar, Principal, Kalikota College, Bhamphore, Ganjam and a member of the Secondary School Leaving Certificate Examination Board. 14th Nov. 14.—There is no doubt that, if the non-language subjects of the school course be studied through the medium of the Vernaculars, the pupils will have a clearer idea of the subjects taught, and that some time and energy can be spared. There is not much force in the argument that suitable books and teachers will not be available. They will come into existence in no time. I am not in favour of requesting the Government to establish 150 new schools in the localities mentioned in Para 30 of your letter dated 12th April 1912. On the other hand, if the Director of Public Instruction can be moved to send a Circular to the Headmasters of all Secondary Schools that, up to and inclusive of the

Sixth Form, the 'B' Group subjects of the S.S.L.C. Scheme may be taught in the vernaculars with a free use of English technical and other terms, I believe that the effect contemplated by the Council of Indian Education will follow. There will be no serious loss or danger of any kind. At any rate the experiment may be tried for some years and its result watched. As matters now stand, some are of opinion that the existing rules do not allow the teaching of the 'B' Group subjects in the vernacular. Others hold a contrary opinion. I understand that in two or three schools of the Presidency, some of the 'B' Group subjects are taught in the Vernaculars. A general Circular from the Director permitting this to be done will lead to the experiment being tried on a much larger scale.

7. Mr. C. Ramalinga Reddy, M.A., F.M.U., Principal, Maharaja's College, Mysore, 16th Nov. 1914.—The main points of the reform I advocate are these:

(1) That the study of Language as such, especially in the vernacular where the dead weight of pedantry is already heavy should be subordinated to the mastery of subject matter and only such style be employed as would render the subject matter clear without very special regard to purity of diction and the rest of it.

(2) The object is to popularise modern knowledge among the masses so as to enable them to take their place in the ranks of progress.

(3) For this purpose each University and college should undertake to the best of its power:

(a) Extension work (b) Popular publications.

(4) Neither of these phases of educational activity would be a success unless there is an Association established between the mother tongue of the people and modern knowledge.

(5) This association could be brought about if the following measures are adopted:

(a) That non-language subjects in the High Schools be taught in the vernacular.

(b) That in order to provide efficient teachers of the type required by this scheme in the High School classes and to carry on Extension and Publication works satisfactorily, some portions of the optionals in the College classes should be done in the vernacular.

(6) The reform to be a success should be made binding on all schools from the very beginning. Special schools are sure to fail.

(7) I would keep to a single object and a single scheme calculated to further that object instead of mixing up ends and means in bewildering profusion.

I return a copy of your valuable letter with hastily jotted remarks. For further elucidation of my views, see the following passages in the pamphlet which I send:

(a) Page 45—Education in Japan. (b) Pages 49—55. Waseda University. (c) Pages 64—75.

8. The following is the letter from Mr. Rajagopalachari, Joint Secretary to the Council of Indian Education to Mr. C. Ramalinga Reddy, Principal, Maharaja's College, Mysore, dated 3rd Nov. 1914.—In the discussion that took place at the meeting held at Mahajana Sabha Office on the 31st of October 1914 you pointed out to me that I had mixed up too many issues. (1) The resuscitation of Pandit learning, (2) The old Sanskrit learning

(3) and lastly schools of a type which will benefit very largely present day generation if instruction is given through vernaculars in scientific subjects.¹ The main idea in my scheme is that the 3rd class of schools mentioned above will play a very large part; but at the same time so far as vernaculars are concerned they have also a place because without the study of vernacular literature,² not to say anything of grammar, no progress can be made in the development of scientific studies.

I had no doubt desired to seek the co-operation of Pandits to that extent of getting scientific subjects translated with the help of graduates. I desired to bring into contact two types of civilisation for the exchange of ideas.³ When I mentioned pandits, I did not mean unbending pandits of old type. No doubt you advocate that the reform should begin⁴ in the college classes where you presume that the professors are very anxious to begin this work of reform. I doubt it very much. No professor in the college classes views this reform with any favour.⁵ But however you seem to be hopeful on this point because you casually mentioned that you have hopes of inducing some college authorities to publish popular and vernacular works.

All that you mentioned with reference to reform in the college department I fully agree with you. But we will have to meet with greater opposition and a more powerful too, proceeding from the Europeans there⁶ and hence the reform will not have any chance of success.

I should very much like that you should prepare a memorandum embodying your views on the University reform. I think the time is most opportune because the Government of India propose to introduce a bill in the Imperial Legislative Council.

I request you to be pleased to send me the promised memorandum in support of my proposal in the light of explanation that I have given here.

You might think that pandit learning is useless learning.⁷ Still why should you grudge its existence to small⁸ extent while old English and Gothic⁹ and other things are thrust down the throats of our Honours men. Kindly send me your views at your earliest convenience.

My plan.

Briefly.

Your plan.

1. The reform should begin in the High School Department—Section—good so far if it is universal.

2. The translation of books to be done by the school graduates and pandits !!! I don't think this possible?

3. My scheme is to benefit various classes or various types of schools. You have too many irons in the fire, some of which would do harm, as we feel.

1. The reform should begin in the College classes. High schools simultaneously. Shall we ascertain the views of the College professors?

2. Books to be published by professors, mainly Indian. Have they shown any desire? Yes chiefly Telegu Mandalis.

3. Yours is to limit the application to the encouragement of scientific studies or nature studies of Modern interest, including History, Philosophy, etc.

1. Technological etc., including history, philosophy etc., on modern lines.
2. I do not agree old world literature is a hindrance. I want books in easy every day language (Council Indian Education fully agree).
3. How would pandits be of any use in this. I am tired of this talk of bringing civilisations of East and West together etc.

4. ?

5. ?

6. And the reactionaries of our own land worth fighting for.

7. Yes—but the Government of India is anxious that the learning should not go out of the country. They have evinced their sympathy in the holding of the Orientalists Conference in 1912 and taking necessary action.

8. Because it is an evil.

9. Panditism in English is just as bad.

In the light of these remarks please send your memorandum on mine and also another for the college reform.

9. J. S. Chandler, Secretary of the Tamil Lexicon Committee Madras. S. India, 30th October 1914.—I will briefly give you my opinion in regard to the use of the vernaculars in Secondary Education. Theoretically it seems the right thing to do, but practically the vernaculars do not furnish sufficient material for it, and where it has been tried it has not been a complete success. To make it a success you need original works for school books. So far as the subjects belong to the literature of the country, as in language and grammar there need be no difficulty. But Secondary Education proceeds on lines outside of the subjects developed in the country, and to teach in those lines in the vernacular requires translated books, and such are not suitable for thoroughness in education. It is practically better to teach from original works in a foreign language than from translated works in the vernacular. Medicine is highly developed in India, and in Jaffna a faithful effort was made to prepare text-books in Tamil that would preclude the use of English books. But the effort was a lamentable failure,¹ simply because so much of the teaching of medicine at the present day has been developed outside, that words had to be coined. Coined words are largely foreign, and they can be better understood in the setting of their own language. My opinion then is that while special subjects might better be taught in the vernaculars, the system of Secondary Education, as at present established, will have to depend largely on instruction in the English language.

10. Mr. A. M. Sunda Mudaliar, Hon. Secretary, Rai Bahadur Arcot Narayanaswami Mudaliar's Charities High School, Bangalore 6th October, 1914.—1. I am not in a position to offer any opinion on the teaching of Vernaculars for a University course as the Institution of which I am in charge is only a High School.

2. In a High School, I am strongly of opinion that all instruction up to the III Form should be in the Vernaculars. The great difficulty in Bangalore has been that four Vernaculars are current in the Civil and Military Station Tamil, Telugu, Canarese and Hindustani, and to instruct in the Vernaculars alone implies the necessity of four sections in each class, which the schools here cannot afford.

3. In the 4th, 5th, and 6th Forms instruction may be, as it is now, in English. The same difficulty as far as Bangalore is concerned pointed out in para 2 exists here also, and in addition there is the objection that suitable Text books³ in the Vernaculars especially in Science are not procurable. The "C" Vernacular of the School Final Course may well be transferred to the A or B Group, so as to make Vernacular compulsory in the 4th, 5th and 6th Forms.

11. Mr. Ramaswami Shastrigal, District Munsiff, Thiruthalampundi, 24th November 1914.—I entirely support your Council's view as to the use of the vernaculars as the media of instruction in non-language subjects in secondary education. I do not put the view on the lower basis that the strain on the boys

1. The reason for this failure will have to be ascertained.
2. This difficulty exists in very few places.
3. Text books will come into existence.

will be less if the proposal be adopted. I put it on the higher ground that a real and self-respecting national life is possible only so long as the vernacular language is virile, progressive, and alive; that to kill the language and create a new manhood in the nation is an impossible and laputan task, that the vernacular literatures can challenge comparison with any literatures in the world; that to institute a separate Scheme of oriental studies is a futile remedy as the best brains in the land will not take to that scheme or compete for such oriental degrees; that the same scheme of studies is a composite one where each Hindu will have a trilingual course in the English, the Sanscrit, and his vernacular; that if the proposed course is adopted the text books will appear in a short time; that the present day lack of originality and of constructive effort is due to the present policy of killing the natural languages. I shall write to you further later on about the matter.

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COUNCIL OF INDIAN EDUCATION.

SECONDARY EDUCATION THROUGH THE MEDIUM OF THE VERNACULARS.

1. Official admission made in 1894 that scientific subjects should be taught up to the Matriculation standard in the vernaculars of the country.
2. Minutes of the Preliminary Meeting held at Mahajana Sabha Hall on Saturday the 31st January 1914.
3. Opinion on the question kindly prepared for the Committee of the Council of Indian Education by the Lord Bishop of Madras.
4. Opinion on the question kindly prepared for the Committee of the Council of Indian Education by Mrs. Annie Besant.

1. Letter of the Council of Indian Education dated 6th May 1914 to local bodies for favour of opinion.

Request to local bodies is contained in para. 5 of the letter.

2. Draft letter of the Council of Indian Education dated 12th April, 1912 to the Government of Madras re the spread of Sanscrit and Vernacular Education in this Presidency.

Last para gives a summary of the letter.

3. Letter of the Council of Indian Education to local bodies dated 29th November, 1911.

Request is contained in para. 11 of this letter.

* Letter of the Council of Indian Education dated 9th October, 1911, to the Secretary to the Government of Madras re The establishment of School Boards in villages or groups of villages for the spread of education.

4. Opinions on the letter of the Council of Indian Education dated 29th November, 1911.

The Council of Indian Education received from Municipalities and Taluk Boards 46 replies.

5. (1) Circular letter dated 20th March 1904 prepared by the Hon'ble Mr. P. S. Sivaswami Aiyar, C.I.E., Secretary to the Council of Indian Education.

6. (2) Scheme of studies sent along with the circular letter.

7. (3) Memorandum prepared by Mr. S. Rajagopalachari, B.A., Joint Secretary to the Council of Indian Education sent along with the circular letter of 20th March, 1904.

8. (4) Letter of the Council of Indian Education dated 31st January, 1905 to the Director of Public Instruction.

9. List of persons who replied to the circular letter of the Council of Indian Education dated 20th March, 1904.

10. Extract from Sir Charles Wood's Educational Despatch of 1854.

11. Another extract from the same.

12. His Excellency Sir Arthur Havelock's speech at the Educational Conference of the Madras Teachers' Guild of 1898.

13. Report of the Madras Teachers' Guild.

14. The notification issued by the Government of Madras re High class indigenous and Vernacular Secondary Schools.

* This subject has no direct bearing on the present controversy. But if School Boards are established, opinions not only in this subject but on every educational question can be obtained.

15. Attempts made by the Madras University for the institution of an Oriental faculty.

16. Resolution of the Government of India dated 4th November, 1899.

17. Resolution of the Government of India dated 15th March, 1904.

18. Extract from the Education Commission Report of 1882 where a School Final Examination is recommended.

19. The School Final Course adopted in the North West Provinces is much unlike the Secondary School Leaving Certificate Examination of this Presidency.

The Specialisation contemplated by the Education Commission Report is the one needed to fit boys for their position in after-life whereas the specialisation recommended by the Secondary School Leaving Certificate Examination Board is the specialisation required for the University courses.

20. Tamil and Telugu languages are quite capable of expressing most important thoughts and yield to the framing of Scientific terminology.

21. Extract from the preface to the translation of a Scientific book published in 1900, refuting the argument that the reform cannot be adopted owing to the multiplicity of languages.

21-a. Figures from the last Census Report are given to refute the objection often brought forward in connection with the multiplicity of languages.

22. Revd. Father Sewell, S. J., of St. Joseph's Institutions Trichinopoly favoured the reform. Educational Conference held in December, 1899.

23. Proceedings of the Madras Legislative Council Meeting of the 6th April 1914. Hon'ble Mr. B. N. Sarma's resolution.

23-a. Scope extent and the controlling agency of the Secondary School Leaving Certificate Examination.

24. Figures relating to the Secondary School Leaving Certificate Examination of 1914.

25. Science teaching in India.

26. Review of the Administration of the Department of Public Instruction in Madras for the Year 1912-13.

27. Illiteracy in India.

28. Occupations in India.

29. Purely Vernacular Schools in Bengal.

30. His Excellency Lord Carmichael thinks that the Education Despatch of 1885 should be revised according to the German and American ideals.

31. Educational policy pursued in America.

32. Mr. Page on American ideals. Education for the masses.

33. The aims of Elementary Education in Germany.

34. Opinion of the Council of Indian Education regarding the Hon'ble Mr. Gokhale's Elementary Education Bill.

35. Dewan Bahadur Ragunatha Row, C.I.E. "On Education by Guilds."

36. Description of the present system of Education by Mr. Manoloy, C.S.

37. Census figures relating to occupations and literacy in the Madras Presidency.

1.—PARA 164 OF THE REPORT SUBMITTED
BY THE HON'BLE MR. MUNRO
DIRECTOR OF PUBLIC INSTRUCTION, MADRAS
FOR THE YEAR 1898-94.

Technical education did not make any marked progress during the year. The general disinclination of the students of our schools to move in new grooves of study is a great obstacle. The general curriculum is sufficiently diversified and includes such technical subjects as Object lessons, Drawing and Elementary Science. The instruction given in these subjects is generally insufficient. There is an unfortunate tendency at every stage of instruction, from the infant upwards to select only such subjects as pay best in examinations and to "cram" students in the subjects, no attempt being made to cultivate habits of observation and reflection. This is especially noticeable in the case of Elementary Science, and may be attributed mainly to the fact that it is taught through the medium of English. To teach boys of tender years an abstruse subject full of abstract terms of which they cannot possibly understand the meaning, in a foreign language with which they are imperfectly acquainted, is a manifest absurdity. They are confronted with a double difficulty, viz., the difficulty of the subject and the difficulty of the language. An analogous case would be that of requiring English boys to learn Science in French. The result is that they get no real grasp of the subject, but merely learn off by rote a few definitions which they reproduce in an examination room. Thought is, in fact, divorced from language, and the memory is cultivated at the expense of the understanding. If Elementary Science is to be taught at all, I would have it taught, up to, say the Matriculation Standard, in the language in which the students think. Besides the above drawbacks, the absence of a competent inspecting agency for Technical Schools and of a supply of trained teachers of Art and Industry has hindered the progress of Technical Education. Amongst the present inspecting agency there is not a single officer who possesses a sufficient knowledge of Technical subjects to examine an Industrial school.

G.O., dated 7th November 1894, No. 152, Educational, Para. 11.

Mr. Munro's proposal in para. 164, to teach Elementary Science through the medium of the vernacular seems to deserve consideration and Dr. Duncan will be requested to furnish Government with his views on the subject. There is, however, one obvious difficulty in the way of carrying out his suggestion and that is the impossibility of translating certain necessary abstract and technical terms into the languages of Southern India.

2. The Council of Indian Education have been endeavouring since 1903 to bring about the desired reform with indifferent success. So early as 1903 the Council received the following letter from Mr. Orange Young, Director General of Education in India.

SIMLA.
Dated 2nd June, 1913.

TO MR. RAJAGOPALACHARI, B.A.,
MADRAS.

DEAR SIR,

I have to acknowledge, with thanks, the receipt of the papers &c. forwarded with your letter, dated 20th May 1903, on the subject of the vernacular languages being made the medium of instruction in the Lower Secondary Schools. I will be happy to see you, if you call upon me, when I am next in Madras.

Yours truly,
(Signed) H. W. ORANGE.

3. The Director-General was pleased to give the Joint Secretary to the Council of Indian Education the promised interview on 21st January, 1907.

4. At present the Secondary School Leaving Certificate Examination Board concerns itself with the Education of boys in Upper Secondary Schools. With a view to look after the education of the children of "far larger classes of people" noted in the Education Despatch of 1884, the Council of Indian Education would wish to have a Board consisting of the following officers, viz. (1) The Director of Agriculture. (2) The Director of Industries. (3) Surgeon-General to the Government of Madras. (4) Sanitary Commissioner to the Government of Madras. (5) Principal, Civil Engineering College. (6) Principal, Medical College. (7) Principal, Veterinary College. (8) Conservators of Forests. (9) Superintendent of the School of Arts. (10) Registrar of Co-operative Credit Societies.

* The difficulty is not insurmountable. No attempt has till now been made,

1.—NUMBER OF INSTITUTIONS AND PUPILS ACCORDING TO THE RETURNS OF THE EDUCATIONAL DEPARTMENT.

Class of Institutions.	1891 Number of		1901 Number of		1911 Number of	
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
PUBLIC.						
Arts Colleges ...	35	3,205	41	3,279	31	3,741
Professional Colleges.	5	518	6	636	5	890
Secondary Schools.—						
Upper Secondary .	178	27,152	172	46,304	806	152,413
Lower Secondary .	637	43,363	560	53,822		
Primary Schools.—						
Upper Primary	17,885	505,280	5164	247,857	24,326	922,911
Lower Primary			15,141	373,770		
Training Schools ...	70	1,427	74	1,612	83	2,989
Other Special Schools.	29	2,192	57	3,927	93	4,618
PRIVATE.						
Advanced ...	131	4,074	246	5,477	375	10,478
Elementary ...	3,058	56,953	5,465	113,540	4,916	117,685
Total ...	22,028	644,164	26,926	850,224	30,635	1,215,725

2.—RETURN OF EXPENDITURE IN PUBLIC INSTRUCTION IN THE MADRAS PRESIDENCY.

—	1908—9	1909—10	1910—11	1911—12	1912—13
1. University ...	3,70,626	2,90,613	1,97,669	1,97,571	8,13,260
2. Direction ...	71,653	67,860	74,821	76,785	1,10,717
3. Inspection ...	6,70,980	7,03,064	7,40,406	7,40,447	7,87,960
4. Arts Colleges ...	26,634	31,420	28,334	26,912	30,283
5. Other Profes- sional Colleges ...	6,299	5,211	6,433	11,134	12,058
6. Secondary Schools .	45,319	38,377	48,155	58,004	71,045
7. Primary Schools ...	6,726	18,673	17,330	16,581	19,784
8. Other Special Schools ...	25,807	13,730	14,500	14,077	11,596
9. Miscellaneous ...	...	...	8,282	5,220	455
Total ...	12,24,044	11,68,948	11,35,930	11,46,731	18,57,158

MINUTES

OF THE

PRELIMINARY MEETING

Held at Mahajana Sabha Hall

on Saturday the 31st January 1914 at 2 P. M.

UNDER THE AUSPICES OF THE

COUNCIL OF INDIAN EDUCATION.

PRESENT.

1. Mr. V. P. Madhava Rao, C. I. E., Retired Dewan of Mysore.
2. Dewan Bahadur L. A. Govinda Raghava Iyer, B.A., B.L.
3. Mr. C. P. Ramaswami Iyer, B.A., B.L.
4. Dewan Bahadur M. Audinarayaniah.
5. Dr. A. Lakshmi Pathi B.A., M.B. & C.M.
6. Mr. V. Swaminatha Iyer, Editor, Viveka Chintamani.
7. Mr. V. Srinivasa Chari, Editor, Educational Review.
8. Mr. S. Rajagopala Chariar, B.A., Secretary, Council of Indian Education.

SECONDARY EDUCATION THROUGH THE MEDIUM OF THE VERNACULARS.

All are agreed that for the progress of the country and the promotion of general happiness mass education is essential. The masses can be reached only through their own language. In order that their knowledge may be sound and practical it is necessary that the ideas of the western world which are so powerfully influencing the East should be made accessible to them.

This is also necessary that there may be no cleavage between the English educated classes and the mass of the population. Each class is now living in a world of its own. The masses are practically shut out from the light which the educated classes enjoy.

To secure the advantages of the western enlightenment it will not suffice if instruction in the vernaculars is confined to the Primary Standard. Secondary education also should be given in the vernaculars. The advantages of this scheme are obvious.

The students will get more correct and fuller knowledge of things and learn their subjects more quickly than they could do through the medium of a foreign and unfamiliar language. There will thus be economy of time and attention in addition to a better grasp of the subjects taught. The time and energy of the growing mind thus spared can be devoted with much profit to the mastering of a Second Language which, of course, should be English as it is the language of the Rulers, and a knowledge of it is necessary both for getting direct

access to the ideas of the modern world and for entry into the professions and into Government service. The teaching of English as a language subject may begin either at the later stages of the Primary course or at the commencement of the Secondary course.

The change to be effectual should be general throughout all classes of High Schools private, aided and Governmental; and the initiative should be taken by the Government.

The next question will be how to provide for books and teachers for imparting instruction in scientific and general subjects in the vernacular. There are already books on these subjects in the chief vernaculars of Madras and with the offer of prizes for the production of books, they will be forthcoming within a few months of a call for them. The achievements of The VIJNANA CHANDRIKA MANDALI, an association for the encouragement of works in Telugu on Scientific and Historical subjects, within the seven years of its existence will show how ready and satisfactory the response to a call from the Government is likely to be. The present staff of teachers in English will be able to teach in the vernaculars also after a little practice.

By making the vernaculars the medium for imparting instruction throughout the Secondary course we shall have secured equivalents in the language of the people for modern scientific and technical terms and these will become the common property of the people and a medium for the dissemination of scientific and general knowledge even among the illiterate.

English can never be the common language of the masses.

The failure of the Agricultural Schools and Colleges to benefit the classes for whom they were intended can be traced to Secondary education being given in the English language.

(Sd.) S. RAJAGOPALA CHARL, B.A.,

Secretary

Council of Indian Education

Madras: The Guardian Press, Mount Road

To

Reprint from the Indian Review—May, 1914.

Secondary Education through the Medium of the Vernaculars.*

I. BY THE LORD BISHOP OF MADRAS.

It will be generally agreed that ultimately instruction in non-language subjects in both primary and secondary schools and ultimately in the Universities themselves must be given through the medium of the vernaculars in India as in every other civilised country throughout the world. The present system of conveying instruction through the medium of a foreign language cannot be justified from an educational point of view.

To begin with, it places an intolerable burden on the students. For the great majority of them it crushes all independence and originality of thought, it also greatly hampers them in the acquisition of knowledge and makes it much more difficult to assimilate ideas. At the same time to give instruction through the medium of foreign language equally imposes a great burden upon the teachers. The large majority of teachers in secondary schools have a comparatively poor hand of the English language. To be obliged to give instruction in it, therefore, makes their teaching mechanical and lifeless. The foreign language thus imposes a crushing weight upon the whole educational system of India and to a very large extent is responsible for the lack of initiative and want of originality that is supposed to be characteristic of the Indian mind.

* We are obliged to the Secretary of the National Council of Education, Madras, for the following statements on "Education through the medium of the Vernaculars" prepared for the Committee by the Lord Bishop of Madras and Mrs. Annie Besant. The subject is one of vital importance and is at present claiming the attention of all thoughtful Educationists in South India. We are glad to be able to furnish our readers with two such valuable pronouncements on this topic of absorbing interest.—[Ed. I. R.]

Then, again, the present system is creating a great cleavage between the English educated class and the mass of the population; as has been truly said 'each class is now living in a world of its own. The masses are practically shut out from the light which the educated classes enjoy.' If knowledge and culture are to permeate down from the educated classes to the masses of the population, it is essential that the ideas of the Western world should be translated into the vernaculars of India and made accessible to the people in their own language.

The present system, too, tends to the impoverishment of the vernaculars themselves, or at any rate it prevents their enrichment by the new thought and culture that is flowing into India. The best thinkers in the country are now using not their own vernaculars but English to express their ideas. The result is that the vernaculars are being neglected and vernacular literature receives little or no stimulus from the progress of thought and culture among the educated few. This is a great evil. To impoverish the vernaculars of India is to impoverish the thoughts and feelings of the mass of the people.

Then, again, so long as Western knowledge is only expressed in English, it will always remain an exotic. It can never be really assimilated by the people of India or enter into their life. Ideas never appeal to the heart of a people until they are expressed in its own language, and until ideas touch a nation's heart, they will only move on the surface of its life.

Two main objections may be urged against making the vernaculars the medium of instruction in secondary schools.

The first is that there are serious practical difficulties in the way. There are no text-books in the vernaculars. There are no scientific and technical terms in the vernaculars. In many schools they have not all the same vernacular. In Madras, for example, there are schools where there

are Tamils and Telugus and Urdu speaking Mahomedans. These practical difficulties no doubt exist, but as a rule they are greatly exaggerated. Text books in all the subjects needed would spring up within a few months as soon as there was a demand for them, and the difficulty of providing scientific and technical terms for works on History, Geography, Geology and Science is not greater than the difficulty of providing technical terms for the translation of the Bible or of the English Prayer Book. After all this is only the same difficulty that every vernacular in the West has successfully overcome in the past. The difficulty, too, that would arise from the fact that in some schools the students do not all speak the same vernacular, is one that affects only a very small minority of the schools. In South India it exists chiefly in Madras and in a few towns on the border line between two vernaculars. In most cases the difficulty could be met by a little extra expenditure of money. In other cases it would be no great hardship for a few boys to have to learn a vernacular akin to their own and use it as a medium of instruction. A Tamil boy could much more easily acquire knowledge through the medium of Telugu than through the medium of English. A few boys, it is true, would be placed at a disadvantage. But this would be a small matter as compared with the enormous gain the change would bring to the vast majority of the people.

There will probably be a more serious opposition to the proposal on political grounds. The change will be regarded as reactionary. It will be assumed that it will tend to disunion by intensifying race consciousness and weakening by diminishing the possibilities of common action which the use of one language gives to all educated men. At the present moment the fact that educated men all over India know English and use the English language is undoubtedly an important factor in the growth of a national senti-

ment. Without it the National Congress would be an impossibility.

This objection is undoubtedly one which will carry great weight, and in view of it, it is necessary to emphasise the fact that there is no reason why English should not be taught quite as effectively and widely as at present even though instruction in ordinary subjects were given through the vernacular. English would under the new system be taught as a second language. Far more time and attention could be given to the direct study of it than is possible at present. At the present time English is, to a large extent, picked up by the students in the course of their study of other subjects. If the language were studied more for its own sake, it could be taught more scientifically and more correctly. We must remember, too, that, apart from politics, there are strong practical reasons which will always give a high commercial value to a sound knowledge of English, and so long as this is the case there is no reason to fear that a knowledge of English will be neglected.

II. BY MRS. ANNIE BESANT.

THE basis of the view that the vernaculars should form the medium of instruction in all subjects in Primary and Secondary Schools, and that English should be learned as a language only, and not used as a medium of instruction, is the obvious fact that until complete mastery of a foreign tongue is gained, so that a person *thinks* in it, and does not mentally translate into his own tongue all that he hears from another, and from his own tongue all that he wishes to say in the foreign language, he cannot learn any subject which is taught him in the foreign tongue without the double effort of mentally translating what is said to him

and then of assimilating the information conveyed. The extraordinary facility with which Indians learn foreign languages masks the difficulty under which the children labour. Let any one take an English boy, and set him to learn Geography, History and Science in Tamil, while at the same time he has to learn Tamil as a language, and he will soon be convinced of the unfairness of teaching Tamil children in English. The subjects taught in Secondary Schools are sufficiently difficult in themselves to demand the full attention of the pupils: presented to them in their own tongue, their whole attention is concentrated on the facts conveyed, and these are readily learned and remembered. But if these same facts are offered to them in an unfamiliar tongue, one which they follow with difficulty, half their attention is occupied in understanding the words used by the teacher, while the other half is directed to the grasping of the facts. Often the time occupied in translating the unfamiliar language mentally causes them to fall behind the teacher's thought, and at the end of the lesson they have in their minds a jumble of sentences with gaps between them, which they vainly try to reduce to a consecutive statement. The matter is so clear that any argument on the subject tends to become absurd from its very obviousness: it is only an utter lack of imagination, of the power of putting ourselves into the place of the bewildered child on whose unlucky head unfamiliar facts and words are showered at the same time, that makes it possible for any of us to say that English should be the medium of instruction in Secondary Schools. Many a child seems to be stupid merely because he cannot follow what is said to him with sufficient rapidity. Yet grown-up and educated English people, with a fair knowledge of French or German, will often confess to a difficulty in thoroughly following and mastering a lecture on a scientific or philosophical subject, delivered in one of these tongues.

Another peculiarly stupid use of English is where it is used for teaching small Indian boys Sanskrit: all the vernaculars draw more or less on the Sanskrit, and to translate a Sanskrit word into English, or an English word into Sanskrit, is to deprive the student of all the help to memory that grows out of the similarities of sound between, say a Sanskrit word and its Telugu equivalent. If, for instance, Dr. Bhandarkar's First Sanskrit Book were used in the vernaculars instead of in English, the time taken in mastering it would probably be halved.

In object lessons, again, the names used would be homelike and familiar if given in the child's vernacular, and his interest would be keenly aroused, whereas the very object becomes a lesson instead of a plaything when labelled with a foreign name.

Apart from the endless facilities which would be found in this use of the vernacular in teaching, there would also be advantage to English if it were taught as a language only. Taught conversationally by the Berlitz, or any similar method, it would be acquired readily by young children, much more readily than by any large use of books. English as taught to little children by half-educated Indian teachers is rarely "English as she is spoke." To begin with, while an Indian can teach English literature to M.A. classes quite as well as an Englishman can teach it, small children should be taught by English people, and by English people of gentle birth—preferably women. They should teach by familiar chat and simple stories, and all the dreary verbiage of subject, copulate and object, all the weary parsing and analysing, should be left to the year before matriculation, crammed up so long as examiners demand it, and promptly forgotten as soon as possible. The appalling amount of useless rubbish ladled into boys' heads under the name of "English grammar" wastes many months of time that might be more usefully employed, and the result

is seen in the stilted and unnatural letters written by many matriculates. They are ridiculed for them, while it is the system that should be blamed.

On the use of the vernaculars as the medium of instruction in Secondary Schools, there is practically unanimity of opinion. But to overcome the inertia of habit, and the pressure ignorantly exercised by parents, it is necessary that this use should be obligatory, not optional. This was pressed on the Department by Mr.—now the Hon.—P. S. Sivaswami Aiyar in 1905, but has not yet been carried out.

