

Home (1918) Department.
(Education)

Ordinary SERIES.

G.O. No. 1303

DATED 27-10-1918

INDEXED

[Despatch Abstract.]

Self Supporting Education.

Recording papers relating to the scheme of-----
formulated by Captain J.W. Petavel.

BACK PAPERS.

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FURTHER PAPERS.

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G.F. 19-220,700-22-4-15.

No.

Home (edn) de pt

O.M. 1673 A-1
17.7.19.

The attention of the D.P. is drawn to the article headed "Self-supporting education" by Captain J. W. Petavel, published in the Madras Times of the 7th July 1919 and he is requested to favour Govt with his remarks on the scheme described therein.

Stk
16.7.19.

A
17.7.19

Rai
18.7.19

The D.P. I (Memo).

(Reminds after 1 month)

A

Home (Education) DEPARTMENT.

Received  191 . Registered 15.10.1919

Subject.

Replying to Government Memo No.1673 A-1 dated 17th July 1919 regarding the article published in the Madras Times of the 7th July 1919 headed 'Self-supporting education' by Captain J.W.Petavel.

ENCLOSURES.

No.
Spare copies

R.C. No.6774/19

Station (Camp) Waltair, Dated the 14th October 1919

From (Name) The Hon. Mr. R. Littlehales, M.A.,
(Designation) Director of Public Instruction.

To The Secretary to the Government of Madras,
Home (Education) Department.

Sir,

With reference to Government Memo No.1673 A-1 dated the 17th July 1919 I have the honour to submit after perusing