In 1904 the same gentleman, then acting as the Secretary to the "Council of Native (now Indian) Education, Madras" urged that if a School Final Examination were to be established, "it must be conducted in the vernacular." A School Final Examination has been established but still recognises English as the medium of instruction. At the meeting held on January 31st, in the present year, it was decided that the reform "should be general throughout all classes of High Schools," and it was pointed out that the failure of the Agricultural Schools and Colleges "can be traced to Secondary Education being given in the English language." It would be well definitely to lay

down the principle that all subjects, other than English as a language, should be taught in the vernacular; then our Indian boys would be in the same advantageous position as the Japanese, who learn all subjects in their own tongue, and take English as a compulsory second language. If this principle be adopted up to Matriculation, the education will be practical, consistent and effective right through the school period, and English will be known for all useful purposes as well as it is known to-day. Those who wish to do so can specialise in it during their years in College.

There are many other reasons why the vernacular should be used for all purposes in secondary schools, reasons touching on nationality, patriotism, the enrichment of vernacular literatures, and so on. But I am content here to dwell on the commonsense and obvious view, that it smooths the way to knowledge which the child must tread, leaves his intelligence free, and enables his observation and his reasoning faculties to work on the subjects presented to him without the fetters of a foreign tongue. Inventiveness will be stimulated, originality encouraged, where the child is no longer hampered by the difficulties of mere language which his elders now impose on him.

To

THE CHAIRMEN OF MUNICIPALITIES
AND
THE PRESIDENTS OF TALUK BOARDS.

Sir,

In forwarding herewith the replies to the letter of the Council of Indian Education, dated, 29th November, 1911, *re* the spread of Sanskrit and Vernacular education in this Presidency, I am directed, by the Council of Indian Education, to state that the large number of replies received and the co-operation which some of the Managers of Patasalas and the Pandits of Sanskrit schools have promised in the matter, augur well for the movement.

2. Of the Sanskrit schools that have sent replies the following appear to be in a well organised condition and a large number of them are in entire sympathy with the objects of the Council of Indian Education.

- (a) 1. Cocanada, 3. Parvathipore, 2. Kopalla, 22 and 23. Kakaraparru, 32. Srivaikuntam, 35. Trivur, 36. Nuzvid, 39. Kulitali, 40, 41, 41-a. Trichinopoly and Srirangam, 42. Palghat, 9. Tirupati, 14. Dharmavaram, 19. Vijianagar, 20. Masulipatam, 24. Tenali, 28. Sivaganga, 29. Thirupatore, 38. Musiri, 45. Pittapore.
- (b) The following have no Vernacular, Sanskrit or Vedic Schools: 4. Anantapore, 5. Ellore, 6. Kodaikanal, 7. Hospet, 8. Thiruvallur, 10. Mannargudy, 13. Coimbatore, M., 16. Coimbatore, T. B., 17. Cochin, 27. Tuticorin, 33. Royadurg, 37. Bezvada, 44. Tindivanam.
- (c) The following referred the matter to the Superintendent of Sanskrit Schools: 18. Canannore, 30. Tuticorin.
- (d) There are Pandits and no schools in the following places: 2. Vizagapatam, 20. Masulipatam, 43. Ganduguru.
- (e) The following have Vedic schools but doubt is expressed whether they could co-operate with the Council of Indian Education: 1. Negapatam, 26. Kumbakonam.
- (f) The following have purely vernacular Schools: 15. Dharmapuri, 25. Nandyal, 31. Anantapur.

3. I am directed by the Council to set out, in the form of a letter to all the local bodies, the substance of the draft memorial dated 12th April 1912, proposed to be sent to the Government which was delayed for taking, in greater detail, the opinion of the local bodies. The Council after careful consideration have come to the conclusion that the scheme contained in para 30 of the draft memorial is calculated to produce the maximum benefit to the country with the minimum cost to the Government.

Starting from this point it will be the aim of the Council to ascertain how far the numerous bodies and the gentlemen interested are prepared to co-operate with the Council in submitting a memorial to the Government on the basis of the principles underlying the scheme.

4. The principles are in themselves simple. They may be shortly stated as follows:—

- (a) That the Government* should establish 150 new schools in localities mentioned in para 30.
- (b) That in these institutions Vernaculars should be the first and English the second language and that all non-language subjects should be taught through Vernacular manuals.
- (c) That of these 150 schools there should be 40 Tamil, 40 Telugu, 30 Sanskrit, 25 Mahomedan, 10 Malayalam, and 5 Canarese schools.
- (d) Each school to cost about Rs. 260 per mensem; two Graduates to be paid each Rs. 80; two Pandits to be paid each Rs. 40, and the house rent not to exceed Rs. 20.
- (e) The monthly cost of each school being Rs. 260, it is expected that each of the four classes would consist of 30 boys and the income from these classes would be sufficient to make each school more or less self-supporting. Should there be any deficit the Government should make good the amount from the Provincial as well as from the Imperial recurring grants.
- (f) These schools should consist only of four classes, for boys between the ages of 12 and 15, while the education of the boys between the ages of 5 and 12 will have to be entrusted to the Committees appointed in villages or groups of villages by the Government.
- (g) The curriculum in these 150 schools should consist of Elementary Mathematics, Vernacular, English (compulsory) and any three subjects that are taught in schools teaching the modern side in all civilized countries—Agriculture, Business, and other such subjects which would fit a boy for his position in after-life.
- (h) The curriculum of studies in schools in villages or in groups of villages will be supervised by School Committees established in Taluk stations and in Municipalities, which Committees will consist of Government Educational officers, masters of recognized schools and the leading gentlemen of the localities.

5. The Council trust that the statement above made will be of assistance to the Chairmen of Municipalities and the Presidents of Taluk Boards, and to others who are from whatever point of view interested in the work of re-construction by recommending such institutions within their local areas which are at present well managed and deserve to be made into central institutions to which all the village *indigenous* schools could be affiliated. It is hoped that these 150 schools would be of great help to the Government as being a distinct agency for the spread of Education in remote villages. The Council particularly request every one interested in this movement that they should not reject the scheme because in some details it may fall short of their ideals or even be against what they think best.

I beg to remain,

Sir,

Your obedient servant,

S. RAJAGOPALACHARI,

Secretary to the Council of Indian Education,

Madras.

* The management may be entrusted either to the Municipalities or the Local Boards or to any other efficient body.

MADRAS, 12th April 1912.

To

THE SECRETARY

TO THE GOVERNMENT OF MADRAS,
EDUCATIONAL DEPARTMENT.

Sir,

In forwarding herewith for your kind acceptance replies to the letter of the Council of Native Education, dated 29th November 1911, re the spread of *Sanskrit* and *Vernacular Education* in this country, the Council are happy to note the large number of replies received and the amount of co-operation which they were able to obtain from the Managers of Patasālās and the Pandits of Sanskrit Schools of the country.

2. The Council are of opinion that 43 replies received represent a small portion of the 265 existing Sanskrit Schools. These Sanskrit Schools will benefit a small portion of the population, viz., the children of $\frac{1}{4}$ out of 41 millions.

3. The Council note with great regret the absence of purely Vernacular Schools worth the name and the returns all go to show that there are no such schools and there are no Vernacular Pandits. This is due to the fact that, while the Sanskrit Schools have a separate Superintendent and are organized, the Vernacular Schools are under the control of the Inspector of Schools and the Sub-Assistant Inspectors, and the fears of the Council expressed in their letters dated* to the Government that purely Vernacular Schools do not reach beyond the Fourth Standard have been fully justified. (Portions of the letters are printed in the Appendix.)

The Government also recognise this difficulty, for in the last year's review of the Report of the Director of Public Instruction they say that they are already aware of the conditions which retard the development of Elementary Schools with standards higher than the third and proposals have been made in the Director's letter R. E. No. 6664/10, dated 23rd January 1911 for the partial removal of the disabilities from which the schools suffer.

4. Conferences of Pandits are held very often nowadays for the solution of debatable questions regarding social reform problems. Notwithstanding the strong exhortations and earnest appeals made by Dr. Sir S. Subramaniam Aiyar, K.C.I.E., at the time of the holding of the Conjeevaram Parishad in the year 1911, the Sanskrit Pandits have not till now turned their attention to the all-important question of educational advancement.

5. The first Convocation of the Board of Sanskrit Examinations to confer titles on Sanskrit students was held on the 28th January of this year (1912) at Calcutta. Degrees were conferred on a large number of students by H. E. Lord Carmichael. Sir Ashutosh Mookerjee, President of the Board said that since the establishment of the Board of Sanskrit Examinations four years ago the total number of candidates had increased from 4000 to 5000 a year to 10,000 a year. Can this be true? Is it due to the fact of Sir Ashutosh Mookerjee being the President of the Board? Bengal is only four years in advance of us.

6. His Majesty the King-Emperor in His Most Gracious reply to the address presented by the Vice-Chancellor of the Calcutta University suggested that the classical learning of India should be conserved and the Council venture to think that the vernaculars of the country should receive greater encouragement and support.

7. It is a matter of extreme satisfaction that the Government of India are alive to the need of fostering Oriental culture and learning and in pursuance of this policy they have resolved to establish an Oriental Research Institute either at Calcutta or at Delhi. The Council of Native Education at Madras have made representations that if the Oriental Research Institute at Calcutta or at Delhi is to benefit the whole country, a branch of the same should be established at Madras. The Government of India and the local Government have sent sympathetic replies. (Replies are printed in Appendix.)

8. While the Indian Universities have not been able to grapple with the problem of promoting an interest in the study of the past literature of the country, and preparing the way for comparative literature and sociology, the Arya Samaj and the Bengal National Council of Education have attempted to move in the matter. The Council are unable to judge of the amount of success which they have achieved.

9. It is pointed in Note C that the classical languages have a strong claim for encouragement on the part of the people and also on the part of the Government as subjects supplying culture. Very recently Lord Haldane, the present Lord Chancellor in

England, is reported to have given expression to the following opinion: "I have come to the conclusion that, as a general rule, the most stimulating and useful preparation for the general work of the higher Civil Service is a literary training, and that of this a classical education is for most men the best form, though not exclusively so." He did not deny that sciences and modern literature may be equally useful.

10. In our own Presidency, the Revd. A. F. Gardiner, Principal, S. P. G. College, Trichinopoly, and Fellow of the Madras University, in his Convocation address, speaking about the vernaculars of the country, said as follows: "The enlistment of the vernaculars is an indispensable element in national enlightenment. For, while, on the one hand, the function of English is to unite in one enlightened body all those who participate directly in the learning of the west, on the other hand, the national assimilation of that more accurate information and wider culture can be effected only by calling in the aid of the vernaculars" It would be difficult to determine how far the education of an Indian could be considered in any sense complete without an adequate acquaintance with one or other of the languages and literatures which have sprung up in his native land or have become acclimatized to it.

11. Purely Vernacular Schools, Girls' Schools, Commercial and other technical schools, require the fostering care of the Government to bring them to the level of the existing Secondary Schools. The present Secondary Schools which have been for many decades stepping-stones for University education have not done anything to develop studies in the above-mentioned vernacular schools. These Secondary schools are now freed from the control of the Syndicate on the ground that the University dominates the curriculum of studies in such Secondary schools.

12. It will be seen from the statistics given in Note A that there are nearly 20,000 public institutions with 125,000 students. The private institutions are as many as 1 to 5 of the public institutions and the number of scholars in them are as many as 1 to 8. Considering the 15% of the school-going population, only one million out of six million children who ought to be in school are under instruction and hence the remaining five million children could be brought under instruction in the manner suggested in the various memorials submitted by the Council of Native Education since 1905 by making the vernacular the medium of instruction in non-language subjects and by the establishment of School Committees in villages or groups of villages for the spread of education.

13. It will be seen that English is the medium of instruction in institutions marked (a) (b) (c) and (d) of Note A, and in other institutions the curriculum of studies and the method of instruction are not as well defined as they ought to be.

14. The Council of Native Education at Madras have often advocated that even in Secondary Schools while English remains the first language, other non-language subjects ought to be taught through the vernaculars. The present system mainly helps the children of the country who live in 280 towns, while for want of co-ordination of studies both in towns and in villages, which latter number 54,343, the education of the village children is totally neglected and there is a rush of children from villages to towns. The town education not being planned to meet the requirements of the villages, there is a great deal of waste.

15. The nature of the knowledge which would be of the utmost help to 85% of the population of the country, viz., agriculturists, merchants and traders ought for many decades to be only through the medium of the vernaculars.

16. The vernaculars of the country have had a struggle for existence in the only place for the dissemination of knowledge, viz., the local University and the vernaculars after having been suffered to have a lingering existence during the last 50 years are now likely to be thrust out of all recognized schools and colleges.

17. There was widespread discontent in the early part of 1907 when the University Regulations were framed. The Presidents of the Tamil Sangams of Palghat, Madurai, and the Chairmen of the public meetings of citizens held at Tanjore and Madurai, submitted memorials to the Madras Government on the subject of the Regulations adopted by the Senate, requesting that a second language, either the vernacular of the candidate, or a classical language, be made compulsory in the Intermediate and B.A. courses of the Madras University, and the memorials then pointed out that if the Regulations as adopted by the Senate were approved by the Government, the result would be a death-blow to the study of the vernaculars in this Presidency. The Government in their G.O.'s, numbered 12, 13, 14 and 15 of 1907, recorded these memorials with the remark that the memorialists should address the University in regard to matters referred to in their memorials.

18. The Government were not satisfied with the Senate's Regulations and therefore modified them three years ago, but those modifications did not go very far, and it became apparent even then that although there had been some improvement other remedial measures were necessary.

19. The discontent about the treatment of the vernaculars continues unabated, and in every meeting of the Teachers' Conference and in other public meetings resolutions are adopted and forwarded to the Government for the restoration of the vernaculars to their old places in the University studies.

20. The confusion is worse confounded by the Secondary School Leaving Certificate Committee relegating the vernacular studies to the C group in the School Final Scheme.

21. In March 1912 at a meeting of the Senate various propositions were brought forward by Fellows and ultimately a Committee was appointed to consider and report upon the positions occupied by languages other than English in the various courses of study and to frame and to present to the Senate any proposal for alterations in the regulations that may be considered desirable in order to ensure more attention being paid to such languages.

22. On the 27th September 1912, the Hon'ble Mr. Audinarayana Ayya asked the Government at a meeting of the Legislative Council what steps the Government took with reference to a memorial submitted to Government pointing out that the present curriculum of studies for High Schools is leading to the neglect of the vernacular languages of the Presidency and of the classical languages of India. The Government replied that they had decided not to take any action until the future position of the Indian languages in the curriculum of the University of Madras has been settled. It was hoped that this question would be brought up for discussion at the October meeting of the Senate, and it was not done so, probably owing to the Committee that was appointed to go into the matter not having completed their deliberations. Another question which arose in connection with the distribution of the recurring Government-of-India grant of Rs. 65,000 for the appointment of lecturers and assistant professors for the spread of the vernacular languages of the country has also been referred to the same Committee.

23. The Committee that was appointed in March 1912 to enquire into this matter reported as follows:—

(1) That it is unnecessary and undesirable to recast the existing general scheme of courses and examination so as to render the further study of Indian languages compulsory either for Intermediate or B.A. students or for groups of such students.

(2) That no real improvement in language studies is likely to result from such modification of the general scheme.

(3) That it is unnecessary and undesirable to modify the existing regulations for Part II of the Intermediate course and examination.

It was moved as an amendment that the regulations should be so amended as to make it compulsory for all students selecting Group III of the Intermediate course to take up the study of one language as one of the three subjects of the course.

The amendment was seconded but was lost by eleven votes to three. The original resolution was then carried.

It is only in the Intermediate course that provision is made for composition in one of the certain prescribed vernaculars or translation into English from certain prescribed classical and foreign languages compulsory along with English language and literature.

24. On the 8th March 1913, the Senate by a majority of 47 against 15 voted against the compulsory re-introduction of the vernaculars in one of the groups for the Intermediate course, and hence it was settled that composition in a vernacular, which is now compulsory in the Intermediate course, was quite sufficient. The Senate, by a majority adopted the report of the Committee, which reveals the fact that out of 1,012 studying in the B.A. classes, 17 study Sanskrit, 17 Tamil, 6 Telugu, 3 Canarese, 7 Malayalam and 2 Urdu. No College has made any provision for instruction in the Honours courses in these languages except the Presidency College. Neither the Madras Christian College nor the Presidency has sought affiliation in Branch VI of the B.A. Pass Course which alone is concerned with the mother-tongues of the pupils. In the Presidency College in Group III of the Intermediate course there are only 9 students out of 93. In the Christian College there is none. In the Intermediate course the number of students who take either a classical language or both a vernacular and a classical language qualifying them for taking up Group VI of the B.A. Pass Course, are 265 for Sanskrit, 7 for Tamil, 65 for Telugu, 12 for Canarese, 21 for Malayalam and 25 for Urdu.

It is futile to expect from the Senate, as it is at present composed, any favourable decision on the subject of the future of the indigenous and classical languages of this country.

25. The disrepute into which the vernaculars of the country have fallen is due to the movement in England that classics should give way to the advancing claims of science and modern languages. Destructive work is always effected in haste before construc-

tive work is attempted, and, there is at present a reaction in England with reference to the classical studies. See Note B.

26. In colleges and schools under the influence of the University the vernaculars are driven out to make room for science,—and the science learnt in schools and colleges is not of very great help in developing the resources of the country,—and the people of the country have not yet learnt to give due prominence to the vernaculars in their own institutions and to impart instruction to the children of the country in non-language scientific subjects in the vernacular languages of the country.

27. It will be seen from Note D that it is possible to study a large number of subjects along with the vernaculars of the country with one or two foreign languages. If such a system is possible in one country and the same must be true all over the world, then the system is equally possible here also.

28. Turning to female education the figures for 1909-10 show that much more attention should be given to the question. The returns from some Municipalities under this head are as poor as they can be. In no less than 7 towns the percentage of girls attending school to those of school-going age is under 1, and in eighteen cases it is below 5. In some Municipalities there were no girls at all attending schools maintained or aided from Municipal funds. The percentage for the whole Presidency, so far as Municipal institutions are in question, was 12, as against 16 in the previous year. The Government of Bengal have appointed a Committee with Mr. W. Nanthan as President, to consider a scheme for the education of Indian girls. The following passage occurs in the Review of the Government of Madras on the Report of the Director of Public Instruction:—

The education of girls showed a marked advance, there having been 11,000 more under instruction at the close of the year 1910-11. The re-organization of training schools for mistresses will accelerate the rate of progress. A ten years' programme for the development of female education has been called forth by the Government of India, and the proposals of the Director of Public Instruction are awaited.

29. Referring to education in India, Mr. Montagu, the Under Secretary of State for India, at the last Budget meeting surveyed the difficulties in the way of universal education owing to scattered population, apathy or hostility of many parents and scarcity of teachers. But the difficulties should serve, he said, as an incentive to greater activity. He appealed for patience. He was of opinion that universal free primary education in India must come as it had done in other countries and that the time was not ripe for it. He further said that the programme of the Government was to increase the number of Primary Schools by 25 per cent. and to double the school-going population. New schools should be started in villages at present without schools, and it was also intended to improve the existing schools.

30. The Council of Native Education at Madras, being fully aware of the difficulties of the Government agencies reaching the scattered population and finding remedial measures for counteracting the apathy and the hostility of parents have been endeavouring since 1905 to induce the Government that School Committees should be established in villages or groups of villages for the spread of education. Considering the financial limitations of the Government and the fact that the present system of education has failed in a marked degree to develop the national resources of the country and to lift the mass of the population in the scale of nations, the Council would venture to suggest that improvement could not be effected by increasing the number of Primary Schools by 25 per cent. but by bringing into existence purely Vernacular Secondary schools in every Municipality and in every Taluk station. Thus there will be about 60 schools in Municipalities and 98 schools in Taluk stations. As regards the curriculum of studies, English and vernaculars of the country will always remain the only two compulsory subjects while option to choose one or two subjects from a large number of subjects which are to be found in the Schedules of the Cambridge Senior Local Examination or the London Matriculation Examination or other examinations conducted by the Universities of Birmingham, Manchester, etc., where the modern side of the English public school is more largely found. There is an initial difficulty of finding vernacular books. But when once a beginning is made and an ideal is kept before us the difficulties can easily be surmounted. Each school will consist of five classes to make provision for boys' studies between ten and fifteen. The schools will be manned by three Pandits and two graduates, the pay of each Pandit being 35 and that of the graduate being 100. Thus the monthly expenditure for each school being Rs. 305, the total annual expenditure for all the 158 schools will be about 5½ lakhs.

31. The Madras Government contemplated bringing into existence 19 model English Secondary Schools at a cost of 2 lakhs of Rupees, and although from time to time announcements have been made they have abandoned the idea, still from the speech recently made by the Hon'ble Mr. Davidson, the Council understand that the proposal is not finally abandoned.

ERRATA.

Para	Line	For	Read
4	1	very often nowadays	frequently
5	5	4000 to 5000	4000 and 5000
12	1	20,000	25,000
"	2	125,000	1052,000
30	20	Between ten and fifteen.	Between the ages of ten and fifteen.

32. The English model schools would be in competition with the aided Secondary Schools and would starve and cripple them, while the purely Vernacular schools would meet a real need. The latter schools would bring into existence in the course of a decade or two a leisured middle class who would be a great source of strength to the government and to the people unlike thousands and thousands of students who have studied in English schools during the past half a century and looked up to Government Service for their subsistence.

33. It can modestly be affirmed that in each school it is possible to collect a fee of 2 Rs. per mensem from each boy, and if each school should consist of 150 boys, the total annual income would also be about 5½ lakhs.

34. It is hoped that each Taluk school would be a central institution with village schools affiliated to them. During the last fifty years around a Central University, Secondary schools sprang up and helped greatly the spread of education. Similarly, if Government should bring into existence a central institution at a Taluk station, these would be in a position to shape the course of instruction in village schools. The curriculum of studies in all village schools could be shaped by these central institutions. The curriculum might include Reading, Writing, Arithmetic and Religious knowledge with elementary principles of Sanitary Science and Hygiene.

35. The great need is that in all these institutions sufficient stress should be laid on the incorporation of the best traditions of the past race, in the creation of real and effective interest in her ancient culture and life, in the appreciation of Indian achievement in religion, philosophy, literature and art, and lastly in holding up to the people the best ideals of ancient life and thought, so that the best of the past may be interwoven in the scheme of studies of the children of the country for the building up of the students' intellectual, moral and spiritual welfare, while the material and moral progress of the people not being lost sight of.

36. The proposal of the Council is that there would be different types of schools in the country and if only the Government should make rules for the best pupils in each class of schools for entering the University course, the Council are of opinion that the schools which they contemplate would become more popular than the existing schools. The Council believe that such facilities exist in other countries as will be observed from the following passage:—

At the Annual Conference of the Incorporated Association of Assistant Masters of Secondary Schools held on the 4th of January 1913, Mr. A. A. Somerville (Eton) referred to the famous report of Mr. Sadler who drew public attention to the conditions of Secondary education in Germany and to deficiencies existing at present in England from the teaching point of view. The report of the Committee which was appointed to inquire into the economic side of Secondary education in Germany and elsewhere had impressed public bodies, particularly the Board of Education. Various public bodies had interviews with the Board of Education, and the Departmental Committee invited witnesses from their own and other Associations. Mr. Somerville urged, in a resolution, they wanted a national scheme to embrace all schools and one which would permit of a free transfer of pupils from any one school to any other and from any one district to any other. He advocated the inclusion of all schools pronounced to be efficient among the recognized schools.

37. It becomes more and more imperative to seek the co-operation of the leaders of the community as is done in other countries. This is pointed out in Note E. Otherwise large sums of money would have to be spent for a correspondingly small advantage. The Council of Indian Education have on various occasions made attempts to procure the help of the local Government. Otherwise the work of the people will not be brought in a line with that of the Government. The Government cannot afford to ignore the efforts made by the people. They could do so if such efforts were on a large scale and if they were supported by large munificent donations. In the absence of philanthropic bodies to take up the work and in the absence of large endowments, pecuniary help must for many decades come from the Government. If Government funds are unavailable, it must be ascertained from the people themselves to what extent they would tax themselves for the spread of education.

38. The Committee of the Council beg respectfully to state that

- (1) Sanskrit Schools in this Presidency are better organized than purely Vernacular Schools and purely Vernacular Schools do not reach beyond the IVth Standard (para. 3).
- (2) Sanskrit Schools are more popular in Bengal than in this Presidency (para. 4).
- (3) There is a volume of opinion that classical learning should be encouraged and that such education is for most men the best form of education (paras. 6, 7, 8, 9, Notes B and C).
- (4) The Vernaculars should be an indispensable element in national enlightenment (paras. 10, 11, 12, 13 and 14).
- (5) It is futile to expect the Senate of the Madras University would encourage the Classical or the Vernacular studies in this Presidency (paras. 16 to 24).
- (6) It is possible that a large number of subjects could be studied along with Vernacular languages (para. 27 and Note D).

39. In these circumstances the Council of Indian Education humbly pray that—

- (1) The Government would be pleased to bring into existence purely Vernacular Secondary Schools, in localities mentioned in para 30, with English as Second Language instead of English Model Schools in order to remove the existing difficulties pointed out by Mr. Montague for the spread of education (paras. 29 to 35).
- (2) The Government would be pleased to bring into existence different types of schools. It is further necessary that facilities should be given to boys to seek admission to a school of higher grade after leaving a lower grade school even though the types of schools may be different (para. 36).
- (3) The Government would be pleased to seek the co-operation of the leaders of the Indian community by the establishment of School Committees in Taluk stations and in Municipalities and also in villages or groups of villages for the spread of education.

I beg to remain,

Sir,

Your obedient servant,

Joint Secretary to the Council of Indian Education, Madras.

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

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

To

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

SIRS,

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

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

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

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

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

6. The Government have been all along showing very great solicitude for the encouragement of the vernaculars but they have always refrained from overruling the decisions of the local University and the School Final Certificate Examination Board which have been unfriendly to the vernaculars.

7. It will be seen from the circular letter issued by the leaders of Sri Bharat Dharma Mahamandal at Benares appearing in the *Madras Standard* of 25th August 1911 that the encouragement of the vernaculars of the country should be the prime duty of the people of the country.

8. It is now suggested that the Council of Native Education at Madras should in the first instance ascertain the centres of purely Sanskrit or Vernacular learning and the names of eminent pandits in every municipal town or taluk station so that the present purely Vernacular and Sanskrit schools may become useful component parts of a whole system of educational activity, and that while Sanskrit or Vernaculars of the country is taken as a first language, facilities may be given to the learning of all scientific non-language subjects mainly through the medium of Vernaculars.

9. We have in our Presidency very large number of Sanskrit and purely Vernacular schools and Vedic patasalas.

10. In these circumstances I am directed by the Council of Native Education to request you to furnish* the following information to the Council at an early date—

(1) The name or names of purely Vernacular or Sanskrit or Vedic schools in your locality and the name or the names of their managers.

(2) The name or names of Sanskrit and Vernacular pandits.

(3) To what extent the pandits and the managers of Sanskrit schools would co-operate with the Council of Native Education at Madras for the spread of Sanskrit and Vernacular education.

* This work may be entrusted to the Educational Committees appointed in every Municipality and Taluk Board under section 34 (1) (v) of the Municipalities Act or the Local Fund Boards Act.

N.B.—The despatch of the letter was delayed owing to unavoidable causes. It is hoped that the Taluk Boards would be pleased to take action at an early date. Despatched 9-2-1912.

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

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

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

To

THE PRESIDENTS OF TALUK BOARDS.

SIRS,

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

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

Districts.	New School grants	Building grants
1. Ganjam ...	6,000	2,415
2. Vizagapatam ...	4,000	4,291
3. Korapet ...	2,000	...
4. Godaveri ...	6,000	3,088
5. Kistnna ...	6,000	12,357
6. Guntur ...	6,000	6,182
7. Nellore ...	6,000	3,922
8. Bellary ...	6,000	3,791
9. Anantapur ...	6,000	11,630
10. Cuddapah ...	6,000	3,203
11. Kurnool ...	6,800	2,972
12. Chingleput ...	6,000	3,000
13. North Arcot ...	5,800	5,552
14. Chittoor ...	3,600	2,653
15. South Arcot ...	4,500	3,395
16. Tanjore ...	6,000	7,855
17. Trichinopoly ...	6,300	4,130
18. Madura ...	4,000	3,060
19. Ramnad ...	6,000	1,886
20. Tinnevely ...	3,000	3,493
21. Coimbatore ...	4,500	2,530
22. Salem ...	5,400	1,400
23. Malabar ...	6,000	1,470
24. South Canara ...	3,100	5,810
25. Nilgiris ...	...	315
Total.	1,25,000	1,50,000

3. The payment of subsidies for the opening of the new schools is subject to the following conditions:—

(1) That they are utilised solely for the purpose of opening new schools in important villages where there are no schools at present.

(2) That they shall not be devoted to the conversion of Aided Schools into Board Schools or to the starting of schools in villages where Aided Schools already exist.

(3) That the number of teachers to be employed on the opening of a new school shall not exceed two in any case.

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

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

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

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

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

8. There is ample provision in the District Board Act for the appointment of Educational Committees as detailed in para. 6 of the letter herewith sent and if the Taluk Boards, instead of establishing village committees of their own accord, should wait for the change in the law, they would then have to wait for an indefinitely long time.

9. If a large number of Taluk Boards should adopt the proposals herein indicated, with such modifications as would suit their localities, the Council of Native Education at Madras or the Committee of the Mahajana Sabha would move in the matter and obtain a definite pronouncement from the Government.

10. The Government of Madras in their G. O. No. 804, dated 18th November 1911 to the Council of Native Education, consider the proposals contained in the Council's letter dated 9th October 1911 as being premature and too ambitious, and complain of the limited nature of the agencies at the disposal of the Council.

11. In these circumstances if the Taluk Boards should adopt the proposals contained in paras. 5, 6, 7 of this letter there would not be that lack of agency of which the Government at present complain.

* One to be appointed by the Divisional Officer and the other by the Sub-Assistant Inspector of Schools.

† Not necessarily in the same locality. The schools under the management of village committees might be established in places where there are no schools.

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

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

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

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

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

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

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

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

5. The Council are of opinion that the principle of compulsion is necessary to be enforced where the people have already become familiar with the value of education and if, as the Council are distinctly of opinion, education should become universal, it is necessary that the education should be made compulsory in at least some portions of the country. The Council therefore believe that it is not a day too soon that efforts should be made for legislation in this direction.

6. The Council, however, think that the Bill proceeds on far too cautious lines (a) when the education is made compulsory for boys only from six to ten years of age, (b) where exemption from payment of fees is provided by statute only for the children of parents whose income does not exceed ten rupees. In the Council's view a pupil may be compelled to stop in school until he is of 11 years of age without any hardship to his parents and that 20 rupees may be the maximum income of the parent, which will procure exemption from payment of fees.

7. The Council agree that it is expedient that the provisions of the Bill should in the first instance apply to boys though it is desirable that certain specific directions may be given to bodies like the Municipalities as to the circumstances in which compulsory provision might be extended to girls as well.

8. Section 19 of the Bill does not clearly indicate on what lines the education of the country should be shaped. In all these matters it is wise to have some ideals. The Council would wish that the Government place before each local body the German ideal in the shaping of the education of the children of the country. "A boy born under certain conditions, it is only reasonable to suppose, will live and die under somewhat similar conditions in after life. This being so, the educational system should be so designed that it would make him as happy, prosperous, and valuable as possible in his particular walk of life. The education must be planned to make each student the most efficient economic unit, so that whatever walks of life he is destined to follow, he shall contribute his utmost to the strength, riches, the power and the fame of his fatherland." It is not a matter of detail and the Council would welcome different types of schools to suit different localities and different classes of people. The Council would welcome a syllabus to be definitely laid down so as to include Elementary Agriculture, Elementary Sanitation, and lessons in Morals.

9. The Council are of opinion that village schools should be secular and that religious education in them should be looked after by voluntary agencies. Such instruction should be given in the school building out of school hours by teachers selected by parents and approved by proper authorities. Religious teachers should be paid honoraria out of the educational cess.

S. V. & CO., MADRAS.

MADRAS
9th October 1911. 32

From

Mr. S. RAJAGOPALA CHARI, B. A.,
Joint Secretary to the Council of Native Education,
MADRAS.

To

THE SECRETARY to
The Government of Madras, Educational Department,
OOTACAMUND.

Sir,

I am directed by the Council of Native Education to bring to the kind notice of His Excellency's Government the result of the Council's action in the matter of the establishment of School Boards in villages or groups of villages for the spread of Elementary Education in this Presidency.

1. The Council addressed His Excellency's Government on the same subject on the 25th May 1909 and therein detailed the successive steps taken by the Council since 1905 for seeking the co-operation of the people by the establishment of Village Committees. They are as follows:—

(a) On the 3rd May 1905 the Council sent a circular letter to the Head-Masters of High Schools and others interested in the subject.

(b) On the strength of replies received the Council sent a memorial to the Government on the 23rd March 1907.

(c) The Government passed an Order No. 742 dated 6th November 1907 stating that the work should be undertaken by the School Committees established under section 34 of the District Board's Act.

(d) The Council sent circular letters to the Presidents of District Boards enquiring whether such Committees were in working order.

(e) The Council were apprized by the Presidents of District Boards that no such Committees existed.

(f) The Council then addressed the Presidents of District Boards on the 10th April 1908 requesting them to establish village committees.

(g) The Council received sympathetic replies from seven District Boards; disappointing replies from eleven District Boards, and no replies from the remaining Boards.

(h) On the 25th May 1909 the Council addressed the Government for pecuniary help and permission from the Government to establish School Committees in the District of Chingleput as an experimental measure. (A copy of the letter of 25th May 1909 is here with submitted.)

(i) The Government replied on the 19th March 1910 that they were considering the recommendations of the report of the Decentralization Commission.

2. A summary of the replies from the Presidents of District Boards to the letter of the Council dated 10th April 1908 is given in para. 2 of the Council's letter, dated 20th May 1910, (a copy of which is herewith sent).

(a) The District Boards that sent favourable replies are the following:—

1. Chingleput. 2. Cuddapah. 3. Trichinopoly. 4. South Canara. 5. Tanjore. 6. Coimbatore. 7. Guntur.

(b) The District Boards that sent unsympathetic replies are the following:—

1. Ganjam. 2. Kistna. 3. Anantapur. 4. North Arcot. 5. Salem. 6. Madura. 7. Vizagapatam. 8. Nellore. 9. Nilgiris. 10. Tinnevely. 11. Godavari.

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

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

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

5. The following are the replies:—

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

(2) Cuddapah sent no reply.

(3) Trichinopoly: Musuri Taluk Board.—

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

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

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

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

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

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

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

(7) Guntur: The formation of committees for the management or inspection of schools under the control of a local board is provided for in section 34 of the Act, and the Boards will, no doubt take action under this section when necessity arises.

(8) Ganjam: The suggestions are impracticable, so far as this district is concerned.

(9) Anantapur: (10) North Arcot and (11) Salem sent no replies.

(12) Madura:—I do not think it advisable to take any steps in the direction indicated beyond calling the attention of the Presidents of Taluk Boards to the provisions of Section 34 (1) (v) of the Madras Local Boards Act V of 1884, suggesting that it may be found advantageous in certain cases to appoint committees to superintend the larger schools under their control, which I have done,

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

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

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

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

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

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

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

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

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

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

- (4) To note how best religious instruction could be imparted to the children of the villages;
- (5) To seek the co-operation of Matadhipathies and other religious leaders for the imparting of religious instruction to the children of the country;
- (6) To seek the co-operation of the people in the villages in the matter of the construction of school buildings;
- (7) To promote local sympathy;
- (8) To obtain voluntary contributions;
- (9) To distribute any educational cess equitably among the various schools under their charge;
- (10) To ascertain from villagers at first hand why the existing system of education has touched only a small part of the population;
- (11) To devise a sound system of education so that it may reach the whole population.

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

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

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

I beg to remain,

Sir,

Your most obedient servant,

S. Rajagopala Chari.

Joint Secretary to

The Council of Native Education, Madras.

ENCLOSURES

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

APPENDIX

TALUK BOARD OF KOLLEGAL

1. The proper method is to make the Local Boards entirely responsible for the financing and aiding of all schools within their limits. It is they that should distribute both grants from Government and the resources they themselves have set apart for education on the advice of Inspecting officers and their own educational committees. The present system under which a Taluk Board is treated merely as a Manager of Board Schools and all private schools look only to the officers of the Educational Department for control and aid is not likely to induce local bodies to feel that they are responsible for the increasing spread of primary education within their jurisdiction. I would therefore to suggest that even private schools should be placed under Local Boards as regards financial aid subject to the proviso that they should take the advice of educational officers. If this is done, the Educational Committee of Local Boards may be able to do very useful work in increasing the number of private aided schools, for it is not possible that a Local Board can afford to maintain a school of its own in each village with present resources.

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

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

- (1) The supervision of the punctual work in the schools
- (2) The fixing of local holidays
- (3) Submission to the educational authorities of any changes in the curriculum required for the needs of the locality. Collections of contributions for the improvement of schools under their supervision.
- (4) Applying for any additional expenditure from public resources.

EDUCATIONAL DEPARTMENT.

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

Read the following papers:—

FROM THE COUNCIL OF NATIVE EDUCATION, MADRAS.

Dated 9th Oct. 1911.

Order:—

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

(True extract)

Ag. Secretary to Govt.

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

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

*Opinions on the letter of the Council of Native Education, dated 29th November 1911,
re The spread of Sanskrit and Vernacular education in schools.*

1. *Cocanada Municipality.* 8-5-12.
Messrs. Mukkavilli Krishnamurthi Sastri and Peri Achyuta Rama Nadhanulu are the respective Pandits of Sastra Patasala and Veda Patasala of this place.
2. *Vizagapatam Municipality.* 3-12.
There are no purely Vernacular or Sanskrit or Vedic Schools in this locality. The Pandits of this place are Messrs. Paravasthu Battanatha Swami of A. V. N. College and Marepally Ramachandra Sastri of C. B. M. High School.
3. *Parvatipur, Vizagapatam District.* 29-4-12.
There is a Sanskrit School at Bobbili aided by Government and the Maharaja of Bobbili.
Mr. V. Ramalingaswami Pantulu, B.A., is the Manager, and the other Pandits are :
1. A. Kundi Venkata Sastri, Sanskrit grammarian; 2. Nyasarajhala, Logician Suryanarayana; 3. Bhagavatalu Krishna Sastri.
There is a Sanskrit School at Selur. Manager is Mr. Nulu Jagannadham, a merchant.
The Pandits are Sama Veda Annappa Sastri Garu (Karyams).
2. Dhavalu Sitarama Nadhanulu and Vasa Narasimba Nadhanulu.
Sama Veda Annappa Sastri Garu can carry on correspondence in Telugu and offer his opinions on matters regarding the spread of Sanskrit and Vernacular education referred to him. To this extent he will co-operate with the Council of Native Education.
There are no schools in this Taluk where the Vernacular languages only are taught.
The Headmaster, Bobbili High School, thinks that a common system of examination is highly desirable and he is willing to co-operate with the Council of Native Education.
4. *Anantapur Municipality.* 24-3-12.
We have no Vernacular, Sanskrit or Vedic Schools in this Municipality.
5. *Vellore Municipality.* 24-2-12.
I have the honor to answer the queries contained in sub-para. 1 and 2 thereof in the negative.
6. *Kodaikanal Municipality.* 21-2-12.
There are no Sanskrit or other Vernacular Schools within this Municipality.
7. *Hospet Taluk Board.* 18-3-12.
There are no purely Vernacular or Sanskrit or Vedic Schools under the management of this Taluk Board.
8. *Thiruvallur Taluk Board.* 20-4-12.
The Taluk Board is not aware of the existence at present of any purely Vedic or Sanskrit School within its area.
9. *Thirupathi Municipality.*
There is a Sanskrit Vedic Patasala at Thirupathi under the management of the Vicharanakartha of Thirumalai Thirupathi Devasthanam.
The Pandits are :—
1. Kapistalam Desikachari. 2. Anantha Krishna Sastri (Vedantham).
3. Sutha Madhavachariar (Grammar). 4. Kapisthala Rangachariar (Tharkam).
5. T.K. Srinivasa Thathachariar (Sahithyam). 6. E. Sadagopachariar (Sahithyam).
7. Chackravathi Pondi Battachariar (Vynganasam). 8. Vijayaragavalu Ganapathi (Vedam). 9. Pattabhirama Ganapathi (Vedam). 10. Thiruvadi Markam Aiyangar (Prabandham).
10. *Mannargudi Municipality.* 15-3-12.
There are no Sanskrit or Vernacular Schools properly so called and of any standing in this place such as can be made to take advantage of the help sought to be extended to them by the Council of Native Education.
11. *Negapatam Municipality.* 11-3-12.
There is one Vedic Patasala called R. M. P. A. R. P. Veda Patasala and the name of the proprietor is Mr. A. R. A. L. Palaniappa Chettiar.
Name of the Pandit is Sankara Narayana Ganapathigal.
The proprietor of the school being a Nattakkottai Chetti, I do not think he will co-operate with the Council.
In this school the Sanskrit taught is adhyayanam and nothing else.

12. *Sermadevi Taluk Board.* 2-3-12.

There are two Sanskrit Schools, one at Thirukkanagudi and another at Kalladakkuruchi.

Names of Pandits are Venkataramachariar, Subramania Sastri and Mathusami Sastri. Management : Taluk Board.

There are no purely Vernacular or Vedic Schools except the Board Elementary Schools numbering 34, in most of which no English is taught.

13. *Coimbatore Municipality.* 7-3-12.

The Council regrets its inability to furnish the information required.

14. *Dharmavaram Taluk Board.* 18-4-12.

(1) There are no purely Vernacular or Sanskrit or Vedic Schools in either of the Taluks (Kadiri and Dharmavaram) attached to this Board.

(2) The following Pandits are proficient in the oriental languages :—

1. Singonoms Ramachariu, Sanskrit.

2. Kantimadhi Ramachariu, Sanskrit.

3. N. Kuralthar Aiyangar, Telugu.

4. N. Sackarappa, Telugu.

(3) In the absence of any organized or recognised schools to what extent co-operation can be given cannot be stated. Nature of co-operation required is not defined in the letter.

(4) The Pandits are of opinion that if at all any originality is aimed at, a regular study of the languages in the time-honored fashion should be commenced in preference to the modern method prevailing at present in Schools and Colleges.

15. *Dharmapuri Taluk Board.* 6-3-12.

All the Elementary Schools, which are 61 in number, under this Taluk Board are purely Vernacular Schools in which Tamil is the medium of instruction, that there is an Incomplete Lower Secondary School at Dharmapuri and no Pandit either for Sanskrit or Tamil is employed in any of the Schools referred to above.

16. *Coimbatore Taluk Board.* 26-4-12.

Read Circular letter dated 29th November 1911 from the Joint Secretary to the Council of Native Education requesting the Chairmen of Municipalities and the Presidents of Taluk Boards to furnish the following information :—

(1) The name or names of purely Vernacular or Sanskrit or Vedic Schools in the locality and the name or the names of Managers :—

(2) The name or names of Sanskrit and Vernacular Pandits.

(3) To what extent the Pandits and Managers of Sanskrit Schools would co-operate with the Council of Native Education at Madras for the spread of Sanskrit and Vernacular education.

(4) Whether the Pandits and Managers of Schools desire that any common system of examinations should exist from the beginning.

Read also endorsement N. Dis. No. 256 C/12, dated 9-4-12 of the Inspector of Schools, V Circle, on the report of the Assistant Inspector of Schools thereon.

T. B. Resolution No. IX of 25-4-12.

The Board regrets its inability to furnish the required information.

Communicated to the Secretary to the Council of Native Education, Madras, for information with reference to his letter dated 29th November 1911.

17. *Cochin Municipality.* 26-2-12.

There are no purely Vernacular or Sanskrit or Vedic schools and I am therefore unable to furnish the required particulars.

18. *Cannanore Municipality.* 20-2-12.

There is one Sanskrit School at Chowa. As the particulars requested for are not available in this office I request that the Sub-Assistant Inspector of Sanskrit Schools may be indented on.

19. *Vijayanagar Municipality.* 18-4-19.

Mr. J. C. H. Fowler is the Manager of the Maharaja's Vedic and Sanskrit College here. The following are the Pandits of the College :—

1. Mahamahapadhyaya T. Subbaraya Sastri. 2. G. Sanjeyeswara Sastri. 3. P. Kasimatha Sastri. 4. N. Venkata Sastri. 5. M. Narasimhachariar Swami.

6. K. Visvanatha Sastri. 7. P. Lukshminaryana Sastri. 8. T. Ramaswami Avadhani. 9. Appiah Sastri. 10. P. Bhavanarayana Sastri. 11. N. Subba Avadhani. 12. T. Prakasa Avadhani. 13. P. Ramamurthi Avadhani. 14. A. Srivenkateswara Avadhani.

As for the co-operation the Council of Native Education for the spread of Sanskrit and Vernacular education, it is not possible to answer this question unless I know in what way the Council wants the Pandits to co-operate. I am glad to state that I have reasons to believe that the Government is going to take special steps to encourage Sanskrit education in this country.

20. *Masulipatam Municipality.* 7-6-12.

I have the honour to note below the names of Sanskrit and Vernacular Pandits in this town :—

1. M.R.Ry. Panini Narasimha Sastri Garu. 2. Chellapilla Venkata Sastri Garu. 3. Satavadhani. 4. Petharinti Narasimhacharyulu Garu. 5. Bathapudi Prakasam Garu. 6. Kurada Durga Nageswara Sastri Garu. 7. Sistla Narasimha Sastri Garu. 8. Mokkapati Suryanarayana Sastri Garu. 9. Challa Ramanadha Sastri Garu. 10. Vempati Kutumbaiah Sastri Garu. 11. Kolluri Venkaji Row Garu. 12. Madella Purushottam Garu.

2. There are no purely Vernacular or Sanskrit or Vedic Schools in this locality.

3. There is no appointed Educational Committee under this Municipality.

21. *Copy of Letter No. 148 Sup. of 1912, dated 17-4-12, from the Sub-Assistant Inspector of Schools, Narsapur Range, to the Assistant Inspector of Schools, Kistna District.*

With reference to R. C. No. 700 of 1912, dated 1-4-12, on letter No. 342 of 1910, dated 21-3-12 of the President, Taluk Board, Narsapur, I have the honour to report that there is only one Sanskrit School at Kopella in the Bhimavaram Sub-Range.

2. The name of the Manager is Dantaluri Padmaraju Garu and that of the Pandit is Darbha Jagannadha Sastri Garu.

3. They would heartily co-operate with the Council of Native Education, Madras, for the spread of Sanskrit education.

4. The Pandit desires to have a common system of education introduced from the beginning.

22. *Copy of letter R. C. No. 428, dated 25-4-12, from the Sub-Assistant Inspector of Schools, Tanuku Range, to the Assistant Inspector of Schools, Kistna District.*

With reference to your Office R. C. No. 700 of 1912, dated 1-4-12, I have the honour to state that there is only one school which teaches Sanskrit purely and it is the Kalavilasini Sanskrit School at Kakaraparru. There is no school in my Range which teaches purely Telugu. The information required from this school is given below :—

Kalavilasini Sanskrit School, Kakaraparru. Cherla Narayana Sastri, Manager. Pandits.—1. Cherla Narayana Sastri. 2. Bhashyakara Sastri. 3. Allamraju Rama Sastri. 4. Kakaraparti Venkata Sastri.

It is not known in what ways and in what respects co-operation is called for.

23. *With reference to R. C. No. 219-K of 1912, dated 20-4-12 from the Ag. Inspector of Schools, II Circle, the following account is forwarded from the correspondent of the Aided Sanskrit School, Kakaraparru, Tanuku Taluq, Kistna District.*

1. Name of the School.—Kalavilasini Sanskrit School.

2. Name of the Manager and Headmaster.—Cherla Narayana Sastri.

3. Name of the Sanskrit Pandits.—(1) Cherla Bhashyakara Sastri.

(2) A. Rama Sastri.

(3) K. Venkata Sastri.

4. Co-operation with the Council of Native Education at Madras.—We would heartily co-operate with the Council of Native Education at Madras, established for the spread of Sanskrit and Vernacular education. And we request that a detailed account of the nature of the said Council would be kindly sent to us.

5. Common system of examination.—We desire that a certain common system of examination should exist, though held gradually, as suitable to the occasion.

24. *Copy of Endorsement, Dis. No. 296, dated 7-5-12 of the Sub-Assistant Inspector of Schools, Tenali.*

Retransmitted to the President, Taluk Board, Tenali, with the following information for the questions raised in para. 10 of the Secretaries' letter.

1. Sanskrit Schools are working now at Pedapulivarru, Repalle Taluk and Amartalar in the Tenali Taluk. There appear to be very small schools, one at Kollur and

the other at Anantavaram not receiving any aid from the Government, but they are reported not to have been receiving any aid.

2. M.R.Ry. P. Anjaneya Sastri Garu, S. S. Magistrate, Gannavaram Taluk, of the former two schools; and the latter set of schools is under the management of the local Pandits.
3. The following Pandits are attending to Sanskrit education in the Tenali and Repalle Taluks :—
 1. V. Sivarama Sastri Garu of Amartalur. 2. V. Narasimha Sastri Garu of Pedapulivarru. 3. Venkatarangachari Garu of Peddavaram. 4. D. Narasimha Sastri Garu of Tenali.
4. The Secretary may be requested to address P. Anjaneya Sastri Garu to ascertain to what extent he would co-operate with the Council of Native Education for the spread of Sanskrit education.
5. The Government have already passed orders in G. O. No. 804, dated 18-11-1911, on the proposals for the working of schools under village committees.

25. *Nandiyal Municipality.* 26-7-1912.

- With reference to your circular, dated 29-11-1911, requesting to furnish information regarding the Vernacular and other schools, etc., I have the honour to state that the marginally noted persons hold private schools where they teach only Telugu. There are no Sanskrit or Vedic schools in this town.
- (1) Subbayya.
 - (2) Chellamayya.
 - (3) Subba Row.
 - (4) Nagesa Row.

26. *Copy of a communication, dated 7th June 1912, from M.R.Ry. Rao Bahadur S. Appu Sastriar Aml, Municipal Councillor, Kumbakonam, to the Chairman, Municipal Council, Kumbakonam.*

With reference to your letter dated 29th May last, I have the honour to inform you that the only Vedic Sanskrit School worth the name in this locality is the Raja Patasalai endowed by the Rajah of Tanjore when Brahma Sri Govinda Dikshadar was the Minister. Instruction in three Vedas, Rig, Yajus and Sama, in Kavya, Nataka, Vyakarana (Grammar), Tarka (Logic) and the Agama Sastras, is given in this school and provision is made for teaching these subjects by the Devasthanam Committee from the endowment.

27. *Tuticorin Municipality.* 6-8-1912.

Adverting to your circular letter, dated 29th November 1911, I have the honour to inform you that there are no Sanskrit or Vedic Schools in this town.

28. *Sub-Assistant Inspector of Schools, Sivaganga Range.*

List of Sanskrit Schools on the 31st March 1912.

No.	Name of School.	Name of Manager.
1.	Kalayarkoil Rig Veda Patasala ...	Meyyappa Chetti.
2.	Do. Sama Veda „ ...	Raman Chetti.
3.	Do. Agama „ ...	Kannappa Chetti.
4.	Do. Yajur Veda „ ...	Annamalai Chetti.
5.	Sholapuram Yajur Veda Patasala.	Pangudi Kannappa Chettiar.
6.	Tirupuvanam Do. do. ...	Kannappiah (deceased), his three sons managing.

29. List of Sanskrit Schools in the Tirupattur Sub-Range, as it stood on 31-3-1912.

- (a) *Patasalas*.—1. Tirupattur East. 2. Tirupattur West. 3. Karayur. 4. Kunnakudi East. 5. Kunnakudi West. 6. Puandipatti. 7. Kanadukathan Rig Veda. 8. Kanadukathan Yajur Veda. 9. Pattathoor. 10. Sakcottai. 11. Karaikudi Yajur Veda. 12. Karaikudi Sama Veda. 13. Koilar Sama Veda. 14. Koilar Yajur Veda. 15. Koilar Rig Veda. 16. Arayakudi. 17. Kattal. 18. Tirukoshtiyur.

- (b) *Vithyasalas*.—1. Kunnakudi East. 2. Sakcottai. 3. Karaikudi. 4. Koilar. 5. Tirukoshtiyur. 6. Kanadukathan. 7. Karayur.

30. *The Sub-Asst. Inspector of Sanskrit Schools, Madras—N. Dis. 163 of 12. 4-4-12.*

Forwarded to the President, Taluk Board, Tuticorin.

2. The particulars required regarding the number of purely Sanskrit or Vernacular schools as well as their localities in the Presidency, are given in pages 24 to 34, Part II, of the Public Instruction Report for 1910-11 (Vol. II).
3. The names and addresses of Sanskrit and Vernacular Pandits as well as the information as to how far the Pandits will co-operate with the Council in carrying out their object, will have to be ascertained from the Managers themselves.

31. *Anantapur Taluk Board.* 4-6-1912.

I have the honour to forward herewith the list of Vernacular Schools furnished by the District Assistant-Inspector of Schools, Anantapur, as called for in your reference of 29th November 1911 to the Chairmen of Municipalities and Presidents of Taluk Boards. A cutting is sent from the Anantapur District Gazette containing a list of Elementary Schools in the Anantapur District admitted to aid during 1911 and 1912 :—

Anantapur Taluk, 206 to 250.

Kalyandrug Taluk, 251 to 333.

A list of the names of 19 Board Schools in the Anantapur Taluk and 22 Board Schools in Kalyandrug Taluk is also furnished.

32. *S. B. Desikachari, Honorary Manager, Board Sanskrit School, Srivaikuntam.* 15-6-12. The Board Sanskrit School consists of two Pandits : N. Thiruvenkatachiar, the Head Pandit, and another, Vykunta Sastri. The Pandits are willing to co-operate with the Council of Native Education in carrying out the objects as much as they could.
33. *Taluk Board, Rayadurg.* 31-8-12. There are within the jurisdiction of this Board no schools of the kind referred to in para. 10 of the letter of the Council of Native Education.

34. *Letter from the Tahsildar of Nuzvid Taluk to the President, Taluk Board, Bezwada.* 16-7-1912.

The Managers of the institutions under reference are unable to state to what extent they can co-operate with the Council of Native Education at Madras in the absence of information as to the programme of the said Council.

35. *Letter from the Deputy Tahsildar of Tiruvur to the President, Taluk Board, Bezwada.* 28-8-1912.

1. There is only one Sanskrit Vedic School called Gosavid Sanskrit Vedic School.
2. The following are the names of the Managers :—1. Kovukonda Bhattar ; 2. Venkata Perumalla Bhattar ; 3. Ayyavaru Garu.
3. The Name of the Pandit is Jayanthi Pattabhi Rama Sastri Garu.
4. The Manager and the Pandit desire that a common system of education should exist from the beginning and they are prepared to co-operate with the Council of Native Education at Madras to the best of their abilities.

36. *Taluk Board, Nuzvid.* 28-8-1912.

No attempt was made to gather information about purely Vernacular Schools. I believe they are scattered in the Taluk. The information about the Sanskrit and Vedic Schools is not complete.

Statement showing the list of Sanskrit, Vedic and purely Vernacular Schools in Nuzvid Taluk.

Name of the Village.	The name or names of purely Vernacular or Sanskrit or Vedic Schools and the names of their Managers.	The name or names of Sanskrit and Vernacular Pandits.	To what extent the Pandits and the Managers of Sanskrit Schools would co-operate with the Council of Native Education at Madras for the spread of Sanskrit and Vernacular education.	Whether the Pandits and the Managers of Schools desire that any common system of education should exist from the beginning.	Remarks.
1. Vuyyur ...	Sanskrit School, Vuyyur. Manager M.R.Ry. M. Venkateswara Rao Pantulu Garu.	Pandit. M.R.Ry. Cherukupalli Narasimha Sastri Garu.			I have addressed the Managers and Pandits and will submit a report on receipt of their reply.
2. Agiripulli...	Sri Sobhanadri Lakshmi Narasimhaswamy's Vedic School. Managers: 1. M.R.Ry. Malladi Venkatasubba Rayudu Garu. 2. M.R.Ry. Suri Markendaya Sastri Garu.	Pandits. 1. M.R.Ry. Jayanti Bhagiratha Sastri Garu. 2. M.R.Ry. Malladi Venkata Narasimhanulu Garu.			The rules and regulations of the Council of Native Education at Madras are not known here.

No.	Name of Pathasala.	Name of Sanskrit and Vernacular Pandits.	To what extent they would co-operate with the Council of Native Education.	Whether the Pandits would have a common system of education.
4	111 Ward. Rig Veda Pathasala. Only education in Vedas is given. Manager:—A. M. K. Muthia Chettiar, Karakkudi.	Pandit: Kuppuswami Ganapathigal.	All would gladly co-operate.	Yes.
5	Soma Veda Pathasala. Manager:—P. R. M. P. Palaniappa Chettiar, Pallathoor.	Pandit: Ramenatha Srouthigal.	do.	do.
6	Yajur Veda Pathasala. Manager:—1. V. E. A. Bhairavan Chettiar, and 2. D. R. M. Kasi Chettiar, Kandanoor.	Pandit: Sundara Ganapathigal.	do.	do.

42. *The Sub-Assistant Inspector of Schools, Palghat Range.* 5-6-1912.

With reference to your R. O. C. No. 458/12 *re* to furnish certain information regarding Vernacular or Sanskrit or Vedic Schools, I have the honour to furnish the information called for in the following Tabular form:—

Name of purely Vernacular or Sanskrit or Vedic School and the name of the Manager.	Name of Pandits.	To what extent the Pandits and Managers will co-operate with the Council of Native Education at Madras.	Remarks.
(1) Kalpathi Ramaswami Deva- swam Vedic School, Bhajana- kutiam, Palghat. Manager: 1. V. Krishna Aiyar Ayl. 2. M.R.Ry. Bhajana Appu Aiyar Ayl.	1. K. Sundaraganapathy Ayl. 2. Sankaraganapathy Ayl. Pay. Rs. 10.	They are willing to co- operate with the Society in respect of the rules and regulations of the Society.	This is a branch of Chit- tur (Cochin) Patasala.
(2) Kollengode Bala Bhodini. P. Gopalan Nair, Manager.	1. A. P. Neelakanda Sastri. 2. P. Y. Chidambara Sastri.	Willing to do anything that may be required.	...
(3) C. M. Memorial School, Then- kurisel, P. Ramankutti Mannadiar, Manager.	1. P. Gopalan Mannadiar. 2. P. Rama Mannadiar. 3. P. Krishna Mannadiar.	The Manager reports his willingness to go to Madras if required to do so.	...
(4) Kavasseri. V. K. Chathukutty Achan, Manager.	1. V. K. Chathukutty Achan. 2. V. Madhavan.	Prepared to do the need- ful.	...
(5) Harihara Patasala, Poducode, T. R. Rama Aiyar, Manager.	1. P. K. Rama Sastri. 2. P. K. Anantanarayana Sastri. 3. K. R. Rama Sastri.	Report is silent on the points referred to.	The Pandits when per- sonally consulted said that they were willing.
(6) Mathur, P. Krishna Mannadiar, Mana- ger.	1. P. Krishna Mannadiar 2. V. Krishna Variar. 3. M. Gopalan Nair. 4. C. Karunakaran Nair.	The Manager wants more details to give definite reply.	...
(7) Devasthanam Veda Sastra Pata- sala, Guruvayur. M. Koodi Menon, Manager.	1. P. Venkateswara Sastri. 2. C. M. Kakkonnai Nair. 3. Sita Rama Vachiar. 4. Sankara Narayana Aiyar.	The Managers and Pandits of these two Sanskrit Schools will co-operate with the Council to any extent in matters of pecuniary matters.	...
(8) Coronation Sabithya Deepika Pavarthay. 1. V. Y. Joseph. 2. F. T. Kuriyaku.	1. E. P. Lonappan. 2. P. T. Kuriyaku.		

43. *Kandukur Taluk Board.* 29-8-12.

Read letter, dated 29th November 1911, from the Joint Secretary to the Council of Native Education, Madras, requesting to appoint Village committees and Taluk committees for encouraging the Vernaculars of the country and whether Taluk committees so appointed will take up the question of apportioning the grant made for Elementary Education in G.O. No. 708, dated 9-10-1911, so that the Village committees may supplement grants placed at their disposal with funds collected in each locality and carry on the work of the spread of education.

There are no purely Vernacular or Sanskrit or Vedic Schools in this division, but there are several Sanskrit and Vernacular Pandits who will heartily co-operate with the Council of Native Education, for the spread of education.

44. *Tindivanam Taluk Board.* 28-5-1912.

There are no purely Vernacular or Sanskrit or Vedic Schools in this Taluk.

45. *Peddapur Taluk Board.* 28-9-1912.

The President, Taluk Board, sends a copy of the letter dated 18-5-12 of the Sub-Assistant Inspector of Schools:

I do not clearly understand what is meant by the term, "Purely Vernacular Schools" as used by the Council of Native Education. I have taken it to mean a number of pupils taught by eminent Vernacular Pandits. There are no such schools in the two Taluks. There are four Sanskrit or Vedic Patasalas.

In Ramachandrapuram Taluk.

Sanskrit Patasala.	Name of Manager.	Name of Pandit.
1. Bhatpalika ...	Dintakunti Venkata Raju Garu ...	Duvvuri Suryanarayana Sastri Garu.
2. Draksharama ...	Swayam Pakala Lakshmi Narayana Garu.	Darbha Brahma Somayajulu Garu.
3. Do. ...	Do. Kondiah ...	Do. Kondiah Gorri Garu.
4. Peddapur Town ...	Alakki Venkata Ramayya Garu ...	Hela Somanatha Sastri Garu.

The information required in sub-heads 3 and 4 of para. 10 of the Circular of the Council of Native Education can only be given by the Managers of Patasalas.

NOTE A.—*Report of the Director of Public Instruction, Vol. II, page 89.*

GENERAL STATISTICS.

Public Institutions:—	1909-10.	Scholars on the 31st March 1909-10.
1. University Education.	Institutions.	
(a) Arts Colleges ...	31 (a)	8,948
(b) Professional Colleges ...	5 (b)	858
2. School Education—General		
(a) Secondary Schools and High Schools ...	425 (c)	108,561
(b) Elementary Schools and Primary Schools...	24,380	983,260
3. School Education—Special	126	5,339
	24,967	1,051,966
Private Institutions.		
1. Advanced Schools teaching Arabic, Persian and Sanskrit (265) ...	332	8,329
2. Other Schools not conforming to departmental standards ...	4,997	118,753
	5,329	127,082

NOTE B.—*Educational Times*, Sep. 2, 1912.—*Prof. Gilbert Murray on 'Classical Education.'*

A recent report published by the Department of Public Instruction in France tells us that, during the last ten years, the number of pupils in French Secondary Schools who take Latin in preference to a modern language is steadily increasing. The percentage of classical scholars has risen from 42 to 53. In England too, there are signs of reaction against the contempt into which the classics seemed to be falling. We have grown tired of the cry for a practical education and tired of the sneers at utilitarian or bread-and-butter subjects. All subjects may be utilitarian and for no other purposes. Latin, to the teacher of Latin is as utilitarian as Chemistry to the chemist and either subject may be arid if studied merely for the sake of earning a living. The claims of classical teachers were well voiced the other day by Prof. Gilbert Murray who said that what they attempted to do was to enable their pupils to enrich their whole life, to train their mind and imagination, and to give them not a special knowledge useful for special purposes, but a general basis of knowledge which was relevant to high human endeavour.

Speaking at Cambridge, Prof. Moulton, of the University of Chicago, also dealt with the disrepute into which the classics had shown signs of falling. His advice to the classicists is that they should enlarge their purview. Literature, he maintained, cannot be divided into water-tight compartments. All literature is one. The classical students—and indeed there are many such—who hold that Plato said the last word on the Philosophy of life, cut themselves off from the main current of literature. If classics are replaced by modern languages or by the sciences, the same narrowness results. The study of world literature must, according to Prof. Moulton, be added to the classics, so that they may regain their ancient supremacy. The study of the classics, to quote Prof. Murray again, is not a system of instruction, but a system of education. There is danger that, in our desire to give instruction, which is essential, we may neglect education, which is something very different from instruction. The humanities are now taken to include all study of great literatures, read for their educational value and not merely for the knowledge that may be derived from them.

NOTE C.—At the Inaugural Meeting of the Madras Christian College Associated Societies held on the 9th September 1912, Mr. V. S. Srinivasa Sastriar, of the Servant of India Society, said:—

There were two different types of culture, one indigenous and the other, English. The former is still going on. It dated from very remote antiquity and for all practical purposes remained in its essentials unchanged. The process of that culture would be seen in the Patalas and in the Samasthanams. It appeared to him that the process was an exceedingly wasteful process. Comparatively few among those that entered upon it came out with any real degree of enlightenment. The great thing about that culture was that there had been no statistics about that culture, no Department of Public Instruction to vex them with its annual reports and percentages. The teacher got as many pupils as were willing to come to him. How many of them fared ill or well at the end of the course, the teacher did not seem to mind very much. The men that came out successful out of these institutions showed a certain amount of power of versifying. Then again, these men obtained a certain amount of facility in composition. They wrote controversial books on Vedanta. Then they had oral disputations. The speaker doubted very much that out of these disputations any truth would emerge for the edification of the world. The lecturer thought the result of the system had been to produce a number of men in whom the acquisitive power had been greatly superior to the productive power. The Pandits were masters of all that went before them. They took in everything and had everything at their fingers' ends. But in them the faculty of producing anything of their own did not develop as fast as the retentive power they had acquired. The last great man in whom the retentive and the acquisitive powers were equally balanced was Appiah Dikshit who lived about 300 years ago. He produced a great many books on all topics which had attained to very great merit.

The Pandit was very thorough in his learning. He carried everything that he read at his fingers' ends. He did not seem to need books of reference, but what he knew, he seemed to know with a certain amount of accuracy. The Pandits represented a class of learning which was fast passing away. The attitude of educated men to these Pandits was one of undeserved contempt.

The Hon'ble Sir John Wallis, the Vice-Chancellor of the Madras University, remarked that he was very much interested in what the lecturer had said about the indigenous culture as shown in the works of the Pandits and their literary products in Tamil and Telugu. The Chairman said that the Pandits' vain disputations were not dissimilar to the medieval scholastic and legal disputations which they had read of in the West. He exhorted the hearers to make a critical survey of the existing conditions. He gave us a "hope" that the University would be glad, if it could, to do something for the literary development of Tamil and Telugu, the leading languages of the Presidency. How that was to be effected, he said, was a matter that was engaging the serious consideration of the University.

NOTE D.—The Progress of Education in civilized countries.

Dr. T. M. Nair gives the following description of the educational system of the canton of Geneva in the *West Coast Spectator*:—

The total educational expenditure works out at some thing over one pound per head of the total population of the canton.

Public Instruction in the canton of Geneva is divided into—

(1) Primary education. (2) Secondary and professional education. (3) Technical education. (4) University education. (5) Private school education.

I. Primary education is free and compulsory from the age of six to that of fifteen. Primary education begun in the infant schools is continued in the Primary Schools and completed in the Rural High Schools and Supplementary Schools.

The Curriculum of Studies in the Primary Schools embraces the following:—
French, Arithmetic, Writing, Drawing, Geometry, Geography, History, Civism, Music, Gymnastic Exercises and Sewing.

II. Secondary education is imparted in three different kinds of institutions—

(a) The colleges for boys. (b) The high schools for girls. (c) The professional schools.
II(a). The colleges for boys are divided into lower and upper divisions—

The lower division is a three years' course.

The upper division which is called a gymnasium is a four years' course.

The Curriculum of Studies in

16 to 19.				19 to 23.			
The Lower division.				Upper division.			
(1) French.	(2) German.	(3) French.	(2) German.	(1) French.	(2) German.		
(3) Latin.	(4) Geography.	(3) Geography.	(4) History.	(3) Geography.	(4) History.		
(5) History.	(6) Mathematics.	(5) Mathematics.	(6) Drawing.	(5) Mathematics.	(6) Drawing.		
(7) Drawing.	(8) Composition.	(7) Natural Science.	(8) Physics.	(7) Natural Science.	(8) Physics.		
(9) Elements of Physical and Natural Science.	(11) Gymnastics.	(9) Chemistry.	(10) Cosmography.	(9) Chemistry.	(10) Cosmography.		
(10) Music.							

The fee is 25 Rs. per year.

The student takes one of the following

special optional branches:—

(1) Classical, (2) Modern, (3) Pedagogy, (4) Technical.

Professional schools are divided into professional schools for boys and those for girls. The course of study extends over two years. The boys go straight from the 6th Form of Primary Schools.

The subjects of study are:—
French, German, Arithmetic, History, Algebra, Geometry, Physics, Chemistry, Mechanics, Natural Sciences, Civic Instruction, Commercial Geography, Book-keeping, Drawing, Modelling, Technical Drawing, Manual Handicrafts and Gymnastics.

The fee is 12½ Rs.

NOTE E.—The Indian Review. Sep. 1912.—The Educational Problem in India, by Rai Bahadur Lala Bajnath.

America.

In all progressive countries of the West there are societies, associations which guide and control the education of the youth. In the United States of America the National Education Association is a very active body consisting of 8,000 members with a fund of 1,70,10,000 dollars and an annual income of about 63 lakhs. The Association has been in existence for about 50 years and concerns itself with the progress of education in all its branches. "The commanding position of the American people," says the report for 1909 "being largely due to the diffusion of knowledge and culture through its free schools, the Association concerns itself not only with State-supported Elementary, Secondary, Training Schools and Universities but also with Free Schools whose purpose shall be the training of our youth for commerce and the industries as well as for the professions. The schools must advance on the lines of commercial democracy in that they should provide equal educational opportunities for all."

England.

In England also there is an Association for national education whose object is the promotion of national education which shall be efficient, progressive, unsectarian and under popular control. The association is controlled by a body of 300 members. Lord Stanley of Alderley is the President.

Bengal.

In Bengal they have a Council of National Education with a college and a school, but it has not succeeded in making much headway in educational matters nor received recognition of its views and representations from Government.

The Muhammadan Educational Conference seems to have been more successful in this respect. The Gurukulas of Arya Samaj which represent another protest against the present system have also not made much headway amongst the people outside the Arya Samaj. There are five such institutions in Hardwar, Budann, Farackabad, Secunderabad and Brindaban. The total number of students does not exceed 1200. The instruction is in Hindi and Sanskrit with English as second language.

The writer concludes his article by urging that Gurukulas and Seminaries should be established where residential instruction should be imparted on modern lines, teaching Universities for teaching the arts and sciences after the most approved methods.

NOTE F.—Ideals of East and West—Sanskrit Literature—Macaulay.

A correspondent of the "Times of India" writes that severe judgment passed by Macaulay on the value of old Hindu Literature will hardly meet with general approval in our times, and will be regarded by sober thinkers as a typical example of the sweeping and biased statements that historian was in the habit of making.

Indian Literature and Philosophy.

Since Macaulay wrote, many European scholars have closely studied Sanskrit works on Philosophy and pronounced their authors as acute reasoners who might do credit to any age or country. Ancient Hindu philosophers soared high into the realms of subtle metaphysics and in the boldness of imagination and in the minuteness of analysis, they will stand comparison with the cleverest thinkers of the West, ancient or modern. Max Muller and other savants have spoken of them in terms of high admiration, and Indian Philosophy has latterly been attracting a large measure of attention in Christian countries.

Western savants have always assigned to Sanskrit Literature its due which was long denied to it and have always appreciated at their proper value the gems that are scattered throughout old Hindu works.

Stagnation and Decay for Sanskrit Literature.

The period which followed the production of monumental epic and philosophic works was a period of stagnation and decay for Sanskrit literature. One finds in this period more and more of barren metaphysics, subtle gribbling and wordy controversy than a substantial contribution to progressive thought. It was an age of commentaries, of verbal disputations, of imitations and of mechanical compositions. Originality was gone and artificiality was all the mode. Philosophical disquisitions were replaced by theological treatises and fiction began to do duty for history. As in the Dark ages and Mediaeval times in Europe when Christian theologians carried on barren controversies about doctrines and ritual, in India various schools of thought arose, professing different theories about the nature of the soul, such as monism and dualism and their fine shades. The predominant tendency of the Hindus has been towards speculation about the supernatural. Every Hindu whatever his status in life, is a bit of a philosopher. This speculation and philosophic bent of mind is a peculiar trait of the Hindus, such as is rarely met with in any other race or people.

Modern Credulity.

During the last 100 years Hindu thought based upon old Sanskrit literature has been tossed about on the waves of Western culture. The first impact of a foreign and more virile civilization gave a rude shock to old ideas and traditions and the educated classes discarded them in favour of the new conceptions of life, religion and society. English ways of thinking and manners became fashionable and the Shastras and ancient Philosophy objects of contempt and ridicule.

With the next generation there came a reaction, when European savants praised Sanskrit literature, and educated people were shamed into following their lead. Old Sanskrit works then began to be passionately studied. The learning and philosophy imbedded in them were compared with the most recent thought of the Western countries and the comparison was declared to be favourable to India. The Vedas, the Itihasas and even the Puranas were declared to be the most recent methods of research and study. The recent triumphs of Physical Science were not unknown to ancient Hindus and there was nothing in Sanskrit literature which could not be defended or explained away. The teachings of Swami Dyananda, Vivekananda and Mrs. Besant have gone a long way in strengthening this movement. The materialism of the West is denounced as unsuited and deleterious to India and spiritualism peculiar to ancient Hinduism is being fervently preached. Opinion is gaining ground that India deserves to be the teacher of the world and a definite spiritual mission has been assigned to her. It cannot be denied that the field for exploration in ancient Sanskrit literature is vast and any number of educated Indians might devote themselves to the work of research study.

Mr. Har Dayal (distinguished scholar from the Punjab) Professor of Indian Philosophy in the University of California.

The Professor calls upon young Indians not to look for wisdom in the musty parchments of metaphysical treatises where "there is nothing but an endless round of verbal jugglery, absurd conceits, quaint fancies, and chaotic speculations," and exhorts them to turn their attention to sociological studies and sciences. The Professor says: "Learn from Europe, do not rub up old Hindu documents in this age." "Leave metaphysics to triflers and punsters and devote your time to the study of economics and politics."

F. T. Brooke

A devoted student of the Bhagavat Gita and an admirer of the Upanishads, while agreeing that India wants something far different from passive fruitless contemplation, contends that the Upanishads must be excepted from the general category of "spurious metaphysics."

What is at present being done.

Many Hindu reformers and leaders of public opinion far from "going into ecstasies over the intolerable twaddle of many of their Shastras" are aware that the world is stealing a march on them by scientific research, economic reforms and political progress and they are trying to lead their countrymen into paths of activity and public duty by unfolding to them the right teaching of the Upanishads and the Bhagavat Gita which is in consonance with modern thought in the West.

Mr. Har Dayal, while deploring the superstitions, the asceticism and the mysticism in which his countrymen are rotting, finds in the West men and women dominated by the Almighty dollar, sceptical, rational and self-seeking.

The epithet "unchanging" applied to the East has begun to lose half its meaning and it is now clear that the European civilization can be assimilated by the Orientals. The West and the East are no longer isolated from each other and it is clear that they have much to learn from each other. The moral energy which the Indians possess in no small degree must be diverted into useful channels so as to lead to the all-round progress of the country and bring India into a line with the other civilized nations of the earth.

COUNCIL OF NATIVE EDUCATION,
MADRAS,
20th March 1904.

DEAR SIR,

I beg to invite your opinion on a matter of considerable importance as affecting the education of Indian boys in the earlier stages. The practice of stuffing young immature minds with all kinds of knowledge through the medium of the English language has not been found to be favourable to that healthy intellectual growth which is the object of education. Little boys are made to repeat words and sentences which convey no clear significance to them. They repeat what they are taught, both in the class room and at the examination. This is not conducive to the acquisition of accurate knowledge or to the habit of clear thinking. Our boys are hardly able to understand intelligently such non-language subjects as are taught in the lower classes. If, on the other hand, instruction in non-language subjects is imparted through the vernacular, boys will be able to understand the subject well without the extraneous aid of a translation. And when they come up to the higher classes, they are likely to be better acquainted with their subjects than they are at present. Hence it is proposed that in the lower secondary classes non-language subjects should be taught through the vernacular instead of through English. Again as to the existing system of instruction and examination it is to be noted that it does not benefit those who do not attend English schools and who form 85 per cent. of the population. I request that you will be good enough to let me know why this desirable reform, although sanctioned by the Director of Public Instruction, is not adopted in schools, and also whether you approve of the proposals contained in the paper herewith sent. As it is proposed to hold a meeting in Madras at an early date your opinion is solicited.

Yours faithfully,

P. S. SIVASWAMI AIYAR,

Secretary to the Council of Native Education, Madras.

II

1. Is it not desirable to teach History, Geography, Arithmetic and Geometry through vernacular manuals in the Lower Secondary classes i.e., to boys whose average age is between 10 and 13?"
2. To obviate the defects at present noticeable in the Lower Secondary Examination, does some scheme like the following meet with your approval?

COMPULSORY SUBJECTS.

- (i) English as a compulsory second language to those who wish to continue their studies in the High School Department (in Schools other than European Schools).
- (ii) One of the Vernaculars—Tamil, Telugu, Malayalam or Canarese—as a compulsory first language.

* The recent resolution of the Government of India fully confirms the views set forth in the accompanying paper.

- (iii) Elementary Mathematics—Arithmetic.
- (iv) Indian History and Geography.

The following need only be optional subjects.

- (i) A classical language such as Sanskrit or Persian.
- (ii) Geometry and Algebra.
- (iii) Drawing Freehand or Geometrical.
- (iv) Any one of the subjects or group of subjects of the Elementary Technical Examination.

N.B.—No candidate may at one examination appear in more than 5 branches.

3. The Lower Secondary Examination throughout the Presidency to be *hereafter* conducted by the Head Masters of High Schools, the setting of the papers being done by a Board appointed by the Director of Public Instruction and the valuation being done by the Head Masters and their qualified assistants who are best acquainted with the subject.

III

THE VERNACULARS AS THE MEDIA OF INSTRUCTION IN THE LOWER SECONDARY EDUCATION.

* MEMORANDUM PREPARED BY MR. S. RAJAGOPALACHARIAR B.A., JOINT SECRETARY TO THE COUNCIL OF NATIVE (NOW INDIAN) EDUCATION.

Introduction. The importance of the subject.

The capabilities of the vernaculars.

The advantages of employing the vernaculars as the media of instruction.

- (a) The vernaculars "are the living languages of this great continent."
- (b) Better understanding of the subject taught.
- (c) The value of the subject as a means of mental discipline lost if it is taught in English.

The question of so employing the vernaculars discussed with reference to

- (a) Technical education.
- (b) The development of vernacular literature.
- (c) Female education.

The practical means of the employment of the vernaculars as the media of instruction.

The acknowledgment that education in the vernaculars has "shrivelled and pined."

Who is responsible? Some of us who are actually engaged in the work of teaching. It is our duty to bring the defects to the kind to the notice of the Government.

Conclusion.

1. The subject of Educational Reform is just now engaging the attention of the public both in England and in India. In England there has recently been a great deal of discussion on the subject, and in this country

* This paper was prepared in 1909.

the practical interest which the Government takes in this most important question has been demonstrated by the sitting of the Educational Conference at Simla and the appointment of the Indian Universities Commission. What their recommendations may be and what will be the practical outcome we cannot at present say. But in taking these steps, the Government has obviously invited the expression of public opinion on matters so important to the present and the future welfare of the country. Speaking at the meeting of the Educational Conference, the Viceroy said, "The question of Education in India is one that concerns not only the Viceroy or his Council"—and we may add—or the members of the Public Educational Department and educationists in general alone. It is a question that vitally affects the public at large—in fact every parent—in India. Any expression of opinion on the subject therefore merits not only the hearing, but the consideration of every one interested in the welfare of the country, and especially of those to whose management the destinies of this vast country are entrusted.

OPINIONS OF LORD CURZON AND SIR S. SUBRAMANIA AIYAR.

2. The object of this paper is to discuss the question of the employment of the vernaculars as the basis of instruction in the lower classes of our schools. We may begin with the *capabilities of the vernaculars*. In the speech of the Viceroy from which we have quoted already he observes: "If the vernaculars contained no literary models, no classics, I might not be so willing to recommend them. But we all know that in them are enshrined famous treasures of literature and art while even the secrets of modern knowledge are capable of being communicated thereby in an idiom and in phrases which will be understood by millions of people to whom our English terms and ideas will never be anything, but an unintelligible jargon." And Justice Sir S. Subramania Aiyar speaking at the inaugural meeting of the Dravida Bhasha Sangam, said: "The Rev. Dr. Pope and other English scholars of the vernaculars are convinced that Tamil and Telugu are quite capable of expressing the most important thoughts and yield to the framing of scientific terminology." The capability then of the vernaculars as media of instruction is established.

EDUCATIONAL DESPATCH OF 1854—LORD CURZON.

3. As to the many advantages of so employing the vernaculars there can be no two opinions. "In the first place the vernaculars are the living languages of this great continent; English is the vehicle of learning and of advancement to a small minority. But for the vast bulk it is a foreign tongue which they do not speak and rarely hear." (Lord Curzon). And the Educational Despatch of 1854 rightly declares that the instruction of this "vast bulk" "can only be done effectually through the instrumentality of masters and professors who may, by themselves knowing English and thus having full access to the latest improvements in knowledge of every kind, impart to their fellow-countrymen through the medium of their mother tongue the information which they have thus obtained."

4. Again, there are several special reasons why the vernaculars should be used in preference to English as the media of instruction in non-language subjects in our lower classes. If these subjects are taught in their own vernaculars, the children can pay their undivided attention to the subject taught, as there are not difficulties of language to be overcome. Whereas, if these subjects are taught in English, there is

Lord
Curzon's
complaint.

Sir Arthur
Havelock's
advice to the
Madras
Teachers'
Guild

The action
taken by the
Guild.

Educational
Conference of
1899.

Trustees of
Pachaiyappa's
charities.

imposed an additional burden on the children. It goes without saying that their knowledge of English is extremely limited, and when a non-language subject is taught them in English, they have primarily to overcome the difficulties of understanding a foreign language, while the inherent difficulties of the subject remain to be faced. It is no wonder therefore if with their limited powers of comprehension and concentration they break down, and if the knowledge they acquire after such unnecessary labour is imperfect. The attention of educationists and of the public in general has recently been drawn to the phenomenally large percentage of failures of recent years in the Matriculation Examination of the local University. As the Viceroy said, "At Madras in the past year (1900) out of 7300 persons who presented themselves for the Entrance University Examination certified by their teachers to be fit for the higher courses of teaching as many as four-fifths were rejected." Various reasons have been assigned as causing this, such as the competition of schools, the faults of examiners and school managers and the indulgence of teachers in the matter of promotion. But nobody, so far as we know, has asked and answered aright the question, why the necessity for such indulgence on the part of the teachers arises, why generally speaking should so large a proportion of boys who have been attending school for a year, and who have been working at their lessons, be totally unfit for promotion to a higher class? There can be only two answers to such a question. Either the work allotted for a year must be too excessive, or there must be an inherent weakness in the system. Now nobody who glances through the syllabus prescribed for the various classes in the Madras Educational rules can say that the work allotted is excessive, and even without such an examination there is the fact that, as at present arranged, it takes a boy eleven years to arrive at the Matriculation standard. If then we must give the second answer—where is the weakness? We answer and all acquainted with the subject will join us in answering—in making English the basis of instruction in the Lower Secondary classes. In his opening speech at the Educational Conference of 1898, His Excellency Sir Arthur Havelock desired the Madras Teachers' Guild to take steps to ascertain the views of the educationists of Southern India as to whether the vernaculars should not be substituted for English as the medium of teaching in the Primary Department, and, possibly, until the Upper Secondary or High School department is reached. In the report submitted by it as the result of its inquiries the Guild said that the majority of those whom it had consulted were very positive that below the Fourth Form the vernacular ought to be the only medium of instruction, and that in the Fourth Form and upwards English may be made the main medium of instruction, the vernacular being now and then employed in cases of difficulty. The authorities consulted were further of opinion that, except in English, the Lower Secondary Examination should be conducted in the vernacular. And it was further resolved at the Conference of 1899 "That while the Conference thinks that perfect liberty should be left to managers to adopt whatever language they please as the medium of instruction, it is of opinion that managers of schools other than those for Europeans should be strongly advised to adopt the vernaculars as the media of instruction up to and including the III Form."* Also the Trustees of Pachaiyappa's Institutions in their report for the year 1897 "are convinced that the teaching of the

* But this fact is highly significant that though the resolution was passed, not one of the schoolmasters who voted for it has adopted the vernacular as the medium of instruction in his school.

non-language subjects would become more real and could be made more rational and interesting if native children were taught in all non-language subjects less from English text-books and more through vernacular manuals."

5. There are other advantages in making the vernaculars the media of instruction in the lower classes in non-language subjects. The study of every subject has a two-fold value. There is first the intrinsic value of the subject, and there is secondly its value as a means of mental discipline. We have just shown how when non-language subjects are taught in the lower classes in English, the resulting knowledge is extremely imperfect, but this is not all. The benefit of the subject as a means of mental discipline, is completely lost if the subject is taught in English. All the attention of the children is directed to understanding the words and their collocations and they are unable to grasp the ideas for which these symbols stand. A subject like Euclid, for instance, the value of which as a means of mental discipline as supplying, "a sense of the necessity of relation" * almost exceeds its intrinsic value,† is worse than useless to teach in a foreign language to children. It is in view of this fact that the resolution of the Madras Educational Conference of 1899 removing Euclid from the VI and VII standards following as it did the recommendation of the vernaculars as the media of instruction up to the High School classes is most deplorable. So long as Euclid was taught in English in the VI and VII standards, it was learnt by heart, and as the Hon'ble Mr. G. H. Stuart remarked "the whole benefit of the study of Euclid as a logical exercise is lost if it be learnt by heart." But there was no reason whatever (except that no text-books existed) why, when the vernaculars had been recommended as the media of instruction, and a rational understanding of the subject became possible, Euclid should have been removed from the VI and VII standards. And here we may point out how the system of teaching in English in the Lower Secondary classes has encouraged cramming. As the children are unable to grasp sufficiently well the subjects they are taught, their low-paid teachers anxious that their pupils should pass the examinations encourage them to learn by heart ill-written and badly-printed notes and compendia of which tens of thousands are sold every year.

Hon'ble Mr.
G. H. Stuart.

TECHNICAL AND INDUSTRIAL EDUCATION—OPINIONS OF SIR M. E. GRANT DUFF AND LORD CURZON.

6. Our subject again has direct relation to the question of technical and industrial education in India about which so much has been, and is being said. "If technical education is to succeed at all, it must not be made a matter of mere rule of thumb. If we have made our system of education too literary, too theoretical, let us not now go to the other extreme. Nothing could be worse than that." For properly imparting technical education we must provide "that every art however humble shall be exercised in due subordination to the particular Science or Sciences within whose domain it falls."‡ And it is obvious that the knowledge of the general principles of these sciences should be imparted to the pupils in their own vernaculars.§ Then the

* Herbert Spencer.
† Convocation Address, University of Madras, 1903.
‡ Convocation Address of Sir M. E. Grant Duff.
§ "As the Viceroy speaking of Secondary Education said "to some extent the studies thus organised have not been successful, because they lead to nothing because they have been too optional and not sufficiently practical and because they have not been co-ordinate with technical or commercial education in a more advanced stage."
"I expect that if we can provide boys who elect for what I may call upon an English analogy a modern side, either with employment when they leave schools or with facilities for a continuous training in the technical courses we shall do better in the future."

son of an agriculturist having learnt through his own vernacular the latest methods and appliances of agriculture in European countries would not think it below his dignity—as the boy with a smattering of English education now does—to follow the profession of his father. The son of an artisan acquainted (through the medium of his mother tongue) with the principles and practice of an art would not despise like the boy “educated” in an English Lower Secondary School, to follow the practice of it as a profession.

DEVELOPMENT OF VERNACULAR LITERATURE—SIR M. E. GRANT DUFF—
ATTEMPTS MADE TO INSTITUTE AN ORIENTAL FACULTY—FAILURE—
INSTITUTION OF A NEW EXAMINATION.

7. Again it has been held and rightly held that it is the duty of educated natives to try to improve the literatures of the vernaculars. Addressing the graduates at the Madras University Convocation, 1886, Sir M. E. Grant Duff said, “This duty of doing something for your literature is doubly incumbent upon such of you as are of pure Dravidian race.” But when an attempt was made two or three years ago by many Fellows of the local University to institute an Oriental Faculty it proved unsuccessful. Thereupon the Director of Public Instruction, Madras, issued a notification calling the attention of the Heads of High Class Sanskrit, Arabic and Persian indigenous institutions and of vernacular secondary schools “to the important change sanctioned by Government in the Government Upper Secondary Examination Scheme” by which the examination has been thrown open to candidates who are ignorant of English or who do not know it sufficiently to enable them to pass an examination in which almost all the question papers are set in English and have to be answered in that language.” But no steps were taken to institute the examination, still less to popularise it.

SCHOOL FINAL EXAMINATION TO BE CONDUCTED IN THE VERNACULAR.

8. In this connection, since a separate School Final Examination has been suggested instead of the present Matriculation Examination which at present discharges the functions both of this and of an Entrance Examination to the University we may make a suggestion. If a School Final Examination is to be established we think it must be conducted in the vernacular,† English being prescribed as a second language. The syllabus might include besides one of the vernaculars (or an Indian classical language) and Mathematics (that is, Arithmetic, Elementary Algebra and Mensuration and Euclid without proportion or solids) and Elementary Science and one or two of the following subjects optionally: (1) Agriculture or Surveying, (2) Commercial Geography, (3) Book-keeping, (4) Drawing, (5) Natural Science, (6) History and Geography. It is unnecessary for a boy who leaves school to follow his profession as agriculturist, trader, or artisan to learn his subjects or answer his examination papers through the medium of English. The examination may be held by a body of school masters under the general supervision of the University. It is because the idea of examinations through the vernaculars has not been familiarized to the minds of the people, that even the higher examinations in the Oriental Faculty of the University of the Punjab instituted as it was with the objects of “the improvement and extension of a vernacular literature generally” and “of instruction and examination

* A separate scheme of examinations is, in our opinion, quite unnecessary; vernacular translations of the question papers now set in English for the Lower Secondary Examination may be allowed at the option of the candidates.

† It is partially because the Upper Secondary Examination has been conducted in English that “since its institution in 1889, only 39 candidates have passed in full.” (Report of the Director of Public Instruction for 1900).

as far as possible through the medium of vernacular” have not been as popular or successful as they deserve to be.

FEMALE EDUCATION.

9. Again, if female education is to progress at all, it can do so only when the vernaculars are made the sole media of instruction. Native girls are, as Sir T. Muthusami Aiyer said, “from one cause or another” “withdrawn from schools a little too soon.” They have not therefore time to learn English and then to learn their subjects in English. If they are to have the advantages of a liberal education at all, they must be taught in the vernaculars. We may thus, to a large extent, remove what has been truly described by Mr. Cotton in the last quinquennial review as “the most conspicuous blot in the educational system of India.” Besides, such a course is attended with other advantages. It renders possible to a larger extent the home-teaching of woman about which Sir T. Muthuswami Aiyer said in his Convocation address of 1882, “all of you should endeavour to secure the benefit of home-teaching to such young women as may come under your protection and guardianship.”

10. With all these advantages, it is surprising that the instruction in our lower classes should not in the case of Anglo-Vernacular as well as in Vernacular schools be imparted in the vernaculars.* But as the Viceroy himself said, the Indian Educational system “started with a too slavish imitation of the English models and to this day we have never purged ourselves of this taint.” And again we have the melancholy confession that “the education of the people in their own tongues has shrivelled and pined.” Why should this be so?

DEWAN BAHADUR S. SRINIVASARAGHAVA AIYANGAR.

11. Not clearly because it is impossible or impracticable. Dewan Bahadur S. Srinivasaraghava Aiyangar speaking recently said, “on this point I can speak with some knowledge. In the Bombay Presidency and the Baroda State where, I believe, vernacular education is in a much more advanced state than it is in this Presidency, there is absolute prohibition of the teaching of English even as a language subject in Government schools until the pupils have passed the fourth and in some cases the fifth standards in the vernacular languages. In fact the study of English language is not commenced at all until the pupil is about eleven years old and this state of things has not been found to produce any evil effects even in the case of pupils who subsequently have to prepare themselves for a University career. They learn the non-language subjects prescribed for the Matriculation Examination more quickly and with a better understanding of their meaning and purport than they would otherwise have done and they learn to speak and write the vernacular languages better.....There can be no objection to teach non-language subjects in the lower standards in the vernacular while retaining English as a language subject.”

RESOLUTION OF THE GOVERNMENT OF INDIA OF 23RD OCTOBER 1893.

12. Now who is responsible for the present state of affairs? According to the Viceroy “the main obstacles which Primary Education has to contend with spring from the people themselves. As they rise in social scale they wish their children to learn English. The Zamindars encourage this tendency. The District Boards and Municipalities do

* There need be no distinction between a purely Vernacular and an Anglo Vernacular School.

little to drag the pendulum back." But obviously the Government is at least partly responsible for this. "In paragraph 22 of Home Department Resolution of the Government of India of 23rd October 1884 the consideration of the expediency of instruction through the vernacular for boys whose education terminates with the middle school course led the Government of India to commend to the careful consideration of local Governments the proposal that in middle schools English should only be taught as a language and even then only as an extra subject when there is demand for it and a readiness to pay." But why was not the expediency of instruction through the vernacular in the Lower Secondary classes for all boys—whether their education terminated with the middle school course or whether they continue their education further—not recognized and commended? The Government has only to recognise the value of teaching in the lower classes in the vernaculars for all boys and to issue a notification ordering vernacular to be the medium of instruction in these classes, English being a compulsory language subject. The District Boards and Municipalities will readily take such a hint.

ENOUGH ATTENTION NOT PAID TO PRIMARY AND LOWER SECONDARY EDUCATION.

13. In conclusion, we may reiterate the importance of our subject. While vigorous efforts are being made from time to time to place the higher education on a more satisfactory basis, enough of attention has not been directed to the improvement or development on proper lines of Primary and Lower Secondary education which as *affecting the masses* is of great importance and deserves the serious and sustained attention of the Government. As Mr. Kenric Murray writing in the *Daily News* of December 27, 1901, said :—

"Educate ! Educate !! Educate !!!

To be efficacious this must commence on the civil side. Progress can be based only on education—particularly on an improved elementary foundation. Without an efficient elementary foundation the subsequent superstructure of commercial, technical, or scientific specialization cannot be built."

IV

COUNCIL OF NATIVE EDUCATION,
31st January, 1905.

To

THE DIRECTOR OF PUBLIC INSTRUCTION,
MADRAS.

SIR,

I am desired by the Council of Native Education, Madras, to bring to your notice certain defects in the system of Lower Secondary Education now in force in the Presidency. It has long been felt both by Educationists and by the public that the results of the present system of Lower Secondary Education are unsatisfactory and that boys who have gone through a course of instruction in the Lower Secondary schools do not possess any real knowledge of the subjects which they have been

* Now Indian.

taught and are not fully qualified to undergo a course of instruction in the Upper Secondary classes. The annual heavy slaughter of candidates in the Matriculation Examination of the University is a clear indication that the majority of the boys who have entered upon the High School course have done so without a sound previous training. Among the many causes of this unsatisfactory state of things a prominent place must be given to the method generally adopted in Lower Secondary schools of imparting instruction in non-language subjects through the medium of English. The pupils who attend the Lower Secondary classes are boys of tender years and do not possess sufficient knowledge of English to be able to understand English text-books in non-language subjects or to benefit by any instruction in such subjects through the medium of the English language. The books which they read convey no ideas to them and they are obliged to cram the books prescribed, or badly written notes and compendiums. That the system is faulty and requires to be changed is admitted by most people who have had any experience of the system of education or of its products and there can be no more weighty condemnation of the evils of the system than is contained in paragraph 26 of the recent Resolution of the Government of India, dated 11th March, 1904.

2. It may be pointed out that in the Educational Conference of 1899 in Madras it was resolved that vernaculars should be the media of instruction in Lower Secondary schools. I may also state that the Council of Native Education addressed a large number of school masters and other gentlemen interested in education with reference to this matter and they find a practical unanimity among the persons consulted as to the necessity for adopting the vernaculars as the medium of instruction in non-language subjects. Notwithstanding this unanimity of opinion, English still continues to be the medium of instruction and no steps have been taken to bring about a reform. It is a matter for surprise that even the Managers, who voted for the resolution at the Educational Conference, have not adopted this strongly-advised course in their schools, and that Government has not followed the course in its own training schools which the Department of Education directly manages. The circumstances which appear to stand in the way of the change appear to be the following :—

- (1) The desire of parents that their boys should receive instruction in English from as early an age as possible.
- (2) The fact that instruction through the medium of the vernaculars in non-language subjects has not been made compulsory by the rules of the department.
- (3) The alleged want of suitable text-books in the vernaculars.
- (4) The fear that if any change is made in the system, it will lower the standard of knowledge in English among the boys.

3. It is true that the large majority of uneducated parents desire their boys to begin the study of English as early as possible, but this cannot affect the introduction of the reform, provided all schools other than European or otherwise requiring exceptional treatment like some of the schools in the City of Madras are compelled to make the vernaculars the medium of instruction. So long as the rules of the department do not prohibit the use of English as a medium, there will be schools bidding for popularity by professing to teach even non-language subjects through the medium of English. As between two rival schools one of which adopts English as a medium of instruction

and the other which adopts the vernaculars, there is no doubt that parents will send their boys to the former school in preference to the latter and the school which provides instruction through the vernaculars will find itself at a great disadvantage and all its well-meant efforts in the cause of sound education will be liable to be frustrated. But if the department makes it compulsory upon all schools to adopt the vernaculars as the medium of instruction, the wishes of parents cannot stand in the way of carrying out the change.

4. As to the alleged want of suitable text-books, we think that there is no great difficulty in finding appropriate text-books in the vernaculars. Even if there are no suitable text-books available at present, if rewards are offered by the department for good translations of suitable text-books, they are sure to come into existence in two or three years. If proper translations have not yet been published of suitable text-books, it is because there has been no demand for them and no encouragement is given to translators. If the change is to be postponed, till there are suitable books in existence, and if suitable books are not likely to come into existence until there is a demand for them, there is no possibility of introducing a change at all. We believe that sufficient encouragement in the shape of rewards has not been offered to induce people to come forward with translations of the necessary text-books. Notwithstanding these disadvantages there have been a fair number of translations published, and the time has come to make a new departure. The last reason given is considered by some people as one of importance, but we cannot share this view. The cramming up of ill-understood English text-books on miscellaneous subjects taught not as text-books in language, but merely as books of information is not calculated to improve the knowledge of the English language possessed by the students. Notwithstanding the fact that the present system has been in force for a great number of years, the results have been far from satisfactory. It is said that if English is abandoned as a medium of instruction, the attainments of the students in English will be even worse than they are now. On the other hand, we think that a great deal of the energy of the pupils which is now wasted in getting up books without understanding the contents can be set free and utilised for the acquisition of a better knowledge of the English language. If necessary, more books may be prescribed in the English language, and as these books will have to be taught as language lessons, the students are likely to acquire a more correct knowledge of the language. Our proposal does not in any way involve the abandonment of English as a language subject. English should be taught as a language even in the Lower Secondary Department, and if the students are obliged to read more text-books in English as part of their language lessons, it may be safely predicted that there will be no deterioration in the standard of knowledge of English possessed by the students. The obstacles which have stood in the way of a change can all be easily removed and a change may now be safely made. The steps which in our opinion should be taken for this purpose are (1) the issuing of rules by the department rendering it obligatory upon all Lower Secondary schools to teach non-language subjects in the vernaculars and upon the inspecting agency to hold the examinations in such subjects also in the vernaculars, (2) the holding of the Lower Secondary Examination (so long as it may yet be held) so far as these subjects are concerned in the vernaculars even in the case of those candidates who bring up English as their first language, and (3) the encouragement of translations of suitable text-books by means of rewards. We hope that

in the interests of sound education and in furtherance of the policy laid down by the Government of India, you will be pleased to take steps to introduce these desired changes at as early a date as possible.

I have the honour to remain,

Sir,

Your Most Obedient Servant,

P. S. SIVASWAMI AIYAR,

Secretary to the Council of Native Education,

MADRAS.

IX. List of persons who have replied to the Circular letter of the Council of Native Education on the subject.

IN FAVOUR.

- 1 The Hon'ble Nawab Syed Mohamed Bahadur.
- 2 The Hon'ble Dewan Bahadur R. V. Srinivasier, F.M.U.
- 3 Dewan Bahadur R. Krishnaswami Rao, C.I.E.
- 4 The Hon'ble Mr. V. C. Desikachariar, B.A., B.L., F.M.U.
- 5 Dewan Bahadur R. Raguathas Rao.
- 6 M. R. Ry. A. Sitarasier, F.M.U.
- 7 " S. Kasturiasainger, B.A., B.L.
- 8 " T. V. Seshagiri Aiyar, B.A., B.L., F.M.U.
- 9 " T. R. Ramakrishna Pillai, B.A.
- 10 Dr. C. B. Rama Rao.
- 11 M. R. Ry. K. B. Ramanatha Aiyar, M.A., B.L., L.T., F.M.U.
- 12 " S. Rungiah Chetti, B.A., F.M.U.
- 13 " M. Ramaswami Aiyangar, B.A., L.T.
- 14 " L. C. Williams Pillai, B.A., F.M.U.
- 15 " C. Nagoji Rao, B.A., F.M.U.
- 16 " V. Ramasami Aiyar, B.A., Headmaster, Taylor's High School, Narasapur.
- 17 " D. Ananthan, Manager, C.M.S. High School, Bezwada.
- 18 " P. T. Srinivasangar, M.A., L.T., F.M.U., Principal, Mrs. A. V. Narasinga Rao College, Vizagapatam.
- 19 " V. R. Venkatesvara Aiyar, M.A., L.T., Principal, Pittapur Raja's College, Coanada.
- 20 Revd. Wolfe, M.A., F.M.U., Principal, A.E. L.M. College, Guntur.
- 21 M. R. Ry. K. K. Krishnalar, Headmaster, Town High School, Guntur.
- 22 " K. Subbarao Rao, Headmaster, Sri Raja's High School, Nurvid.
- 23 " C. R. Samuel, Headmaster, S.P.G. High School, Nundyal.
- 24 " Santhana Ramlingar, B.A., L.T., Headmaster, Venkatagiri Raja's High School, Nellore.
- 25 " S. Venkatarasier, B.A., Headmaster, High School, Gooty.
- 26 " S. Stephen, Headmaster, H.L.G.M. High School, Tripati.
- 27 " V. Regunatha Rao, B.A., Headmaster, Sri Mahant's High School, Tripati.
- 28 " K. S. Ramachandra Aiyar, Headmaster, Sri Mahant's High School, Vellore.
- 29 " N. S. Venkata Rama Aiyar, M.A., L.T., Head Master, National High School, Mannargudi.
- 30 " P. A. Subramania Aiyar, Headmaster, Hindu High School, Sheali.
- 31 " P. S. Venkatarasama Aiyar, B.A., Headmaster, Wesleyan Mission High School, Thiruvellur.
- 32 " S. Krishnaswami Aiyar, B.A., Headmaster, Town High School, Kumbhakonum.
- 33 " S. Srinivasier, Headmaster, S.P.G. High School, Trichinopoly.
- 34 " G. Seshingar, Headmaster, National High School, Trichinopoly.
- 35 " C. Narayanasami Aiyar, Headmaster, The Setupati High School, Madura.
- 36 " V. Stephen, Headmaster, S.P.G. High School, Ramnad.
- 37 " S. Narayana Aiyangar, B.A., L.T., Headmaster, Raja's High School, Palghat.
- 38 " K. Subramania Aiyar, B.A., L.T., Secretary to the Teachers' Association, Madura.
- 39 " C. R. Krishnamachari, Secretary to the Graduates' Sunday Club, Madras.
- 40 " A. Narasimmachariar, Secretary, Teachers' Association, Tripati.
- 41 " M. Arumanyangam, Headmaster, S.P.G. High School, Madras.
- 42 " Manikka Chettiar, B.A. Headmaster, Muthialpet High School, Madras.
- 43 " Srinivasa Aiyangar, B.A., L.T., Headmaster, Wesleyan Mission School, Triplicane, Madras.
- 44 " T. R. Ramanatha Aiyar, B.A., L.T., Headmaster, Hindu Theological High School, Madras.
- 45 " Ashirvadam David, B.A., Headmaster, City High School, Madras.
- 46 " V. S. Srinivasa Sastriar, B.A., L.T., Headmaster, Hindu High School, Triplicane.
- 47 " N. Ramanujachariar, M.A., L.T., Pachayappa's College, Madras.

AGAINST.

- 1 Rev. Lazarus, Danish Mission, Madras.
- 2 M. R. Ry. M. V. Kolondavelu, Headmaster, F.C.M. High School, Nellore.
- 3 " P. S. Annachariar, B.A., Church of Scotland Mission College, Madras.

THE EDUCATIONAL DESPATCH OF 1854.

X. This (*viz.*, the instruction of the far larger classes who are ignorant of English) can only be done effectually through the instrumentality of Masters and Professors, who may, by themselves knowing English, and thus having full access to the latest improvements in knowledge of every kind, impart to their fellow-countrymen, through the medium of their mother-tongue the information which they have thus obtained.

XI. Sir Charles Wood's Despatch of 1854 affirms that "the Education we desire to see extended in India must be effected by means of the English language in the higher branches of instruction, and by means of the Vernacular languages to the great mass of the people."

XII. His Excellency Sir Arthur Havelock in his opening Speech at the Educational Conference of 1898 desired the Madras Teachers' Guild to take steps to ascertain the views of the Educationists of Southern India as to whether the Vernaculars should not be substituted for English as the medium of teaching in the Primary Department, and possibly until the Upper Secondary or High School Department is reached.

XIII. In the report submitted by it as the result of its enquiries, the Guild reported that the majority of those it had consulted were very *positive* that below the IVth Form the Vernacular ought to be the only medium of instruction, and that in the IVth Form and upwards English might be made the main medium of instruction, the Vernacular being now and then employed in cases of difficulty. The authorities consulted were further of opinion that except in English the Lower Secondary Examination should be conducted in the Vernacular.

XIV. His Excellency Sir Arthur Havelock further evinced his sympathy towards the subject by sanctioning certain changes proposed by the Director of Public Instruction in the Government Upper Secondary Education scheme under the heading of "High Class Indigenous and Vernacular Secondary Schools" in a Notification in the *Fort St. George Gazette*, dated 18th July 1899, wherein the Director hoped that suitable books in non-language subjects (*viz.*, Arithmetic, Algebra, Geometry, and Geography) written in the Vernacular languages would soon be published.

HIGH CLASS INDIGENOUS AND VERNACULAR SECONDARY SCHOOLS.

The attention of the Heads of High Class Sanscrit, Arabic and Persian indigenous institutions and of Vernacular Secondary Schools is invited to the important change sanctioned by Government in the Government Upper Secondary Examination Scheme, by which the examination has been thrown open to candidates who are ignorant of English or who do not know it sufficiently to enable them to pass an examination in which almost all the question papers are set in English and have to be answered in that language. Candidates may now bring up as their two languages—

- (1) a Vernacular language and English;
- (2) two Vernacular languages;
- (3) a Vernacular language and Sanscrit or Arabic or Persian.

2. Such Schools of the above description as wish to avail themselves of the above concession should revise their Curricula of studies accordingly and should lose no time in improving the staff and seeking the sanction of the Director for recognition as Upper Secondary Schools.

3. The Director hopes that suitable books on the non-language subjects of the examination, *viz.*, Arithmetic, Algebra, Geometry, History and Geography written in the Vernacular languages will soon be published.

OFFICE OF THE
D. P. I.,
MADRAS, 14th July 1899.

(Signed) D. DUNCAN, M.A., D.S.C.,
Director of Public Instruction.

XV. Various attempts were made from time to time to place the education of the country on a popular or rather national basis.

The attempt of many distinguished fellows to institute an Oriental Faculty in the Madras University ended in failure. Thereupon the Hon'ble Dr. Duncan the Director of Public Instruction with the sympathetic support of Sir Havelock's Government issued the Notification, dated 18th July 1899.

RESOLUTION OF THE GOVERNMENT OF INDIA DATED 4TH NOVEMBER 1899.

XVI. * In paragraph 22 of the Home Department Resolution of the Government of India of 23rd October, 1894, the consideration of the expediency of instruction through the Vernacular for boys whose education terminates with the Middle School course led the Government of India to command to the careful consideration of Local Governments the proposal that in Middle Schools, English should only be taught as a language, and even then only as an extra subject when there is demand for it and a readiness to pay. These considerations have led to the existence of purely Vernacular Secondary Schools in every Province except Bombay. In Bombay it is contended that, though in the middle stage the Vernacular is the medium of instruction, yet that, as the object of secondary education is the acquisition of English, it is well to begin it early. However this statement may be viewed theoretically, the figures for all provinces show that, as Mr. Cotton points out, it may be doubted whether there is any real progress in Secondary Vernacular Schools. The fact is that the circumstances of almost every occupation in life more and more tend to make even a smattering of English an advantage to a boy. The demand for English undoubtedly exists. In that case, however, the cost should be more fully met from fees and private sources than it is. The tables 87 and 88 (pages 160 and 163) for expenditure in English and Vernacular Secondary Schools seems to show that public funds are utilised unduly for the support of English education. The Government of India will be glad to have this matter specially considered by each local government and specially reported on.

RESOLUTION OF 1904.

RESOLUTION OF THE GOVERNMENT OF INDIA DATED 15TH MARCH, 1904.

XVII. (a) *Languages in Schools.*—It is equally important that when the teaching of English has begun, it should not be prematurely employed as the medium of instruction in other subjects. Much of the practice, too, prevalent in Indian Schools, of committing to memory ill understood phrases and extracts from text books or notes, may be traced to the scholars having received instruction through the medium of English before their knowledge of the language was sufficient to enable them to understand what they were taught. The line of division between the use of the vernacular and of English as a medium of instruction should, broadly speaking, be drawn at a minimum age of 13. No scholar in a Secondary School should, even then, be allowed to abandon the study of the vernacular, which should be kept up until the end of the school course. If the educated classes neglect the cultivation of their own languages, these will assuredly sink to the level of mere colloquial dialects possessing no literature worthy of the name, and no progress will be possible in giving effect to the principle affirmed in the despatch of 1854, that European knowledge should gradually be brought, by means of the Indian vernaculars, within the reach of all classes of people.

(b) *Modern side.*—Regarding the attempt which has been made in India to introduce into Secondary Schools, courses analogous to the "modern side" in similar Institutions in England, the Resolution of 1904 admits that success has not hitherto been achieved, but states that the Government will not abandon their aim.

* Extract from the Resolution of the Government of India on the Quinquennial Report on Education.

- (c) *The School Final Examination.*—Regarding the School Final Examination, the Government of India are inclined to think that the best solution will be found in adopting to Indian condition the system of granting leaving certificates after the examinations held at the conclusion of the secondary course.

XVIII. EDUCATION COMMISSION REPORT OF 1882.

IMPERIAL GAZETTEER OF INDIA, VOLUME IV, PAGE 245.
SCHOOL FINAL EXAMINATIONS.

The "School Final Examinations" which are alternative to Matriculation, arose from the recommendations of the Education Commission of 1882. That Commission found the High Schools used almost exclusively as preparatory schools for the University and the course of instruction dominated by the University standard. They reported that there was a real need for some *modern course* which would fit boys for industrial or commercial pursuits, and pointed out that the Matriculation did not serve this purpose, but was intended to ascertain whether the candidate was ripe for University studies. They thought that bifurcation might properly take place within two years of the end of the Secondary course, and recommended that in the upper classes of High Schools there should be two types of instruction, one leading to Matriculation, and the other of a more practical character, intended to fit boys for commercial and non-literary pursuits. The conclusions of the Commission were accepted by the Government but the progress made in giving effect to them has been slow.

XIX. It will be interesting to note what was done by Sir John Hewett's Government in the United Provinces in connection with the bifurcation of studies in the High School classes and the institution of a School Leaving Certificate Examination in the year 1908.

The subjects of Examination are:—

- I. *Compulsory.*—English, Mathematics, the Vernacular of the candidate, History of India (including an outline of the present system of administration) and general Geography (including the elements of Mathematical and Physical Geography) with Geography of India in further detail and
- II. *Optional.*—Sanskrit, Arabic with Persian or Latin, Commerce, Physics and Chemistry, Physiography, a further course in Mathematics, Botany, Agriculture, Drawing and Manual Training.

The syllabus in commerce comprises Book-keeping with commercial Arithmetic, commercial correspondence, Type-writing.

The Examination will consist of two papers and a practical test.

Elementary Botany will be taught as a branch of Nature study and illustrated by the common plants of the locality.

The syllabus in agriculture comprises the growth of plants and the way in which it can be influenced by the cultivator, the weather and the soils of the Provinces, drainage, tillage, sowing and seed, irrigation, manuring, harvesting, plant diseases and pests, cattle and other farm animals, management of a holding, management and improvement of estates, the agricultural regions of the provinces, rainfall tracts and the principal crops.

The syllabus in manual training comprises Drawing and Practical carpentry, use of tools, joints, piece of work.

The examination will be conducted at the candidates' School by a Board of Examiners.

XX. Dr. Sir S. Subrahmanya Aiyar K.C.I.E., speaking at the Inaugural Meeting of the Dravida Bhasha Sangham said: "What we propose to do is to send to the masses, through the medium of the Vernaculars, the many advantages which we have derived from a study of the English language and Western Science. It may be said, why should not people learn these things through the medium of the English language itself and why not

leave the Vernaculars alone? I think, however, it will be a great folly to wait until that day and not to give our countrymen all the advantages which we have ourselves enjoyed.....We have failed in our attempt to have an Oriental side to the University. The Revd. Dr. Pope and other English Scholars of the Vernaculars are convinced that Tamil and Telugu are quite capable of expressing the most important thoughts and yield to the framing of Scientific terminology."

* XXI. It is urged by some that the teaching of scientific subjects in the Vernacular will present practical difficulties owing to the multiplicity of languages spoken in this Presidency. But the difficulty is not so great as it appears at first sight. The total population of the Presidency is 35 millions, or some two millions less than that of the United Kingdom. If the feudatory states be included the population amounts to 39 millions which exceeds the population of France by more than a million. Of these 18 millions speak the Tamil and 12 millions the Telugu language, respectively. Hence a translation of scientific books into Tamil and Telugu languages will reach the majority and satisfy all reasonable needs.

LAST CENSUS REPORT, VOLUME XII, PART I, PAGE 186.

XXI-a. The figures given above show that with a competent knowledge of Tamil and Telugu the foreigner can converse with 784 of every 1,000 persons that he is likely to meet: Malayalam and Uriya third and fourth in point of numerical importance are confined each to particular areas; viz., the two west coast districts of Malabar and South Canara and the Northern District of Ganjam and Vizagapatam.

PER 1000 OF THE POPULATION

Tamil	...	is spoken by	...	407	persons
Telugu	...	Do.	...	377	Do.
Malayalam	...	Do.	...	74	Do.
Uriya	...	Do.	...	38	Do.
Canarese	...	Do.	...	37	Do.
Hindustani	...	Do.	...	28	Do.

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XXII. In the year 1898 Revd. FATHER SEWELL, S. of St. Joseph's Institutions, Trichinopoly, submitted a memorandum to the Director of Public Instruction pointing out certain defects in the teaching of English and of History and Geography in particular and advocating the teaching of all subjects except English through the medium of the Vernaculars. A representative committee was appointed to consider this subject and a Conference was held in December 1899 under the presidency of the Hon. Mr. STUART.

The following resolutions were adopted:—

1. Resolved that while the conference thinks that perfect liberty should be left to managers to adopt whatever language they please as the medium of instruction, the conference is of opinion that managers of schools other than those for Europeans should be strongly advised to adopt the vernacular as the medium of instruction up to and including the 3rd Form.
2. Resolved that English should not be recognized as an optional subject until the 3rd standard and that the teaching of it for the 1st year be merely oral.

XXIII. LEGISLATIVE COUNCIL MEETING OF 6TH APRIL 1914. VERNACULARS AND THE SCHOOL FINAL EXAMINATION.

(1) Scope of the Resolution introduced by the Hon'ble Mr. B. N. Sarma.

"All non-language subjects are to be taught through the medium of the Vernaculars throughout the School Final Course in all Government and aided schools in the presidency unless the Director of Public Instruction permit a different course."

* Taken from the preface of a translation of a scientific book published in 1900,

† The managers were only advised.

The Hon'ble Gentleman said :—

The question for consideration was whether English was to be the medium of instruction in non-language subjects or the Vernaculars. The Government were convinced of the necessity of the Vernaculars being made media in the lower Forms. The question was whether the national literatures of the land could be developed on the lines which had been pursued so far, or could only be developed by a departure from that policy. He felt convinced that the educational methods in this Presidency were incompatible with the growth of national literature in the Vernaculars and he urged strongly the necessity for the adoption of the Resolution. He contended that it was futile to expect Western culture to filter down to the masses through the medium of the English. Only those who went to the higher Forms could benefit by Western culture through English but not the vast masses who never came up to the Secondary course. If the country at large was to be trained on Western lines of education, it must be done through the media of the Vernaculars. The medium of English for the acquisition of general knowledge involved a large waste of energy and time. The lack of interest in Western science among the general mass of people showed him convincingly the utter worthlessness of the methods of education so far adopted in the matter of imparting general knowledge to them. Every country in Europe had adopted its mother-tongue as the medium of instruction and only in this country the unnatural method of using English as a medium of instruction is continued.

(3) Hon'ble Mr. V. S. Srinivasa Sastri said :—

(i) There could be no doubt that a system of National education could be successful only if it employed the Vernaculars at the earlier stages. People failed to realise the enormous waste of brain power that took place in the lower rung of the educational ladder, when students were forced through a system which simply compelled them to learn the rudiments of a language foreign to them. The system by which English was taught as a language and all other subjects through the medium of English in the High School stage was responsible for a great waste of mental power among Indian youths.

The Hon'ble Member observed that the following may be adduced as possible objections.

- (1) The people in this Presidency have acquired larger or a better command of English than Indians in other parts, and he was of opinion that even if this be true this favoured superiority is acquired at too great cost.
- (2) * We have to reckon with a large volume of public opinion against the demand.
- (3) Some School-masters were against the suggestion of the employment of the Vernaculars as media in teaching.
- (4) † The Government would be slow to give effect to this resolution if it was accepted unless there was a large body of public opinion behind the demand.
- (5) ‡ There are no suitable text books that could be used as media of instruction. The existing books are very elementary.
- (6) § Large publishing houses in England would have a word to say in this matter and that would not be favourable to the change.

In the end he said that the struggle of one generation and the set backs that might have to be faced for about 15 or 20 years was a price well worth paying.

* The public were never consulted in this matter. So far as the public were consulted by the Council of Indian Education, the opinion is for the change.

† The public not being consulted the Government would not be slow but would be quick to adopt reforms considering the previous pronouncements on the subject.

‡ If the reform is adopted, suitable books would come into existence. The existing books are elementary because at present there is no demand for advanced books.

§ So long as we depend upon the English Publishing Houses we cannot make any advancement.

(3) Hon'ble Mr. Kunhiraman Nayar observed :—

He could not understand how non-language subjects such as Botany and Chemistry could be taught in the higher Forms without using English words. He said that if the resolution was accepted by the Government the effect would be that teachers would impart instruction in non-language subjects neither in the Vernaculars nor in English but in a language which would be a peculiar combination of both.

(4) Hon'ble Rev. G. Pittendrigh observed :—

While he was in entire sympathy with the promotion of the Vernaculars in this Presidency he thought that the present discussion in the Council was entirely academic. The resolution was practically impracticable for (1) they had not a staff of teachers fitted to give effect; (2) they had no scientific literature to impart teaching in Physical Science and Chemistry in the higher classes in the Vernaculars; (3) they had not a scientific terminology yet created; (4) many of the schools had an extraordinary admixture of pupils speaking different languages. The Government had already laid down that instruction should be imparted up to the Fourth Form in the Vernaculars. By the admission of those who are in favour of the resolution it appears that the system had entirely failed. In most schools to-day subjects other than English were imparted in the English tongue even below the Fourth Form.

(5) Hon'ble Mr. J. H. Stone, Director of Public Instruction.

The Hon'ble Mr. J. H. Stone said that Mr. Srinivasa Sastriar and Mr. Pittendrigh had so fully explained the difficulties inherent in the resolution that he did not think he need take up the time of the Council in going over the ground again. There was one small point and that was this, viz., that if the course suggested were adopted they would have students in the Upper Secondary Forms learning such subjects as History and Science in the Vernaculars and then they would go to the University classes where they would be required to study in English. The Government were quite unable to accept the resolution as it would be entirely inoperative.

(6) Hon'ble Dr. T. M. Nair observed :—

The idea of encouraging Vernaculars by any means and every means had been taken up by a number of enthusiastic men in this country. He was one of those who sympathised with their objects but disapproved of their methods. He entirely disagreed with the recent decision of the Senate in regard to the Vernaculars. They wanted practically to mutilate the possibility of any science teaching to be had in High Schools by imparting instruction in the Vernaculars.† With all those attempts he had no sympathy whatever. He thought that instead of trying to force the hands of government and of the University in introducing reforms which 90 per cent.‡ of parents would strongly oppose, they would endeavour to encourage the study of Vernaculars at their homes.¶ That was much better calculated to attain their object. They had had a time of compulsory Vernaculars from the lowest to the highest. That system had produced a generation of men. Ninety per cent.§ of them could not talk their own Vernaculars for five minutes. He had seen attempts of such men to talk at meetings in the Vernaculars collapse miserably. When that system had broken down, what was the object in introducing it again? It was only in their houses that they could really develop facility to speak the Vernaculars.** They had tried to introduce the compulsory system of imparting knowledge through the Vernaculars but the

* Without using English words these scientific subjects could very well be taught.

† Not at all necessary. We have enough Vernacular words.

‡ It appears science is taught in Japan in the vernaculars with great success.

§ How could the Hon'ble gentleman say that 90 per cent. of the parents are against the reform.

¶ Are vernaculars to be encouraged at the fire side.

** Delivering speeches is not the end of education. If 90 per cent. had failed to deliver vernacular speeches it will be interesting to know what percentage of English educated people are daily delivering speeches.

** Is it enough if people learn enough vernaculars for speaking.

opposition of parents was so great that the Government had to modify the rule. Any compulsory method would be unpopular and a wrong system of education. The risk in trying the experiment again was certain and the advantage to be gained uncertain and therefore he would not try a rash experiment at the dictation of a band of well intentioned enthusiasts.

(7) Hon'ble Mr. B. N. Sarma said he felt there was no use in pressing the resolution but would come back with it with strong public opinion behind. He accordingly withdrew the resolution.

XXIII-A.—SCOPE, EXTENT AND THE CONTROLLING AGENCY OF THE SECONDARY SCHOOL LEAVING CERTIFICATE EXAMINATION.

The long debated question of a School Final Examination has been settled by the introduction of a scheme for the award of Secondary School Leaving Certificates in the year 1911 which record not only the degree of success attained in a public examination, but also the work done in school for not less than three years and the character and aptitudes of the holders as manifested during the same period.

The public examination is now conducted by a Board consisting of the Director of Public Instruction as President, four officers of the Government Educational service and four non-official members with the Secretary to the Commissioner for Government examinations as Secretary to the Board.

XXIV.—FIGURES RELATING TO THE SECONDARY SCHOOL LEAVING CERTIFICATE EXAMINATION, 1914.

Vernacular Composition.	Number of Candidates.	Percentage.	Language.	
			Number of Candidates.	Percentage.
1. Tamil	2630	46	1276	38
2. Telugu	1663	49	1151	43
3. Malayalam	556	39	362	41
4. Canarese	223	47	105	39
5. Urdu	75	45	67	33
6. Uriya	43	50	35	48
1. English	5599	43	...	...
2. Elementary Mathematics	5981	29	...	...
1. History of England	3766	38	...	...
2. Algebra	1615	59	...	...
3. Physics Theoretical	1394	32	...	...
4. Do. Practical	919	32	...	...
5. Chemistry Theoretical	959	32	...	...
6. Do. Practical	679	37	...	...
7. Practical Mathematics	54	36	...	...
8. Trigonometry	90	54	...	...
9. Physiology	105	39	...	...
10. Botany	231	31	...	...
11. Commercial Practical	220	40	...	...
12. Book-keeping	278	33	...	...
13. Short-Hand	127	28	...	...
14. Pencil-Writing	100	34	...	...
15. Music	5	34	...	...
16. Needle-work	28	56	...	...
17. Agriculture	5	34	...	...

XXV.—SCIENCE TEACHING IN INDIA.

Professor Smithell in his first lecture delivered in the month of March in Bombay on the subject of the place of Science in National life said that he considered that there was good deal of wrong thinking or wrong doing or not doing at all and pointed out that a great many things might be avoided by the proper application of Science. After pointing out various defects in the present science teaching he gave instances in what directions proper science teaching ought to be developed.

Speaking about Science on its material side he said:—

In 1897 Germany imported natural indigo of the value of six hundred thousand pounds and in 1912 she exported artificial indigo of the value of over two millions and a good deal of it to India.

In Germany at the present time probably no less than twenty thousand people are being trained in science in the institutions of university rank as against 2600 in England; so that whilst the population proportion of the two nations Germany and England is thirteen to nine in the higher education the ratios of science learning people are thirteen to one and half. There are over 4000 highly trained chemists employed in German industries.

Speaking about Research Institutions the professor observed:—

There is a belief that is wide spread and to which utterance is sometimes given that research pure and simple is calculated to produce very great material results.

The professor then laid stress on the fact that science applied to the practical problems that call for solution yields an abundant fruit of pure truth.

The Professor next spoke on science in its relation to agriculture.

When it is remembered that in India nine out of ten are engaged in agriculture and when it is also clear that good deal of agriculture of this country is premature then one of the first claims made upon science by this country will be the improvement of agriculture. Research will not necessarily create industry.

Speaking about science generally the professor said:—

What is the value of the science teaching that is going on? There is a very great deal of it. Is it the best that could be done? Is it the right thing? Is there something else worth doing? Is there any other direction to which the effort might be turned. I do not want to say too much. But I will say this much that I have serious misgivings about a great deal of science that is being taught. I know that science that is being taught at the present time is of a kind which will not produce the specialist and yet will not imbue the person who receives it with the real notions of what the relation of science is to national life.

The Professor concluded by stating that health and industry, clear thinking and courageous thinking and a love of all that is beautiful must be promoted from the right pursuit of science.

XXVI.—REVIEW OF THE ADMINISTRATION OF THE DEPARTMENT OF PUBLIC INSTRUCTION FOR THE YEAR 1912-1913.

Public Elementary Schools increased by nearly 5 per cent. and their strength by nearly 8 per cent. 119 Municipal and 1655 Board Elementary Schools for boys were opened during the year nearly 40 per cent. of which were schools taken over from private management in pursuance of the policy of placing "Venture Schools" under the care of local Boards of Municipal Councils. The number of Secondary Schools of all grades for non-European boys was 339 with 106,396 pupils.

At the Arts Colleges the number of pupils advanced from 4936 to 5547 while in the three Government Colleges giving instruction in Law, Engineering and Teaching the Members were 566, 357, and 93 respectively against 405, 308 and 99 in the previous year. The total expenditure in the year direct and indirect from provincial funds, including the grants from the Government of India, from local and from Municipal funds, and from fees and other sources was the highest on record and amounted to 157, 62 lakhs against 135, 65 lakhs in 1911-1912.

XXVII.—ILLITERACY IN INDIA.

According to the report of the census of India 1911 out of a total population of 315, 132, 537, there were 294, 875, 871 illiterates; that is out of 315 millions 295 millions are illiterates.

The illiteracy varies according to sex or religion. The amount is lamentably great in all classes, 90 per cent of the males and 99 per cent of the females are illiterate and whole classes of the people are in total ignorance of the arts of reading and writing.

Out of 5,523,730 children under instruction, about 4,000,000 are in primary schools and that out of these 4 millions the greater part are in the 3 lowest classes.

XXVIII.—OCCUPATIONS IN INDIA.

It is stated that of every hundred inhabitants of India 72 are supported by pasture and agriculture, 11 by industry 2 by transport 6 by trade and only 9 by all other forms of occupation ($72+11+2+6+9=100$).

In cities half the inhabitants are supported by industrial pursuits or by trade and only 6 per cent by agriculture. The extremely primitive character of the functional distribution in India is shown by the fact that 90 per cent. of the people are engaged in 26 simple avocations commonly followed in every village such as pasture, grain husking, basket making and oil pressing, &c.

XXIX.—PURELY VERNACULAR SCHOOLS IN BENGAL.

In Bengal it appears there is a strong prejudice against the purely Vernacular Schools for it appears from the Report of the Director of Public Instruction for the year 1912—1913 that the number of middle Vernacular Schools declined from 514 in the preceding year to 473 in 1912—1913 and the number of pupils fell from 32,876 to 30,082.

It is to be pointed out that in Bengal in Middle Schools English is excluded and hence there is good deal of complaint against the system. What is urged is not the exclusion of English at any stage but to make English a compulsory second language subject and permit all non-language subjects to be taught through Vernacular manuals.

XXX.—LORD CARMICHAEL'S SPEECH: EDUCATION IN BENGAL.

"It always seems to me that our achievement in India even if we admit that we have made mistakes, speaks for itself in no uncertain tone, but I do take pride in knowing that the British Raj in India has from its beginning always stood for enlightenment and the spread of education.* We could never, if we were true to our traditions, have done anything but strive to educate India. If, however, our critics maintain that our educational policy has sometimes been ill advised or not based on facts, we may, I think, readily enough admit that there have been errors. When we look back through the helpful perspective of time to Macaulay's famous despatch the idea suggests itself to us that some of the crudeness and superficiality of our education results might have been avoided and would have been avoided if the early administrators of British India had only had the knowledge which experience has given us. But we have begun to take stock. The serious study of educational problems which, though not for so many years has called for the attention of thoughtful men in Europe and in America is informing and pervading Indian thought. The problems which the School, the College and the University present are daily being more studied and I look forward with confidence and gladness to a time when the somewhat chaotic diversities of our India system of education shall be co-ordinated and unified without however being stereotyped into one dull mould.

XXXI.—"AMERICAN EDUCATION" JANUARY 1913.

The movement to correlate the work of the school with life outside the school has gone steadily forward. Cultural education is displaced by purposeful education. The advocates of the latter claim that studies leading directly to a

* Evidently the present system has not achieved that object.

trade or occupation are as valuable for discipline and general culture as classical studies or higher mathematics. This contention is disputed but the fact remains that only comparatively few pupils are now desirous of pursuing cultural studies and the courses are being changed to meet the demands of the majority. The protests of the devotees of the old order only serve to emphasize the futility of attempts to check the general trend. During the past year a new duty of the school has been unduly proclaimed. The term "vocational guidance" has been introduced to denote the function the school should perform in adjusting the pupil to his life career. Interesting experiments are now being made to ascertain just how successful the school can be in bringing over the chasm between study and gainful work. Another hopeful movement in education is the dissemination of practical science among the whole people. The great leader in this movement is the university of Wisconsin. The old idea that a university was only for those that had pursued set courses covering a long period of years has been entirely dispelled. The new university is an institution that welcomes any one that earnestly desires to learn. The far reaching effect of thus popularizing scientific knowledge can scarcely be estimated. The modern health movement is also making itself felt in the schools. Physical instruction, medical inspection and school sanitation are receiving more attention than ever before. The time is not far distant when we shall be able to say that the school promotes health instead of retarding it. The Montessori system continues to make progress. While its influence in America is not yet great, it is receiving the careful attention of educators and we predict that the result will be a happy combination of the best ideas of Montessori and Froebel.

XXXII.—EDUCATION FOR THE MASSES.

MR. PAGE ON AMERICAN IDEALS.

The working out of any vital democracy demands the constant reinforcement of society from the rear. American education has proceeded, until a recent period more or less after the old fashioned method a routine elementary system of instruction at the public expense theoretically for every body, and higher education, more or less of the classical type, for the few. But it became increasingly apparent that this system did not really touch or profoundly affect the mass of the people. The millions profited little by the more or less routine common schools, and still less by the old fashioned higher education; and a complete change of the aims and methods of popular education has taken place during the last two decades. The aim now is one straight line towards training every child in the republic so that nobody and no class shall be forgotten whatever its needs may be.

XXXIII.—THE AIMS OF ELEMENTARY EDUCATION IN GERMANY.

It was for a long time held that the aim of the Elementary School is to afford a general education, such an education as may indeed form the basis of specialisation afterwards, but in itself only proposes to turn out a child at fourteen or thereabouts as well equipped as may be to play some part on the great variety stage of life.

That a general education may yet have a particular bias is now accepted in secondary education. In English public schools there is the classical side and modern side. In Germany there is the old classical gymnasium and the modern ober real schule. A third type with a commercial bias is asserting itself both in England and in Germany.

XXXIV.—PARA 9 OF THE OPINION OF THE COUNCIL OF INDIAN EDUCATION.

RE THE HON'BLE MR. GOKHALE'S ELEMENTARY EDUCATION BILL.

Section 19 of the Bill does not clearly indicate on what lines the education of this country should be shaped. In all these matters it is wise to have some ideals. The Council would wish that the Government place before each local body the German ideal in the shaping of the education of the children of the country. "A boy born under certain conditions, it is only reasonable to

suppose, will live and die under somewhat similar conditions in after life. This being so, the educational system should be so designed that it would make him as happy, prosperous, and valuable as possible in his particular walk of life. The education must be planned to make each student the most efficient economic unit, so that whatever walks of life he is destined to follow, he shall contribute his utmost to the strength, riches, the power and the fame of his fatherland." It is not a matter of detail and the council would welcome different types of schools to suit different localities and different classes of people. The council would welcome a syllabus to be definitely laid down so as to include Elementary Agriculture, Elementary Sanitation and lessons in Morals.

XXXV.—DEWAN BAHADUR R. RAGUNATHA RAO ON EDUCATION BY GUILDS, 25TH MARCH 1907.

1. Almost all professions have been in India hereditary. Necessary knowledge of the art and science of each profession used to be acquired by the particular guild which practised it. As a rule it was confined to the particular guild alone and others were not acquainted with it nor they wished to acquire it. A goldsmith's son was therefore by birth and education a goldsmith; a mason's son, a mason; a carpenter's son, a carpenter; a village astrologer's son, a village astrologer; and so on. The head of a family instructed his junior members and they followed his profession. This custom is a very long standing one. It is now on its trial and may disappear in course of time but it will take a very long time to extinguish it. Until we reach this period, it would be wise for each profession to establish schools of their own for imparting necessary knowledge of the art as hitherto practised, and as should be hereafter practised with reference to the altered circumstances, introducing such improvements as are possible. The destruction of village communities has done much harm to all our industries. Until we gain once more our village anatomy, each profession in towns and villages should try to have schools of its own for the maintenance and progress of its own profession.

Neither Government nor Local Board Schools in a few places can sufficiently meet the demand. These public institutions can never be fully satisfactory to the people in general. They are expensive and are often not on national lines. It therefore seems proper that influential members of each guild should have schools, simple, inexpensive and popular schools of its own, established, superintended and managed by the respective guild.

XXXVI.—Education in the Madras Presidency too often represents but a smattering of English, which may at best qualify a boy for some wretchedly paid post in Government service, and but too often turns him adrift, unfitted for Agriculture or Industry, on the overstocked market of unemployment. The census abstraction offices, which require temporarily an enormous number of men able to read and write, are a happy hunting ground for these much-bet-pitied victims of our educational system.

XXXVII. CENSUS REPORT, VOL. XII, PART I, PAGE 234.

* DISTRIBUTION BY OCCUPATION IN NATURAL DIVISIONS.

Class A.—Production of raw materials such as agriculture, pasture, &c.	...	8,350
Class B.—Preparation and supply of material substances	...	929 ⁶
Class C.—Public administration and liberal Arts	...	118 ²
Class D.—Miscellaneous	...	602 ²
		10,000

* These are the figures per 10,000 of the Total Population.

† Public force...	...	61 ⁶
Public administration	...	28 ³
Professions and liberal Arts	...	36 ⁵
Persons living on their income	...	1 ⁸
		1,18 ²

FROM

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

TO

THE SECRETARY TO
THE GOVERNMENT OF MADRAS,
EDUCATIONAL DEPARTMENT, OOTACAMUND,

SIR,

I have been directed by the Council of Indian Education, Madras, to invite the attention of His Excellency's Government to the subject of the Vernaculars being made the media of instruction for all non-language subjects throughout the Secondary School course. The Council of Indian Education so far back as the year 1904 felt that from several points of view, it would be highly desirable to give instruction in non-language subjects through the Vernaculars up to the fourth form in the Secondary School course and drew the attention of the public in general as well as of the Managers and Head Masters of High Schools to the necessity of such a reform being introduced in the interests of a sound system of Secondary Education and now the Vernaculars are employed as the media of instruction for non-language subjects up to the fourth form. The public mind has been greatly exercised over the question of imparting instruction, through the Vernaculars, in non-language subjects in the higher forms as well, of the Secondary course on account of its vital importance and the Council feels itself justified in approaching the Government with the request to take the matter into its serious consideration.

2. The reasons for using the Vernaculars as the media of instruction in non-language subjects *throughout* the Secondary School course may be summarized as follows:—

- (1) The students are at present obliged to understand through English and think in English all that is taught to them. This laborious process, involves an enormous waste of brain power. The substitution of the mother-tongue will save this unnecessary strain on their mental energy.
- (2) The present system has resulted in the pupils being "obliged to cram the books prescribed or badly written notes and compendiums" without really troubling themselves to understand the subjects. As the resolution of the Government of India of 1904 says "much of the practice prevalent in Indian Schools of committing to memory ill-understood

* Vide Government of India Resolution of 1904, page 13, paragraph XVII.

phrases and extracts from text-books or notes, may be traced to the scholars having received instruction through the medium of English before their knowledge of the language was sufficient to enable them to understand what they were taught". The above extracts strictly refer only to the instruction up to about the IV Form; but students in the High Schools also, who are no doubt somewhat better than their juniors in their understanding of the general drift of the notes they commit to memory, have to cram notes, because they cannot trust themselves to express their own ideas in 'passable' English. As bad English in answering non-language question papers tends to lower the marks given to the pupil (and to a certain extent brings discredit upon the teacher), the cramming of notes or books becomes the boy's only object and the teacher who wants a good result, often encourages this practice. Any real assimilation of the knowledge of the subject studied is thus rendered impossible under existing conditions save in exceptional cases.

- (3) The improvement of the boy's English is not sufficient to make up for the loss of a real understanding of the subjects taught. "The cramming up of ill-understood English text books (or notes given by teachers, for the matter of that) on miscellaneous subjects taught not as text books in language but merely as books of information is not calculated to improve the knowledge of the English language possessed by the students".* If English is abandoned as a medium of instruction "we think that great deal of the energy of the pupils which is now wasted in getting up books without understanding the contents can be set free and utilised for the acquisition of a better knowledge of the English language.†
- (4) The standard of proficiency in non-language subjects can be raised as a direct result of the relief of the strain involved in studying the subjects through a foreign language, due to the imparting of ideas through the mother-tongue.
- (5) Sir Charles Wood's Despatch of 1854 affirms that "the Education we desire to see extended in India must be effected by means of the English language in the higher branches of instruction, and by means of the Vernacular languages to the great mass of the people". It is felt that there can be no such education of the masses without a strong Vernacular literature on scientific and kindred subjects and a large body of pupils studying such subjects through Vernacular text-books. At present the influence of secondary education is entirely limited to the pupils attending schools, as all scientific and other modern knowledge is imparted through English text-books. The difference in language acts as a barrier preventing the spread of such knowledge to the circle of non-English knowing persons with whom the pupils may come in contact. With the introduction of Vernacular text-books and the imparting through the Vernacular languages of instruction on the

subjects to which they relate, however, it is anticipated that the object above stated, will be realised *i.e.*, the spread of Western knowledge and culture to the vast mass of the people (including practically the female relatives of educated men).

- (6) The spread of such knowledge will be found to be of the greatest use to Government in carrying out reforms in sanitation and particularly in popularising preventive measures on occasions of epidemics. The main difficulty at present in conducting campaigns against Plague, Cholera, Malaria, &c., is the lack of hearty and intelligent co-operation from the vast mass of the people. This co-operation, it is submitted, can only be obtained by familiarising them with correct ideas. It will be noted that ideas indirectly spreading to the people without any special effort are more easily accepted than instructions partaking of the character of mandates directly issued by Government.

3. The present practice of teaching non-language subjects through the medium of English is traceable to Lord Macaulay's well-known Minute of 1835, which decided that Western culture and enlightenment could and should be communicated to the people of India by means of education in English and English alone. But that decision cannot be accepted as final as shown below:—

- (a) In the opinion of Sir John Seely, Macaulay's premises were unsound, and his conclusions were inaccurate. Macaulay poured undeserved contempt on Indian Classics mainly owing to the ignorance that then prevailed regarding the worth of Indian Classics. Classics and Mathematics are the chief subjects needed for training the mental faculties and for promoting culture. In this Presidency, besides Sanskrit, Vernacular languages like Tamil, Telugu, and Malayalam had reached a high degree of development and had attained to the rank of Classics long before the time when Macaulay's Minute was written.
- (b) Sir Theodore Morrison, Member of the Council of the Secretary of State for India, expressed himself as follows:—
"Indeed I claim to be as keen an advocate as ever of the communication of Western ideas and Western learning through the Universities, only I think now the mother-tongue of the people would be the most useful channel for the purpose."
- (c) Sir George Birdwood well recognized the importance of this issue, he said:—"On every side we are confronted with a struggle directed to re-establish the ascendancy of the Vernacular as the medium of instruction. Those who ardently ask for their inclusion as subjects of compulsory studies in the College course only shift the centre of gravity of the problem from the right spot."
- (d) Lord Carmichael speaking about Macaulay's Minute, says that "some of the crudeness and superficiality of our education results might have been avoided if the early administrators of British India had only had the knowledge which experience has given us." He looks forward to a time "when the chaotic diversities of our Indian system of education shall

* P. S. Sivaswami Iyer's letter of C. I. E., dated 31st January 1905, to D. P. I. page 10.
† *Ibid.*, page 10.

be co-ordinated and unified without being stereotyped into one dull mould." (Paragraph XXX, page 20.)

- (e) Indeed, it is doubtful whether Lord Macaulay intended his decision on the subject to be final. It was based on the consideration that "we have to educate a people who cannot at present be educated by means of their mother-tongue. We must teach them some foreign language." The council of education over which he presided remarked "we conceive the formation of a Vernacular literature to be the ultimate object to which all efforts must be directed. At present the extensive cultivation of some foreign language which is always improving to the mind is rendered indispensable by the almost total absence of a Vernacular literature and the consequent impossibility of obtaining a tolerable education from that source only. The study of English is the first stage in the process by which India is to be enlightened. The natives must learn before they can teach. The best educated among them must be placed in possession of our knowledge before they can transfer it into their own language." The ultimate medium of general education was thus recognised to be the Vernaculars of the country. More than eight decades have passed since then and most of the Vernacular literatures of the country have during this long interval been enriched by the incorporation into them of the elements of Western learning and culture and of the progressive thought of Western countries so that one may safely say that the time has arrived for the adoption of the Vernaculars as the chief media of instruction.

4. In the year 1904, the Council of Indian Education, Madras, sent a circular letter to the Managers and Head-masters of High Schools on this question. (Page I, paragraph I.) A scheme of studies (Page I, paragraph II) was sent along with the circular letter. The question was then limited to the Lower Secondary Education. In the view that the Council seeks to press upon the attention of the Government the Council had as early as 1904 the support of very high authorities and they were embodied in the memorandum (page 2, paragraph III) and the same was sent along with the circular letter and the Council ventures to state that the same authorities are applicable even now since they have not lost their original force.

Dr. Sir S. Subramania Aiyar at a meeting of the Dravida Basha Sangham said:—"The Revd. Dr. Pope and other English Scholars of the Vernaculars are convinced that Tamil and Telugu are quite capable of expressing the most important thoughts and yield to the framing of scientific terminology."

Lord Curzon made the following observation at the Educational Conference in 1903. "In the Vernaculars are enshrined famous treasures of literature and art while even the secrets of modern knowledge are capable of being communicated thereby in an idiom and in phrases which will be understood by millions of people to whom our English terms and ideas will never be anything, but an unintelligible jargon."

In the same speech Lord Curzon observed "The Vernaculars are the living languages of this Continent; English is the vehicle of

* The reference is to the paragraphs in the accompanying papers.

learning and of advancement to a small minority. But, for the vast bulk, it is a foreign tongue which they do not speak and rarely hear." The Memorandum discussed the question of the employment of Vernaculars with reference to Technical Education, Development of Vernacular Literature and Female Education.

On the strength of 50 replies received (paragraph IX) a memorial was submitted to the Director of Public Instruction to bring about the desired reform (page 8, paragraph IV).

*5. In further support of the view of the Council of Indian Education reference may be made to the following Educational Despatches and Resolutions of the Government and recommendations of Conferences.

- (a) The Education Despatch of 1854. (Paragraphs X and XI.)
- (b) The Education Commission Report of 1882 which pointed out that bifurcation of studies might properly take place within two years before the end of the secondary course and recommended that in the upper classes of high schools there should be two types of instruction, one leading to Matriculation and the other of a more practical character to fit boys for commercial and non-literary pursuits (Paragraph XVIII). The education of the boys belonging to the latter class could be properly conducted only through the medium of the Vernaculars.
- (c) Paragraph XXII of the Resolution of the Government of India (Home Department) of 23rd October 1884, wherein the expediency of instruction through the Vernaculars for boys is commended to the careful consideration of the local governments (Paragraph XVI).
- (d) Recommendations of the Conference held in December 1899 at which the Hon'ble Mr. Stuart, the then Director of Public Instruction presided. The Conference was held to consider the recommendations made by the various Managers of High Schools, especially the late Reverend Father Sewell of St. Joseph's Institutions, Trichinopoly (Paragraph XXII).
- (e) Sir Arthur Havelock's endeavours in this Presidency to bring about a change in the system during the years 1898 and 1899 (Paragraphs XII, XIII and XIV).
- (f) Hon'ble Dr. Duncan's abortive attempt to institute an oriental faculty in the University of Madras in 1901 (Paragraph XV).
- (g) The Resolution of the Government of India, dated 4th November 1899, pointing out that "expenditure in English and Vernacular secondary schools appears to show that public funds are utilized unduly for the support of English education." (Paragraph XVI).
- (h) Hon'ble Mr. Munro's report to the Government in the year 1893, in which it is pointed out that "to teach boys of tender years, subjects like elementary science full of abstract terms of which they cannot possibly understand the meaning, in a foreign language with which they are imperfectly acquainted, is a manifest absurdity. An analogous case would be that of our requiring English boys to learn science in French."

* The opinions of B. D. Basu, Syed Hassan, I.M.S., and Mrs. F. A. Steel are given in support of the principle. Part II, Page 3, paragraphs III, IV and V.

- (i) *The Resolution of the Government of India, dated 15th March 1904, which, while emphasising the importance of the method of instruction to be given in secondary schools, points out the supreme necessity of instituting a "modern side" in schools, and this is possible only when the Vernaculars are the media of instruction in non-language subjects. (Paragraph XVII.)

The Government resolutions referred to in (c), (d), (e), (g) and (h) contemplate the desired reform being introduced in the lower secondary course of studies, while those referred to in (a), (b) and (f) relate to Upper Secondary course also. The Local Government also in pursuance of the recommendations of the Supreme Government have fully recognized this principle so far as lower secondary education is concerned. But as the school final examination is conducted in English and there is no other public examination in the secondary course, the lower secondary classes are generally regarded merely as stepping stones to the higher classes and this desirable reform has not received the attention it deserves at the hands of Managers and Head-Masters of High Schools who are generally engrossed in the task of improving their high school classes.

6. On the 6th April 1914, the Hon'ble Mr. B.N. Sarma moved a resolution on this question in the Madras Legislative Council. A short summary of the proceedings of the same is given in Paragraph XXIII. The objections† that are now raised to the reform are the same as were advanced against it ten years ago. They are the following :—

1. The parents would object to the change.
 2. There are no suitable text-books in the Vernacular languages.
 3. The proposed reform would lower the standard of English of those who seek admission to the college classes.
 4. The multiplicity of the languages spoken in the Presidency will stand in the way of the reform being easily carried out.
 5. The difficulty of finding suitable scientific terminology. These objections may be met as follows :—
- (1) The parents have had no voice in the matter till now and if the matter is properly explained to them, far from objecting to the proposed reform they will welcome it.
 - (2) Suitable books would come into existence when there is a demand for them; even without such demand we have publications by the Vignana Chandrika Mandal and other enterprising public bodies in the Tamil and Telugu countries.
 - (3) As already pointed out, when the proposed reform is introduced, English as such will receive much better attention than now both at the hands of the teachers and the taught and as non-language subjects taught through the medium of Vernaculars do not require so much time as they do now, greater time will be available for imparting instruction in the English language. The standard in English can thus be raised beyond what it is now.

R. Chatterji, Editor of the "Modern Review" has given conclusive arguments against the following objections, *viz.*,

* See Lord Curzon's remarks, page 5 foot-note of the accompanying papers.

† Hon'ble Mr. P. S. Sivaswami Aiyar's letter, dated 31st January 1915, to the Director of Public Instruction, Madras, page 9, paragraph 2.

if English is taught in our High Schools only as a second language (1) our students' knowledge of English would be poor (2) they would be unable to follow lectures in Colleges delivered in English (3) they would not be so fit for business and public life as the men trained under the present system are. (Article in the Punjabee reproduced in the Hindu of 24th April, 1915.)

- (4) This difficulty exists only in a few localities and can easily be overcome. (Paragraphs XXI and XXIa.)
- (5) This difficulty is not so great as it appears. Vernacular journalism has already created much of the vocabulary needed for the correct and even elegant expression of historical and political ideas. The difficulty of finding vernacular equivalents for scientific terms will be removed when the compilation of authoritative dictionaries in Tamil and Telugu has been accomplished. Simple and easy adaptations of suitable Sanskrit terms can easily be made where the languages do not now contain exact equivalents of the scientific terms in English. (Paragraph XX.)

Various other minor objections to the reform raised by the Honourable Members are dealt with in the footnotes, see pages 16 and 17. (Paragraph XXIII.)

On the question of the capability of the Vernaculars to yield scientific terminology the opinions of Dr. Basu and Mrs. Steel are given at great length, Part II, page 3, Paragraph VI (a) (b) (c) and that of Lord Curzon in page 4, Paragraph 4 of this letter.

Professor Banerji has practically solved this difficulty in Bengal. An account is given in Part II, page V, Paragraph VIII.

7. During the year 1914 the Council of Indian Education at Madras had this question discussed on five different occasions under the presidency of such distinguished persons as Mr. V. P. Madhava Rao, the Lord Bishop of Madras and Mrs. Annie Besant. The results of these discussions are summarised below.

1. *Mr. V. P. Madhava Rao, C. I. E. :—

Mass Education is essential for the progress of the country and the promotion of general happiness. Masses can be reached only through their languages. Ideas of the western world should be made accessible to them. There should be no cleavage between the English educated classes and the mass of the population. Secondary education also should be given in the Vernaculars. The students will get more correct and fuller knowledge and learn subjects more quickly. There will be economy of time and attention in addition to the better grasp of the subjects taught. The time and energy of the growing mind thus spared can be devoted with much profit to the mastering of English language. The change to be effectual should be general in private, aided and Government High Schools. Books will be forthcoming within a few months of a call for them. The achievements of public bodies engaged in the publication of books show that a response to a call from the Government will be ready and satisfactory. Vernacular equivalents could be had. English can never become the language of the masses.

* Meeting at the Mahajana Sabha Hall, Mount Road, on the 31st January 1914.

The failure of agricultural schools is due to the fact that instruction in them is given in the English language.

2. * Lord Bishop of Madras. —

(1) In India instruction in Primary and Secondary Schools and ultimately in the Universities themselves must be given through the medium of Vernaculars as in every other civilized country throughout the world. The present system cannot be justified from an educational point of view.

(2) For the great majority of students the system crushes all independence and originality of thought. The system greatly hampers them in the acquisition of knowledge and makes it much more difficult to assimilate ideas. It imposes a heavy burden on the teachers. The result is lack of originality and want of initiative in the students.

(3) The present system is creating a great cleavage between the English educated class and the mass of the population.

(4) The present system tends to the impoverishment of the Vernaculars of the country. To impoverish the Vernaculars is to impoverish the thoughts and feelings of the mass of the people.

(5) When Western knowledge is expressed in English it remains an exotic. Ideas never appeal to the heart of a people and until ideas touch a nation's heart they will only move on the surface of its life.

Three main objections are often urged against the reform. There are no text books in the Vernaculars. There are no scientific and Technical terms in the Vernaculars. In many schools they have not all the same Vernacular.

These difficulties are greatly exaggerated. Text-books in all the subjects needed would spring up within a few months as soon as there is a demand for them.

The difficulty of providing scientific and technical terms for works on History, Geography, Geology and Science is not greater than the difficulty of providing technical terms for the translation of the Bible or the English Prayer book.

The last mentioned difficulty exists in South India chiefly only in Madras and in a few towns on the border line between two Vernaculars.

The change will be opposed on political grounds. It will tend to dis-union by intensifying race consciousness and weakening by diminishing the possibilities of common action which the use of one language gives to all educated men. To this objection the following answer is given. English under the new system would be taught as a second language. Far more time and attention could be given to the direct study of it than is possible at present. If the language were studied more for its own sake, it could be taught more scientifically and more correctly. There is no reason to fear that a knowledge of English will be neglected.

3. † Mrs. Annie Besant :—

Until complete mastery of a foreign tongue is gained, so that a person thinks in it, and does not mentally translate into his own tongue all that he hears from another, and from his own tongue all that he wishes to say in the foreign language, he cannot learn any subject which is taught him in the foreign tongue without the double effort of mentally translating what is said to him and then of assimilating the information conveyed.

* Meeting held at the Lord Bishop's House on the 7th February 1914.

† Meeting held at the Mahajana Sabha Hall, Mount Road, on the 7th March 1914.

The extraordinary facility with which Indians learn foreign languages masks the difficulty under which the children labour.

The subjects taught in secondary schools are sufficiently difficult in themselves to demand the full attention of the pupils: presented to them in their own tongue, their whole attention is concentrated on the facts conveyed, and these are readily learnt and remembered. But if these same facts are offered to them in an unfamiliar tongue, one which they follow with difficulty, half their attention is occupied in understanding the words used by the teacher, while the other half is directed to the grasping of the facts.

Many a child seems to be stupid merely because he cannot follow what is said to him with sufficient rapidity. In object lessons the names used would be home-like and familiar if given in the child's vernacular and his interest would be keenly aroused whereas the very object becomes a lesson instead of a play-thing when labelled with a foreign name.

There would also be some advantage to English if it were taught as a language only. The Berlioz method or any other similar method would be most suitable for language being acquired readily by young children.

For success, the reform should be made obligatory and not remain optional.

If this reform is adopted, then our boys would be in the same advantageous position as the Japanese, who learn all subjects in their own tongue, and take English as a compulsory second language.

There are other reasons why Vernaculars should be used as media of instruction in non-language subjects, such as those touching on nationality, patriotism and the enrichment of the vernacular literatures.

4. Revd. J. H. Maclean, M.A., B.D., Honorary Secretary, the Missionary Council of South India.

The present compromise in accordance with which the vernaculars are used as the medium of instruction up to the Third Form, while English is used beyond that, is a reasonable plan.¹ It seems to me that the proposal to teach such subjects as Science in the High school classes is open to serious objection.² For one thing those trained in such subjects in the vernaculars and going to the University would not be able to understand the lectures which they have to take.³ I know of course that there are some who wish to have University education also in the vernaculars and instance Japan in favour of their view.⁴

It must be remembered, however, that India suffers from several difficulties not found in Japan. Japan has a single language for the whole Kingdom.⁵ It is also free from caste difficulty, and able men are able to proceed to Europe and to America to equip themselves thoroughly in the subjects they have to teach. Japan is thus able to dispense to a large extent with the services of Europeans,⁶ but so long as the vernaculars of India are so varied and restrictions are placed upon studying in Europe, the services of Europeans will be in demand in India and so naturally the medium of expression will be English.⁷ Even, however, in the case of boys who do not go to the University, I doubt if the study of English subjects in the vernacular would be sufficient, since

1. This system has not produced any appreciable result. Hence there is a desire for further reform.

2. Those that learn Science subjects at present are of not much use to the country. Science subjects to be of any profit to the country in the way of improving the material resources must only be learnt through the vernaculars.

3. Opinion of R. Chatterjee, Editor of Modern Review, in support of the proposal is given elsewhere.

4. Many desire it with great propriety.

5. Two languages, Tamil and Telugu, will satisfy the requirements of a vast majority of the population of this Presidency.

6. There is no desire to restrict the services of the Europeans.

7. The country can only engage a limited number of Europeans. The masses can be reached only through a very large number of Indians.

English is to a large extent the language of Government and of trade and commerce. It is necessary for many who never enter the University to have facility in the use of English. It thus seems to me desirable that English should be used as a medium of instruction from the Fourth Form upwards.¹

There is some force in the statement that Indian pupils cannot think in English. If English were better taught from the lower classes upwards there would be less difficulty in this way.²

With regard to the objection that those educated in English turn their back on their countrymen and do not give to their countrymen the benefit of their studies, I admit this in too many cases true. Yet it seems to me that it is not so much a matter of language as of character.³ If once our educated population is filled with a true love of country it will soon find means of communicating in the vernaculars what it learnt in English. If the Vernacular is taught on proper lines from the beginning and used as a principal medium of instruction up to the Third Form, I do not think there would be any serious difficulty in using it as a means of communicating what has been learnt in English.⁴ I thus hold that the solution of the problem does not lie in a radical change in our system, but in the steady and persistent efforts to raise the educational standard both in English and the vernaculars, and at the same time in keeping before the youths of India a high ideal as to the responsibility they have for the enlightenment of their country.

5. During the year 1915 the Council elicited opinions from various quarters. The following is the result:—

- (a) Professor Geddes is of the following opinion: "The whole trend of my teaching of civics and town planning with its insistence on the value and necessity of growing each place upon its roots, and maintaining its original character (while not excluding the introduction of good grafts from elsewhere) —is quite in sympathy with your theme of education in vernaculars." (Part II, paragraph I.)
- (b) Professor Ramalinga Reddy, M.A., Mysore Educational Service, has supplied the Council with his notes on "Education in Japan—Ideas underlying the system and its growth" which support fully the views of the Council. (Part II, paragraph II.)
- (c) The opinions of Messrs. Rao Bahadur S. Appasastriar and N. Krishnaswami Aiyangar and Mr. K. V. Rangaswami Aiyangar supporting the proposal are given. (Part II, paragraph IX.)
- (d) The members of Pachaiyappa's High Schools, Madras, are in sympathy with the movement. (Part II, paragraph VIII.)

*9. At the Maratha Literary Conference held on the 17th May 1915, Mr. Narayan Apte moved a resolution advocating the desirability of giving secondary education through Vernaculars. The Chairman of the Reception Committee was Sir Balachandra Krishna. The President was H.H. Sir Gangadhar Rao Bala Saheb Patvardhan, Chief Miraj. Among those present in the Conference, were Rao Bahadur Mahadeva Rao Kibe and other well-known gentlemen.

1. This amount of English can be obtained under the reformed system.—Opinion of Professor Geddes.

2. The remedy does not appear to be very plain.

3. It is not a question of character. Educated persons with unimpeachable character have neither the time nor the patience to grapple with the illiteracy. Those in Government service and in the professions find their hands fully occupied. Thus 90 per cent. of the educated have not only to work but find means to keep poverty away from their doors. This is the real situation.

4. In this connection it will be an interesting enquiry whether vernacular is taught properly and how much vernacular at that age. Dewan Bahadur Swamikannu Pillai, M.A., has recently raised a complaint that Tamil is not taught and learnt in the earlier stages properly in the address delivered at Madura Tamil Sangam.—Hindu, 14th June 1915.

* Page 299. The Collegian and Progress of India No. 2 May 1915.

10. The Council would, under ordinary circumstances, have submitted this memorial to Government without taking any notice of the speeches of the Hon'ble members delivered in the Supreme Legislative Council against the proposal of the Hon'ble Mr. Rayaningar. An abstract of the speeches is printed as Part III and various objections raised by the members are answered in the foot-notes. It is gratifying to note that Sir Harcourt Butler, Educational Member of the Government of India, whose opinion must be considered to be final, has expressed his views that many Hon'ble members have gone beyond the text of the resolution. One interesting fact the Council wish to bring to the kind notice of His Excellency's government, *viz.*, Hon'ble members and others who exclaim "Where are the books" "where are the terms" and "where are the teachers", forget that the Hindus were once a highly civilized nation, although they have been reminded of it very recently in the House of Lords in the speeches about the loyalty of the Hindus.

*An announcement is made by Messrs. Longuan Green & Co. (London), that they are publishing an important work relating to the achievements of ancient Hindus in Physical Science. It consists of several monographs by Dr. Brajendranath Seal, M.A., Ph.D., Professor of Philosophy in the University of Calcutta. Among other subjects the book deals with Mechanics, Kinetics, Physical and Chemical Theories, Zoological Taxonomy, Botanical Ideas, Physiology and Theory of Cells, Acoustics and Laws of Sound. It will be out before long.

11. Speaking about this subject Sir Harcourt Butler, the Educational Member observed that the question will have to be discussed at various educational centres and that was the surest way of obtaining its full measure of success for this desirable reform. The Council with a view to make the reform broad-based venture to suggest that a few changes in the existing School Leaving Certificate scheme be made.

- (a) The University Matriculation Examination fell into great disfavour and the system of upper secondary education was re-modelled and the present secondary school leaving certificate examination was instituted in the year 1910.

The merits claimed for the scheme were: (1) it would diminish the evil effects which examinations have had upon Indian education; (2) it would provide a more reliable measure of student's capacity and character than was afforded by passing the Matriculation and the formal conduct certificates which the students obtained. It was thought that the maintenance of a record of the last three years of a boy's school life would be a better criterion of the boy's progress than the mere passing of an examination.

Within the last four years the complaints against the scheme are so loud that the scheme has not fulfilled its anticipations.

- (b) It was considered in 1910, at the time of the institution of the scheme, that the optional list in the new scheme offered an opportunity for the students to show how far they had pushed their knowledge in the higher branches of their learning, such as Advanced Mathematics, Botany, Physics, Chemistry, or in technical subjects, such as Agriculture, Book-keeping, Commercial Arithmetic, Shorthand, Typewriting and so forth. The scheme was then considered wide and elastic whereas the range of subjects in the Matriculation was too exclusively literary to prove a useful test for a boy who intended taking up a commercial occupation. In this respect also, the working of the scheme being undertaken by those who were engaged in the high school classes previous to the change, the scheme has failed.

* Page 296. The Collegian and Progress of India No. 2, May 1915.

- (c) The specialisation contemplated by the Education Commission Report of 1882 was to give such instruction to boys as to fit them for their position in life. In the actual working of the secondary school leaving certificate scheme the specialisation to which the boys look forward, relates only to the University courses. It will be seen from the figures given relating to the secondary school leaving certificate examination for the year 1914, that commercial and technical subjects are not brought up by the student population to such an extent as was contemplated in 1910. (Paragraph XXIV.)
- (d) The scheme instituted in the United Provinces appears to be more in consonance with the spirit of the recommendation of the Education Commission report of 1882. (Paragraph XIX.)
- (e) Dr. Welton, Professor of Education in the University of Leeds, in his book "What do we mean by Education" says that specialisation should be deferred as long as possible, should be relative to the end sought, and be timed with reference to the probable duration of school career.
- (f) There is a widespread discontent that the B Group subjects are not properly taught in schools and also that the Vernaculars of the country are neglected.

12. In conclusion, the Council of Indian Education beg respectfully to state that the question has been before the public during the last ten years. The South Indian Teachers' Union, Trichinopoly Teachers' Association, Madras Teachers' Guild, Chittoor Literary League, Nellore District Conference, Berhampore District Conference, Trichinopoly District Conference have all given their unhesitating support. In the earlier stages, viz., in 1904, the Council were able to convince the public of the desirability of the reform so far as Lower Secondary education was concerned. Then the Council obtained hearty support both from the Local Government and the Government of India. The Council, finding that no improvement could be had in the system of education in the English secondary schools owing to the apathy of the managers and the masters, turned with reluctance to the managers of purely Vernacular schools and Sanskrit schools to see whether the system could not be introduced in those institutions; but to their great disappointment it was found that purely Vernacular schools did not reach beyond the IVth standard and the Sanskrit Schools, although they welcomed co-operation had not the aims and objects of English Schools such as the imparting of knowledge in scientific subjects. Meanwhile all those who were consulted advised the Council to make representations to the Government to ask for the reform being carried out in all schools.*

In these circumstances the Council respectfully beg that the Government would be pleased to direct the high schools in every district to join together and conduct the examinations in B Group subjects in the vernacular languages of the locality and direct that the vernacular languages be included in the B Group subjects.

I beg to remain,
Sir,
Your obedient servant,

Joint Secretary to the Council of Indian Education.

* These opinions are embodied in a separate memorial to Government, dated 5th May 1915.

I. S. RAJAGOPALACHARIAR Esq.,

GOVERNMENT HOUSE, MADRAS,
9th February, 1915.

DEAR SIR,

I am sorry it is quite impossible for me to undertake any further lectures before leaving Madras; as my town-planning arrears must be cleared off before I go away, and thus require my whole time.

The most I can do is to offer you my own experience in the matter. I am the son of a Gaelic-speaking Highlander who with the discouragement common to his generation did not teach his language to us, his children, nor encourage us any way to learn. Now however, I see my own children—all of them learning Gaelic; and this without any active encouragement from me, but simply as part of that general revival of the old languages which is also so conspicuous in Ireland and Wales.

The gain to them is plain; and is in two directions—on one side that of folk sympathy—and on the other of culture in its more narrow and—academic sense. Thus all of them are now familiar with Gaelic, music and song, and one of my sons will probably be able to use Gaelic as one of the subjects of his Arts degree, yet nobody will be so absurd to suppose that their use of English is in any way diminished, any more than it has been by learning French for instance. Each and every language has its own unique world, ranging from folk-feeling to literature; and to lose any one of these languages is a loss of civilization,—which only the utilitarian economist (to whom English is mere business-English, or, still worse, examination-English) can for a moment desire.

Yours faithfully,
P. GEDDES.

GOVERNMENT HOUSE, MADRAS,
3rd February, 1915.

DEAR SIR,

I am very sorry, but it is quite impossible for me to enter into any educational discussion at present; for I cannot overtake the arrears with my immediate task of town planning and civics and I have to go away next week. But I have to return to India in October; and it is just possible I may be back in Madras too for a short visit. In that case I may be less pressed.

In the meantime, all I can say is, that the whole trend of my teaching of civics and town planning with its insistence on the value and necessity of growing each place upon its own roots, and maintaining its original character (while not excluding the introduction of good grafts from elsewhere)—is quite in sympathy with your theme, of Education in vernaculars.

Yours faithfully,
P. GEDDES.

EDUCATION IN JAPAN.*

II. IDEAS UNDERLYING THE SYSTEM AND ITS GROWTH.

- (1) Chief aim of Elementary Schools is to establish a general basis of national education, having in view, also, the physical development of the children.

Elementary Education is correlated with Local Self-Government. The State lays down rules as to standard and salaries and appoints Inspectors. The localities must find the money, a system not dissimilar to the one prevailing in Canada and the States.

- (2) Education should increase the practical efficiency of the people for wage earning and national purposes. A general education having no special aim constitutes a serious misdirection of energy. Prince Ito was very emphatic in his condemnation of such systems as prevail in India.

- (3) It therefore follows of necessity that education should be given in the vernaculars. There is an erroneous notion in some quarters in India that higher education in Japan is given through foreign languages. Anything more divergent from truth cannot be imagined. In the earlier days of educational

* Notes furnished by Professor C. Ramalinga Reddi, M. A. Mysore Educational Service.

development, when the country had to import foreign Professors, many courses—not all—were given in the native tongues of those foreign Professors; but their number has been steadily going down until to-day there are very few of them left. Of the 341 Professors of the Imperial University of Tokio only 15 are foreigners. I have made careful enquiry into the matter and can state most authoritatively that the chief medium for imparting instruction in history, chemistry, physics and all technical and natural sciences is Japanese. As regards scientific nomenclature they often adopt foreign words—as we have adopted foreign terms—but the idea of making English or German the chief language at the University is scouted as madness. I may be permitted to evince some self-satisfaction at the marvellous confirmation that Japan gives to the speculations on educational organisation that I ventured to send from Berlin. As this is a point of vital importance to us, I shall dwell at some length on some of its chief aspects.

Dissatisfied with the foreign ways that characterised the earlier years of the Imperial University, Count Okuma, one of the greatest men of genius that the East has produced, started a new organisation which has since grown into the Waseda University. The guiding idea of this was to restore the mother tongue to its proper place in a University curriculum. "Count Okuma had a conviction that the independence of a nation in its true sense must be based upon the efficient use of its own language, so that any higher study might be prosecuted in the vernacular tongue." This idea was also earnestly advocated by his friends, amongst whom may be mentioned Mr. Ono, an energetic young scholar and statesman....., Dr. Takata, now President of Waseda University, Dr. Amano, Dean of the College of Commerce, and Dr. Tsubouchi, afterwards Senior Professor of the College of Literature. Thus one of the features of the New Institution they intended to establish was the employment of Japanese in giving instruction." (From the Waseda University Catalogue). It may be mentioned that Count Okuma's principle now holds undisputed sway in the educational world of Japan.

In no country except India would a matter like this require to be argued. The advantages are so obvious; and equally obvious too are the evils of the Anglicisation of Indian Universities. To enumerate a few:—

(1) Knowledge cannot be properly assimilated and even the imperfect assimilation that is possible involves disproportionate expenditure of time and energy.

(2) In Japan, as the boys study and discuss modern knowledge in the vernacular, mothers and even grandmothers cannot help receiving some enlightenment. In India high education and primitive ignorance co-exist in the same family. When girls receive education, they would be able to handle in their leisure time the books of their brothers or husbands if they happen to be written in the language with which they are familiar. More than in Japan is instruction in the vernacular necessary for progress of knowledge in India, as the girls cannot learn much English owing to social prejudices regarding the age at which they should be withdrawn from education and public gaze. Extension work is next to impossible, as our graduates cannot manage their own language though they are ready to undertake universal reformation. Those who can speak Canarese well are ignorant of modern ideas and have therefore nothing to impart of practical worth, though they impart it unceasingly. The men who have a few useful ideas cannot express themselves in a manner intelligible to the masses. And thus the vicious dissociation between knowledge and popular language stands as one of the greatest obstacles to progress. I need not reiterate that no sensible man desires the restoration of Puranic Panditism; we want a revival of the vernaculars, not an exhumation of corpses.

It is often remarked that the vernaculars are not fit for modern science. All one need say as to this is, that it is supremely ridiculous to contend that Aryan and Dravidian languages would fail where Japanese has succeeded. And moreover to my knowledge Telugu has demonstrated its capacity to serve as a medium of modern instruction. At the worst we must have recourse to foreign or Sanskritic terms, which is not such a bad thing as substituting a foreign language for the unsubstitutable. If only knowledge could wear a familiar

sound and appear in a familiar aspect, how much easier the problem of Indian advancement would be!

PLACE OF FOREIGN LANGUAGES.—Foreign languages have a very good place in the Japanese system. English is commenced at the Higher Elementary Standard and is continued for a number of years in the middle and higher schools. In the commercial and high schools an additional foreign language may be taken. This is done to promote culture and commercial correspondence! If English is made a subsidiary language in an Indian University, it would be possible to cultivate it and some other Indian or foreign language sufficiently well for purposes of general intercourse and education without undue strain on the students.

III. B. D. Basu writes in the *East and West*, October, 1902.

Young men attend schools and colleges with the object of earning a livelihood. They learn English because they know that by so doing they will be able to get into Government service. But our woman folk go to schools and colleges for the sake of knowledge and knowledge alone. They do not attend colleges to qualify for government appointments. Their object is to gain knowledge such being the case, it is not necessary for them to be educated through the medium of English. They should learn English as a modern language but they should not be required to learn History, Science &c., by means of English, but by means of their own vernaculars.

IV. Major Syed Hassan, I. M. S. (retired). He "gave his views as to the principles which should guide elementary female educational policy in India. He strongly advocated the use of Vernaculars instead of English as media of instruction to a later school going age than at present."

V. That gifted lady novelist Mrs. F. A. Steel has contributed an article to the *Saturday Review*. "Scarcely any one realises that it is almost wholly responsible for the failure of our Western Education to evoke a really spontaneous response from the eastern intellect, a failure which is at once made apparent by a glance down the list of original workers in any, every branch of science, literature and art. Where in such a list are the names of eastern students? Yet such students are no whit behind other students in ability and industry; indeed the last fifty years have produced a young India which in point of education and mental endowment should be as capable of original work as young England. But it is not..... If we were to put the same man through the same course of instruction, but in a language with whose every shade of meaning, he was familiar, we should have a very different product. The education we are giving seems to make the very thought suffer. In truth it gives no real grip on any foundation, there is a certain glib familiarity with the terminology of Western culture but no real assimilation of its underlying premises."

VI. Vernaculars will yield to the scientific terminology.

(a) True it is, undoubtedly, that the vernaculars do not lend themselves at present to the niceties of modern thought. Neither did Anglo-Saxon, and it is fiercely within the limits of possibility that other languages besides our own should be susceptible of improvement, of the flexibility which only extended use can bring? We can not then in common fairness complain of the poverty which brings in the possibility of becoming rich. Neither is it fair to damn any language in these days of steam printing presses and eager aspirants to literary work because it has no literature. That is easily remedied."

(b) Mrs. Steel considers Sanskrit to be quite capable of supplying vernaculars with scientific nomenclature.

She says "Surely it is conceivable that the subtleness of Sanskrit might supply science with better equivalents of new ideas than even Greek or Latin."

(c) Basu says in his article on the *East and West* "Sanskrit is more flexible than Latin or Greek. Such being the case a better scientific nomenclature could be provided for Indian vernaculars than the Western nations have been able to invent."

VII MR. MANINDRANATH BANERJI, F. C. S. (London), Professor of Chemistry at the Bengal Technical Institute, Calcutta, in the Introduction to the just-published first Part of his *System of Indian Scientific Terminology*, points out that a century ago, French was the recognised medium through which the scientific knowledge was imparted. Then Germany created a scientific vocabulary for herself, and has made much scientific progress thereby, also forcing a knowledge of German on the up-to-date scientist. We may say, in passing, that this made German scientific books very tiresome to read, as one had to translate German words into Latin, the ordinary names being in that tongue, before one knew what the writer was intending to convey. Everyone knows *crura cerebri*, but when the German wrote *Hirn-beinen*, legs of the brain, the reader was a little at a loss. It seems that Professor Mendeleef has pursued the same path, and writes his researches in Russian; Japan translates scientific terms into Japanese.

Thus enheartened, Professor Banerji starts on an Indian nomenclature, and derives his terms from Sanskrit, which has the double advantage of being the foundation of the northern vernaculars, and of the being closely allied to Greek; from which so much of the scientific terminology of western Europe is derived. In a circular attached to the book, Professor Banerji says:

England, Germany, France, etc., the home and birthplace of modern sciences, have adopted a scientific vocabulary which is quite international, each keeping strictly to the rules of her own mother tongue. We therefore do not see any reason why the same cannot be done in India.

There has been a tremendous outcry in some quarters that a Sanskritic terminology will "handicap the progress of modern science in India." This alarm has got absolutely no foundation whatsoever. It is without logic, for an honest and intelligent attempt to popularise science cannot retard its progress in any way. Such an idea, we are afraid, might have been derived from a superficial examination of the subject. If any one dives deep into the matter and thinks liberally on the question, he at once foresees that a scientifically correct terminology in Sanskrit, based on the expressions of learned opinion, is quite possible to fulfil the wants of the nation in this field, and therefore instead of stunting the growth of science, it is sure to make it progressive among all sections and communities of this vast Indian Continent.

Professor Banerji deals only, in the *brochure* before us, with the Nonmetallic Elements, and his system is readily understood. If we take Hydrogen, we have the Greek equivalent of "water producing". He takes *jan* as representing the Greek root *gan*, to produce 'whence *gen*.—Hence *hydro*—moisture, water; *gen*.—Producing; *ardra*—water, *Jan*—producing *hydrogen* becomes *ardrajan*, *Oxygen* becomes *Akshajan*, acid-producing. *Chlorine* to take another type, derived from the Greek *chlora*—pale green becomes: *hulharin*—pale green. Seventeen examples are given in all each with a careful explanatory note attached.

It seems probable that a system of this kind—though inevitably looked at askance by those accustomed to the older system because it means for them the relearning of their nomenclature—would immensely facilitate the labours of the younger generation. The words, as soon as they fell on the ears, would convey an idea to the brain, instead of being meaningless sounds learned mechanically, and preserved by memory not by understanding.

VIII. Opinions of masters in Pachaiyappa's College Madras on "Vernaculars, the media of instruction in non-language subjects."

1. I am in perfect sympathy with the movement.

K. SRINIVASAN, B.A., L.T.

2. No doubt the attempt is good, but I am not sure how far the adoption of the vernacular as the medium of instruction in the case of such subjects as *Mathematics* and *Science* will achieve the desired end.

K. S. SAMBAMURTHY AIYAR, B.A., L.T.

3. I sympathise with the movement and I have no doubt that the adoption of the vernacular as the medium of instruction will lead to the improvement of the vernacular languages.

N. RAMANUJACHARI, M.A.

4. I am in perfect sympathy with the movement. The fear that my friend Mr. K. S. Sambamurthy expressed is vague and unfounded. Modern research in vernaculars and Sanskrit clearly shows that no difficulty will be felt even as regards diction.

M. VERASWAMY AIYER, B.A., L.T.

5. I fully sympathise with this movement and I think it is unavoidably necessary in the teaching of subjects like History.

V. KRISHNAN,

6. I do not think that in any other country such a resolution would have any opposition. But in our country every measure, be it ever so beneficial or self evident, has some men to oppose the same, because it is put forward by another.

S. VIRARAGAVACHARIAR, B.A., M.R.S., G.S.

7. I am glad that my friend Mr. Rajagopalachari is doing his level best to see that our vernaculars should become the media of instruction in the High school classes and I hope his efforts would be crowned with success.

D. S. GANGADHARAN, B.A., L.T.

8. The movement is good and I believe that there is no danger in attempting it.

V. SUBBAIYA, B.A., L.T.

9. I am in perfect sympathy with the movement.

S. V. SRINIVASARAGHAVA IYENGAR, B.A., L.T.

10. ...

R. A. SANKARA NARAYANA, B.A., L.T.

11. ...

S. EMBERUMANAR, B.A.

12. I am in perfect sympathy with the scheme to make Vernaculars the media of instruction in non-language subjects. I am convinced that this would not in any way be a change for the worse. On the other hand, while it would not impair the present efficiency, it would clearly conduce to rehabilitate the vernaculars of this country which unfortunately show unmistakable signs of decay due to the almost criminal neglect which the latter-day English educated Indian is fond of evincing towards his mother tongue.

K. S. SUBRAMANIAM, B.A., L.T.

13. The Reverend Doctor Miller, the Greatest Pioneer of Western Education in Southern India, once at a Public Meeting, while deploring the decline of interest in the vernaculars of the country, remarked that no nation ever produced original men unless its people were taught in the vernacular. Although this sounded strange to my ears at the time, I have found it to be almost prophetically true during my experience of nearly fifty years. I am, therefore in perfect sympathy with the movement.

T. P. S. NAGARATNAM PILLAI.

14. I am in perfect sympathy with the movement.

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

15. I would be exceedingly glad if Vernacular is made the medium of instruction in non-language subjects.

9th March, 1915.

P. C. RAJAGOPALCHARI, B.A.

IX. The Hon'ble Rao Bahadur V. K. Ramanujachariar Ael, B.A., Chairman, Municipal Council, Kumbakonam, sends the copies of the remarks of the members of the Education Sub-committee on the subject.

The question of the Vernaculars as the media of instruction in Secondary Education is a very important one. The solution however of this question, is impossible at this stage. As long as the University, the Matriculation Examination authorities & the S. S. L. C. Board continue to be what they are, nothing can be done. If this attitude changes and the present curricula become different from what they are, then the change may become possible. Thus there will be salvation for the Vernaculars only when instruction is imparted through the Vernaculars. In no civilized country of the world is instruction imparted through the medium of a foreign language. It stands to reason that the Vernaculars spoken by millions should be the media of instruction. As matters stand at present, the opinion of the council in this matter will be of no practical value.

(Sd.) RAO BAHADUR S. APPU SASTRIAR.

20-3-1915.

The movement has my sympathy but I am afraid it will be a long time before it can be put into practice. The council has no secondary schools under its management nor does it give any aid to secondary education. I am afraid, that so far as this council is concerned, the opinion would be merely academical and of no practical use.

(Sd.) RAO BAHADUR N. KRISHNASWAMI AIYANGAR.

5-1-15.

X. Mr. K. V. RANGASAMI AIYANGAR OF SRIRANGAM.

A language is the medium of conveying the expression of emotions, and the knowledge of sciences, to the people speaking that language. Our goal should be to make almost all our people understand the progress and knowledge of the sciences of the world by giving them the education through the medium of our own languages. With this view we approach the Government.

Only scholars, with both foreign and Indian Languages at their command, are capable of assimilating foreign sciences and rendering them in our languages. We only want that our education should consist of both the Indian and Foreign languages.

Our Indian languages claim as much affection, regard, and love, from us as any language does claim from the nation speaking it. It is the language the parents fondly hear their children lisping in. Let the foreigners imagine what would be the intensity of the feeling of injustice that would be done to them if their mother-tongue has the remote chance of being placed in the curriculum of studies as the second language. Would they like it even if it is made a compulsory second language?

XI. THE CHITTOOR LITERARY LEAGUE.

An ordinary meeting of the above League was held on the 20th April 1915 in the premises of the Chittoor Reading Room with Mr. C. T. Parthasarathi Mudaliar; B.A., L.T., one of its members, in the Chair. Mr. C. G. Jayaram Aiyar B.A., a member of the local Bar delivered a lecture on 'Vernaculars as the media of instruction in Secondary Schools,' in the course of which he pointed out how much of the Indian student's time and intellectual energy was being wasted under the present system which made it compulsory for him to learn even non-language subjects through the medium of English. The lecturer thought that the ignorance of the masses and the dearth of originality and absence of all research-work among the educated few were attributable in large measure to the fact that all the instruction imparted to a boy is imparted through the medium of a foreign language and that the boy's energies being almost entirely engrossed in learning a new and foreign language he failed to grasp, understand and assimilate sufficiently the ideas couched in that language. Messrs. A. Devaraja Mudaliar, B.A., B.L., A. Swami Aiyangar and N. Krishna Rao Naidu, B.A. also took part in the discussion. The Chairman who is the Headmaster of the Board High School, Chittoor, entirely agreed with the lecturer and remarked that so long as the true purpose of education is the acquisition of knowledge of new ideas and not the acquisition of words they ought to welcome the vernaculars as the media of instruction, since such a system would considerably lighten the student's task and enable him to grasp new ideas in the varied sciences set for study much more satisfactorily and within a much shorter period than he could possibly hope to do under the present system. He however agreed with Mr. Devaraja Mudaliar in thinking that they could ill afford to diminish in any way or however indirectly the attention that is now being paid to the study of English and therefore suggested that under the proposed scheme of instruction through the media of vernaculars English should be made a compulsory second language.

TRICHINOPOLY EDUCATIONAL CONFERENCE.

The Vernaculars.

April 1915.

Mr. T. G. ANANTHA CHARIAR, Professor, St. Joseph's College, Trichinopoly, read a paper in which he pleaded that the vernaculars should be made the media of instruction in Secondary Schools.

Mr. K. S. SAMBASIVA AIYAR deplored the rapid decay of indigenous languages and literatures, to which he ascribed the intellectual barrenness of the modern graduates, who had been produced, as from a machine, lacking in independence and originality on literary enterprise.

Mr. O. N. APPASWAMY AIYAR referred to the strenuous fight made on behalf of the vernaculars by Mr. Justice Seshagiri Aiyar and other eminent men in Madras and elsewhere and presented to the young men their noble example as a cure and a corrective for this insensate disposing of the vernaculars which had been engendered in their minds by the position of obscure unimportance to which they had been relegated in the scheme of studies drawn up by both the Senate and the Government.

The following Resolution was submitted to the Conference by Mr. Anantha Chariar:—
"This Conference is of opinion that the use of English as a medium of instruction in schools is opposed to all sound principles of education, causes considerable hardship to the scholars and retards the progress of the people, and that, therefore, the vernaculars should be the only media of instruction, in non-language subjects, English being taught only as a compulsory language in Secondary Schools."

At this stage, the Rev. A. F. GARDINER Principal of the S. P. G. College, arrived and took the Chair. After some further speeches had been made Mr. Gardiner put the Resolution to the Meeting. He said, that, in its present form the Resolution could not receive his assent, though he thought a more extended use might be made of the vernaculars in Secondary Education.

In accordance with his suggestion, the Conference appointed a committee to re-draft the Resolution, which, as modified was placed before the Conference in the afternoon and passed:—
"This Conference is of opinion that the use of English as the medium of imparting instruction in Indian Schools is a great disadvantage in the matter of the acquisition of real and useful knowledge and retards the diffusion of the same among the people at large; and that, therefore, the vernacular should be gradually made the media of instruction in non-language subjects in Secondary Schools. English continuing to be taught as a compulsory subject."

THE MODERN PRINTING WORKS, MOUNT ROAD, MADRAS.

PART III.

Resolution re Indian Vernaculars in Secondary Schools moved in the Supreme Legislative Council on the 7th March 1915 by the Hon'ble Mr. Rayanagar.

- I. (a) The suggestion has the sanction of principles, practice, and authority. There are the superior advantages of imparting instruction through the vernacular. A real knowledge will be communicated. The mind of the boy will not be distracted. There will be no diffusion of energy. The mind of the learner will be left free to face the difficulties of the subject. Otherwise the immature mind naturally fails to assimilate either the language or the knowledge. The result is the mechanical repetition of half understood sentences. Cramming is encouraged. Boys learn neither the Vernacular nor the foreign language well. Most of our graduates owing to this defective training are unable to turn their attention to productive work. The case of those who fail in the Entrance Examination is still worse. They are useless for industrial or commercial careers. Vernacular education is less likely to divert the students from their hereditary professions than a superficial English education.
- (b) A vernacular basis for secondary education will promote the cause of female education directly, and indirectly too—because, girl relations will pick up knowledge and vernacular literature will multiply.
- (c) Through vernaculars alone can knowledge reach the masses. We have at present a good deal of education to a few. We want to have at least a little to many.
- II. (a) At the time of Macaulay's Minute the medium of instruction was fixed as English because "the great object of the British Government was the promotion of European literature and Sciences amongst the natives of India." The choice then was only a matter of necessity created by the absence of Vernacular literature. The question of the "ulterior medium" of instruction was thus left unsettled. The Council over which Lord Macaulay presided looked forward to a future time when they hoped that the system would be changed by the formation of Vernacular literatures. They were then of opinion "The Study of English is the first stage in the process by which India is to be enlightened. The natives must learn before they can teach. The best educated among them must be placed in possession of our knowledge, before they can transfer it into their own language."
- (b) Sir Charles Wood's Despatch of 1854 recognized officially Vernacular schools and new Middle schools.
- (c) Education Commission in 1882 noticed the 'marked superiority at the Entrance Examination, of those pupils who had joined the High Schools with Vernaculars, compared with those who came with English Scholarships'.
- (d) Professor Monier Williams pointed out in his "Modern India." "We do not sufficiently encourage the Vernaculars. They are by no means dying out. It would be simple folly to suppose we can impose English on some 240 (now 300) millions of people."
- (e) The Government of India Resolution of 23rd October 1884 "commended this matter to the careful consideration of local Governments and educational authorities." That resolution distinctly enjoined that English shall be taught in Middle schools as a language and even then only as an extra subject when there is a real demand for it and a readiness to pay for such instruction.

- (f) In 1886 Sir Alfred Croft observed "it is certainly the modern theory in England that a boy's intellect should be strengthened by instruction in his own vernacular, before he attempts the study of a foreign language, and that he will thus be enabled to grapple with the difficulties of a foreign language much more successfully."
- (g) *Mr. Nash endorsed Sir Alfred's view "that it combines the elements of cheapness and soundness is not denied.....but the system is distrusted as tending to retard progress in the English language, and therefore its adoption was left to the good sense of the people themselves."
- (h) †Hon'ble Mr. Sharp has drawn attention to the defects in the existing system of "the treatment of subjects like History and Geography as ordinary reading lessons" and "the attempt to impart knowledge through English before the pupils can understand that language."
- (i) Indian Universities Commission of 1902 noted the defect; "Boys begin to learn English as a language and also to learn other subjects through the medium of English, long before they are capable of understanding."
- (j) Government of India Resolution of 21st February 1913: "There is much experience to the effect that scholars who have been through a complete vernacular course are exceptionally efficient mentally. The Government of India recommend arrangements on the above lines to all Local Governments and administrations which have not already introduced them."
- (k) Dr. Welton, Professor of Education in the University of Leeds, in his recent work "What do we mean by Education" speaking of the study of Latin and Greek in English schools says; "That more effort is given to acquiring the elementary use of the instruments of thought than to the study of thoughts themselves: in short, to make school learning preponderatingly verbal and this is antagonistic to the very idea of culture."
"The temptation to verbalism is always present in schools, and it is naturally most potent in foreign languages."
- (l) Sir Gurudas Banerji in his "Educational Problem in India" remarks: "Sentiment no doubt is in favour of making vernacular the medium of imparting knowledge and reason supports that sentiment to a great extent.....I therefore submit that in the secondary course *i.e.*, up to the Matriculation standard, subjects other than English should be taught in the Student's Vernacular wherever practicable."
- (m) Hon'ble Justice Sir Asutosh Mukerji made the following observation in his Calcutta Convocation address, 1907: "At the Matriculation stage the course must be so framed as to include subjects that would train and develop some power of expression, some power of reasoning and some power of observation. To give the students some power of expression unquestionably the best medium is his own language in the first place, with the structure and literature of which he ought to have a tolerable familiarity."
- (n) The question of "a modern side" has been fairly satisfactorily settled in England; in the continental countries the media of the mother tongue has been adopted with conspicuous success.
- (o) The opinions of Professor Geddes, Hon'ble Mr. P. S. Sivaswami Aiyar, Dr. Sir S. Subrahmanya Aiyar, Mrs. Annie Besant, and of the Lord Bishop of Madras which were cited by the Hon'ble member are given at great length in the memorial.
- (p) The Hon'ble member referred appreciatively to the work of the Council of Indian Education, Madras.

* Second Quinquennial Report.

† Sixth Quinquennial Report.

The references in (d), (f), (g), (h), (i), (j), (k), (l) and (m) are not embodied in the memorial.

- III. Next the Hon'ble member dealt with the objections that are brought forward against the scheme and his replies to the same, *viz.*, that (1) Pupils' knowledge of English will deteriorate. (2) Text books are not available. (3) We have not got suitable words and terminology. (4) We have not got suitable teachers. (5) There is a multiplicity of languages. (6) Proposed measure will interfere with the unification of India's people.

2. The Hon'ble Raja Sir Muhammad Ali Muhammad Khan.

1. The resolution is a step highly retrogressive in its character.
 2. Since the advent of the British rule in India, its greatest achievement (a) has been in the field of education, and it is through that education alone that India, under the beneficent guidance of administrators, has achieved the consciousness of its being an important unit of the great empire.
 3. Secondary education may either be an end in itself or be a means to Higher education. As an end in itself, under the present system an Indian boy is better equipped for his admission into the world.
 4. Who can ever dream of learning English History properly and Elementary Physical Science by means of imperfect, inaccurate and often misleading translations of the English books on those subjects?
 5. English books should be translated into various languages. The task of translation is an insurmountable difficulty. If found possible to overcome it, half of the virtue of the original would be lost in the translation.
 6. If Secondary Education in treated as a means to higher education, the change will be simply deplorable. At present a young man when he joins a college enters upon his studies with a feeling of continuity. Imagine the consequences in the alternative course, if the boy were compelled, to take up in addition to English Literature, two or three more subjects to be taught to him in English, a smattering of which he had acquired in a Vernacular.
 7. Secondary education, as now imparted in our High schools, has never been looked upon as Education of the masses. The scope and aim of primary education intended for the masses is very limited.
 8. This experiment was tried in the University of the Punjab and also in the Muhammadan Anglo-Oriental College, Aligarh.
2. There is no denial of this fact. At present we have an intellectual aristocracy. Every country aims at democracy in Education. We have only one million literates out of 300 millions.
 3. As an end it is an unsatisfactory training ground.
 4. Perfect, accurate, reliable—not only translations but also—original books could be published.
 5. Only two important languages in South India. There need be no translations. We can have original works.
 6. Why deplorable? If vernacular is the medium he would not have a *smattering* knowledge. At present Indian History, Geography and Elementary Science and Drawing are the *only* subjects learnt with great labour in the high school classes and these are not taken into the College classes.
 7. "As now imparted" is very significant and hence a change is desired. The masses in civilized countries are not kept in this helpless condition. It must be looked upon as the education of the masses. In civilized countries these are what are called continuation schools taking boys to the 14th year.
 8. We in the South have no means of knowing the causes of failure in the North.

3. The Hon'ble Mr. Dass:—

1. The mover of the resolution has stated that it should commend itself on the basis of principle, practice, and authority. No doubt he has quoted principles and he has quoted numerous authorities, but he failed to give instances where the system has been successfully practised.
2. Hon'ble Mr. Banerjee has not given any additional reason to show that the time has arrived when a departure from the system of policy that has been followed hitherto by the Government of India is desirable or called for.
3. There is a good deal of force in the argument that the Vernacular or the mother tongue is always a better medium of instruction to young people. Why is that so? Because the child learns the language from the cradle. Thoughts and objects suggest themselves to the mind first and then come the

words. That is the order of sequence in the intellectual development. First come the objects and the ideas; then the words are necessary and are acquired or learnt; the surroundings of life are familiar to the child and consequently with its surroundings the child begins to pick up words which give expression to the daily life; the mother language is nothing but an expression of the daily life of the individual.

4. A child has to learn a foreign civilization, ideas quite foreign to us are taught, civilization itself is quite foreign to us. Civilization has grown in a country and with it the nomenclature has grown and developed.

5. There is a deficiency in nomenclature and we have no text-books. We have no teachers. We are not any better off than we were in the days of Macaulay.

6. If the resolution is adopted we will have to import words from English either by translation or by transliteration. The word Switzerland cannot be pronounced properly. The word sanitation cannot be written correctly. Boys with less knowledge of English would say "presant." Civil Medical Officers cannot write prescriptions without Latin symbols. We cannot do away with Roman symbols or abbreviations as no chemist would then understand prescriptions.

There are many Vernaculars—Tamil, Telugu and Uriya, &c.

1. It is for this purpose this resolution is moved.
2. Hon'ble Mover has given various reasons.
3. The whole of this passage supports the Mover's position.
4. We were and are a highly civilized nation. What has civilization to do with learning History, Geography, Elementary Science and Drawing in Vernaculars.
5. Teachers, Text-books will all be forthcoming. We cannot remain in the condition of Macaulay's time for all centuries.

4. The Hon'ble Sir Fazulbhoy Currimbhoy:—

1. In Bombay 99.98 per cent. of the boys learn English in secondary Schools. Any attempt to introduce into the schools in Bombay the scheme of compulsory Vernacular education will cause alarm which might easily develop into discontent.

2. If percentages of English scholars supply an indication of local public opinion, all the provinces, except perhaps the Punjab, are wedded to the present system.

3. The Punjab is the only province where the vernaculars have been given more than their legitimate share of prominence even in the University.

4. In Madras public feeling is strong against the Hon'ble Mr. B. N. Sarma's resolution in the Madras Council.

5. According to the Parliamentary Statistical Abstract of 1913 relating to British India, during the decade ending 1911-12, only 14 students graduated in oriental languages and literature against a total for all India of 19,688 graduates in Arts and a total of 1,619 Punjabi Arts graduates.

6. The Indian Universities Commission was of opinion "that this system has not so far borne encouraging fruit, partly through neglect."

7. The failure of the vernacular system in the Punjab was at least partly due, it is admitted, to the apathy and indifference of the public.

8. But unless the whole Indian University system is to a large extent reorganized on a vernacular basis, I do not see how the Hon'ble Mover's Matriculation Scheme can be introduced without materially entailing, if not completely stopping, the supply of college students.

9. Throughout India, including Burma, the public do not want the vernacular system in our schools and colleges, and only in the Punjab is opinion divided.

10. Mass education is something distinct from secondary education.

11. For the present and for generations to come the masses must remain content with primary education or as it is prettily put, a rudimentary knowledge of the 3 R's. all over the civilized world.

12. In no civilized country has any serious attempt been made to impose High School education upon the masses.

13. For mass education we must rely upon the expansion and improvement of primary education. As pointed out by Mr. Montague in his speech in Parliament on 30th July 1912, multiplication of good primary schools is the only effective solution of the problem of mass education.

One secondary school in India serves an average area of 309 square miles.

In Bengal the mean is 104.3 square miles and in the most literate of all provinces, numerically speaking, Burma, it is 2,042.8 square miles.

The Hon'ble Mover must abandon the idea of giving high school training to the masses.

It is wrong to suppose that English education was meant for the whole population of India.

14. The Indian Educational literature of the early period will make it clear that the idea was to educate the few, in other words, the classes.

Hon'ble Mr. F. Warden, Member of the Governor's Council, Bombay, wrote in a Minute dated 29th December 1823, advocating "giving a good deal of knowledge to the few, rather than a little to many." Mr. Warden's views prevailed. Sufficient indication of this policy will be found in Macaulay's report also.

Vernaculars are to be used for the extension of elementary education and nobody questions their fitness for that purpose.

Secondary education is not developed at the expense of Primary education and this is evident from the following statement—

	Secondary.	Primary.
1907-08	1,169	104,354
1912-13	1,273	113,955

15. The medium of education has hardly anything to do with female education. Our social customs and social ideas interpose a far more powerful barrier. For the females primary education is all that is practicable.

16. We have at present two classes of secondary schools in many provinces—Anglo-vernacular and English; and it is quite open for the sons of agriculturists and artisans to join the former instead of the latter schools. Industrial, Technical and commercial training is best imparted in special schools, and, except the elementary portion, cannot be imparted through the general secondary course.

17. The High schools are designed to furnish only the training ground for boys ambitious of a university career. Their character cannot be changed without abandoning the basic principles of the scheme.

18. The absence of a larger number of industrial and technical schools is certainly deplorable, but the most effective means of removing the want is the creation of such special schools, and not the conversion of High schools into vernacular schools with just a little English added to their normal courses.

19. The Mover's scheme is unworkable on account of the numerous vernaculars. Boys with different vernaculars read in the same school and in the same classes. The teaching staff will have to be multiplied or it will lead to the disintegration of the schools. The total cost will be enormous.

Will the scheme improve the vernaculars to a greater extent than the existing method? Hon'ble Dr. T. M. Nair is quoted as against the scheme.

20. If ever the various units of the Indian Empire are welded into one nation with common ideas, common feelings and common aspirations, it will be through the widest dissemination of English literature and the adoption of the English language as our *lingua franca*.

1. Compulsory vernacular education scheme is not contemplated. 4. Public opinion outside the council chamber is very strong in favour of the reform. 5. This only shows few were content to take oriental degrees. Perhaps this may also be due to the fact that they do not seek the Government service. 7. Indifference of the public may be overcome if sufficient inducements are placed before the public. 8. "Vernacular basis" is desired by many, 9, 10, 11 and 12. The aims and objects of mass education are different in civilized countries—Page 21, paragraphs 31, 32 and 33. 13. Multiplication of schools is no longer regarded as a satisfactory solution—Dr. DeWolton's book. 14. This cannot be the idea for all times to come. 15. To a very great extent. If we have Vernacular Manuals and if examinations are arranged on the lines of Oxford and Cambridge local illiteracy in the country will be swept

words. That is the order of sequence in the introduction of the vernacular schools. Then the reform will not stand against unification.

5. The Hon'ble Rai Bahadur Sita Nath Roy.

- (1) We owe a deep debt of gratitude to Lord Macaulay, for his bold and persistent efforts in insisting that English, and English alone, should be the medium of imparting education in this country.
- (2) This boasted enlarged and reformed council would have been nowhere but for the high education acquired through the medium of the English language.
- (3) Does my friend wish that the thousand and one languages which prevail in the country should be the media of instruction for learning Science, Mathematics, Engineering, Medicine and Law of the West which can only be learned through English?
- (4) It is a surprise that, in this twentieth century, such a resolution could have been conceived, far less, seriously brought forward for acceptance in this august assembly.
- (5) It is of a highly controversial nature.
- (6) Boys do not acquire sufficient knowledge of English to follow the lectures of the professors in the College department.

(1) Lord Macaulay never laid down any such policy for all times. (2) This is always possible. We can always secure 50 Hon'ble Members out of 350 millions from any system. (3) Thousand and one languages are census figures. (4) That such a resolution should be opposed is also a surprise.

6. The Hon'ble Sir Ibrahim Rahimtoola.

- (1) He alluded to the curious character of the debate whereby the same authorities had been quoted by both parties for support and opposition.
- (2) He recognized the great necessity of promoting education in English and deprecated any scheme to interfere with its growth.
- (3) If English should take the place of a compulsory second language like Sanskrit, Arabic or Latin then surely the result would be disastrous. The amount of instruction which students in Secondary Schools receive at present in compulsory second-language is not satisfactory.
- (4) He regarded the common English language as the greatest boon and emphasized the importance of it in legislative and other councils and he was opposed to any thing which militates against the use of English language.
- (5) In the interests of a speedy acquisition of a knowledge of the English language, qualifying students of Secondary Schools to enter collegiate institutions, it is desirable that the present system should prevail.
- (6) The present system has brought satisfactory results and therefore should be left undisturbed.
- (7) More Collegiate Schools should be opened.
- (8) General feeling throughout the land must be that every encouragement should be provided for the promotion of the study of English.

(1) It is true. (2) This is agreed on all hands. Under the reformed scheme English will not suffer. (3) English will be taught not as a dead classical language but as a living one. (4) Reformed system will not do so. (5) A sound knowledge of subjects taught is also desirable. (6) Out of 315 millions, 295 millions are illiterates. Part I, page 19, Paragraph XXVII. (7) Sir Harcourt Butler says only 1/10 of the students in the Secondary Schools go to the Colleges. (8) Nobody denies this fact. In South India, the opinion is very strong that a change should be introduced.

7. The Hon'ble Mr. Banerjee:—

- (1) He was of opinion that the proposition involving the curtailment of English education would be viewed with misgiving and even

anxiety for they owed a great debt to English literature which had created a new spirit in the country and marvellously stimulated the Vernaculars.

- (2) The Supreme Government should not issue a mandate to the local Governments without consulting them or public opinion.
- (3) He was doubtful about the capabilities of the vernaculars of the province and the various stages of development of the vernaculars. There were 300 vernaculars in all India and 20 in Bengal in different stages of development. Were they all fit to meet the requirements of the resolution.
- (4) Even in Bengali, one of the most advanced of Indian languages, there were no suitable books in Mathematics, Mechanics and in Modern Geography as now understood.
- (5) The Calcutta University had done much to stimulate the progress of vernaculars by making Bengali as the optional subject for the Matriculation and allowing the candidates for the Intermediate Examination to answer papers in History and Logic in vernacular.
- (6) There was one point in favour of the partial adoption of the Mover's resolution, and that was that those, who passed the Minor Scholarship Examination conducted wholly in Bengali, which corresponded to the IV class in Secondary Schools, did better in the Matriculation examination than those who devoted themselves entirely to the study of English.
- (7) Mr. Banerjee was of opinion that the Government of India should consult the local governments whether it was feasible, and if so to what extent, to make vernaculars the media of instruction in Secondary Schools.

(1) Nobody desires any curtailment of English Language. (2) No mandate is needed. Public opinion demands the reform in this Presidency. (3) Multiplicity of languages and capability of the vernaculars have no application for this Presidency. (4) If subjects are required to be learnt in vernaculars many books would appear. (5) This desirable reform can very well be introduced in our university. (6) This supports the proposal. (7) Public opinion demands the reform in this Presidency.

8. The Hon'ble Sir Harcourt Butler:—

1. The debate has travelled far beyond the terms of the resolution and has included a discussion of the advantages of western culture and of English education.

2. No proposal to dethrone western culture or to restrict English education would commend itself either to Government or to this Council.

3. It is the accepted policy—the policy accepted for many years and last expressed in the resolution on educational policy in 1904—that vernacular should be the medium of instruction for boys up to 13 years of age and that vernacular should be a compulsory subject after that age during the whole of the school course.

4. Vernacular is already the basis of instruction in secondary English schools until the three or four high classes are reached.

5. We should remember that only 1/10th of those who enter Secondary schools enter a university. This is a fact which is frequently ignored in discussing questions about schools. It is not a fact that every boy who goes to an English Secondary School is destined for the University.

(6) My friend the Mover of the resolution is not less anxious than any other member of council to see an extension and improvement of English education.

(7) The point is this: There are many criticisms of the existing system: The boys are over-strained, they do not understand English sufficiently to follow their instructions in History, Science, Geography and the like, it is a constant strain on their minds and they lose to a large extent the faculty of what I might call biting ideas and connecting words with facts. The alternative proposal is not to reduce English education but to teach English by the

modern method, the direct method as it is called, as a language, while at the same time lightening the strain on the mind by introducing the Vernacular, the language of the people as a medium of instruction. This is a question not of educational policy but of educational economy and is a question which would require many minds to solve.

(8) He gave his own experience as showing that prolonged education in Vernacular had given better results. This was the conclusion which the education commission of 1882 came to in regard to Bengal.

(9) The subject is one in which different views may very well be taken in different provinces and even different parts of a province with reference to local conditions.

(10) Local Governments should appoint Provincial Committees to enquire into the subject.

(1) Quite so. (2) No desire to do so. (3)-(4) The time has arrived for a further extension of this policy. (5) This is a strong argument in favour of the reform. (6) Yes. (7) Very strongly supports the mover's proposition. (8) Quite true. (9) This Council desire that this question should now be placed before the public with government support.

9. The Hon'ble Mr. Sharp.

The passage quoted by the Hon'ble Mr. Dadabhoi has no reference to general lessons but was written to advocate the adoption of the direct method of teaching English with young pupils. I did not mean that there should be any neglect of the vernaculars. Due progress in the vernacular, a matter in which too much stress cannot be laid, will be secured by the parallel study of vernacular texts, and by the conduct of the great bulk of lessons in the mother-tongue, to the study of which, more time may be devoted, in proportion as we adopt methods whereby the attainment of English will be accelerated.

10. The Hon'ble Raja Kushal Pal Singh said.

1. The Hon'ble Mover has shown that his educational scheme will promote the study of the vernaculars, and it will provide for a deeper study of English and will enable school children to study other subjects in a more thorough and intelligent fashion.

2. The difficult language of text books on subjects other than English and Classical and Vernacular languages induces cramming and impairs the value of these subjects as mental training.

3. If vernaculars be made media of instruction, their literatures would become enriched with works on scientific subjects and the study of vernaculars themselves would receive a great stimulus.

4. It would be possible to engage vernacular knowing teachers on less pay than is given to teachers knowing English.

5. The saving thus effected would enable the managers of aided schools to keep such teachers for teaching English as have that language for their mother-tongue.

6. If all subjects were taught through the medium of the vernaculars, the students would find more time for the detailed study of English.

7. The Punjab University offers 3 distinct courses, an arts, a science and an oriental matriculation.

8. The students appearing for the Bombay School Final Examination are allowed to answer questions in History, Geography and the Classical language in the vernacular.

9. In the United Provinces, the Hon'ble Mover's Scheme will be but the natural expansion of the system of special classes.

10. In the United Provinces, the Aligarh Scientific Society has translated scientific works into Urdu.

NOTES.

(C.No. 942/A) ^(a2943)

From the Joint Secretary to the Council of Indian Education dated the 29th March 1918.

65
Subject.- Memorial to the Govt. of India on the subject of the media of instruction in secondary schools and other matters.

The Joint Secretary to the Council of Indian Education submits a memorial to the Govt. of India praying that Vernaculars might be made the media of instruction in non-language subjects in secondary schools. The previous memorial to this Government stated to have been presented in 1915 does not appear to have been received.

2. The question raised in the memorial will be found fully discussed in the notes to C.C.No. 112 dated 1-2-18. Rule 68 of the Madras Educational Rules requires that managers of schools should, unless they have obtained the permission of the Inspector to do otherwise, adopt the vernacular of the pupils as the medium of instruction up to and including the third form. One of the resolutions moved at the Educational Conference held at Simla in August last was in the following terms:-

"The vernacular should be the medium of instruction in all the classes of a high school".
Only 7 out of the 21 members present voted in favour of the proposition.

In connection with the resolution moved in the Imperial Legislative Council in 1915 advocating a similar reform, the hon'ble Sir Harcourt Butler spoke as follows:-

".....I think myself that there is ---

p. 99 of Cf.

para 25 p. 21 of Report
of the Conference ⑤

p. 446 of Council
proceedings ⑥

"sufficient demand in this Council for enquiry to
 "refer the matter as an open question to Local Govts
 "drawing attention to this debate and suggesting for
 "their consideration whether the time has come to
 "appoint provincial committees to enquire into the
 "subject. But in view of the opposition which the
 "resolution has excited in this Council, I think
 "it better to say that this reference to Local
 "Governments will not be made until after the war".

In opening the Educational Conference in August last, His Excellency the Viceroy stated that there was no intention on the part of the Govt. of India to go back on that decision. The attitude of this Government towards the question was explained by the hon'ble Mr. Stone at the meeting of the local Legislative Council held on the 21st November 1917 and is also set out in para 14 of the memorial. In these circumstances it does not appear necessary to express any opinion on the question raised in forwarding the memorial to the Govt. of India.

3. Para 10 of the memorial criticises the constitution and working of the secondary school leaving certificate Board and hardly deserves notice. Para 19 & 20 contain suggestions in regard to the regrouping of subjects in the secondary school leaving certificate scheme and the remodelling of secondary education in the Presidency in consultation with and on the recommendation of Teachers' Associations. If given permission, the Council undertakes to bring about the necessary reform. As regards the first suggestion viz, the transfer of languages from group C to group B, attention is solicited to the Director's views extracted in para 6 of the notes on pages 2 & 3 of notes to G.O. No. 538, dated 27-4-17, which conclusively show that

page 1 of Report (S)

page 6 of go. 112 (A)
1-2-18

pages 9 & 10 of ef.

pages 7 & 8 of ef.

pages 11 & 12 of ef.

in connection with
Vernacular Composi-
tion and translation

in connection with
Vernacular Composi-
tion and translation

it is not feasible of adoption, with a view
to improve the study of the vernaculars, this Govt.
in G.O. No. 833, dated 15-6-17, have approved the
prescription of text books. The other suggestions
~~are not~~ do not appear to call for notice.

4. A draft letter forwarding the memorial to
the Govt. of India is submitted. The D.P.I. may
perhaps see it ^{up} before the file goes in circulation.

NK

23/4/18

CA

2574/18

6X

p. 9 of.

p. 6 of 8. 112 1.2.18 (2)

p. 11 of.

Para 14 of the memorial refers
only B group subjects being eligible
to be taught in the vernacular in
the three higher forms. Mr. Stone's
speech obviously refers to all nonlanguage
subjects.

2. The memorial is not very
clear. The prayers are expressed
in para 19(1), 19(2) & 20.

3 Re 19(1), See G.O. 538 of 27th 1917
4 Re 19(2), The request is vague. An
informal association cannot serve as
a board of examiners for the public examina-

Re boards of studies, sufficient latitude
is allowed under the existing rules.
The rest of the request is for nonofficials.

5. Re 20, the survey contemplated
is impracticable.

APL (uo)

2574/uo

Stone (E.D.N.) uo
N. 942 A-1
25.4.18.

T.O. No. 2 C. 7/18
26.4.1918

67 p. 112
1.2.15

7.7.4.0.

page 11 + 12 4.0.

What I said in the Legislative Council
- apparently came from a newspaper
report. Perhaps the fool of India might
begin to refer to the official
report.

The memorial has various misrepresentations
& inaccuracies. Paragraph 10 is
particularly open to these criticisms.
I think that it is not necessary to refute
these statements in detail but I
would suggest that the fool of India might
at least be told that the fool of no means
accept the memorialists' description of
the operation of an administration
governing it in this Presidency
- correct.

With regard to para 17 - 20 I should
be inclined to say that the memorialists
are wrong while the Government is unable and
does not intend to accept specifically any of
the recommendations suggesting the
memorialists the improvement of the
educational system by means of
underlying these suggestions are at present
receiving the Government's attention.

26.4.15



A revised draft letter is submitted
for approval.

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1-5-18.
NK
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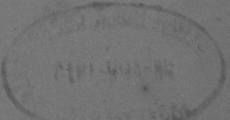
69

H. E.

His Excellency
K. P. S. S. S.
(K) 6-5-18



Issue
May 1918



The Secy. to the Govt. of India,
Department of Education.
(with memorial)

Sir,

I am directed to forward a memorial addressed to the Govt. of India by the Council of Indian Education, Madras, praying that vernaculars might be made the media of instruction in non-language subjects in secondary schools.

2. A resolution making a similar recommendation was moved by a non-official member of the local Legislative Council at the meeting of the Council held on the 21st November 1917 and the Hon'ble Mr. Stone, the Director of Public Instruction, then explained fully the present attitude of this Government towards the question. A report of the discussions will be found on pages 1269 and 1270^{of} Part IV of the Fort St. George Gazette dated the 29th December 1917. As stated in para 3 of the memorial, the Govt. of India propose to refer the whole question for the consideration of local Governments after the close of the war. In these circumstances, the Governor in Council does not think it necessary to offer any comment on the request made in the memorial.

3. The memorial, especially para 10 thereof, is full of misrepresentations and inaccuracies. The Governor in Council can by no means accept as correct the memorialists' description of the organization and administration of secondary education.

pages 5 + 6 of No. 112
1.2.18 (A)

p. 5 of c.f.

p. 7 of c.f.

to state that they are mostly vague and indefinite and that while the Govt. are unable to accept specifically any of the suggestions of the memorialists, the large problems of educational administration underlying those suggestions are at present receiving their attention.

I have etc.

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11/5/48

CA
3/5/48

my
4/7/48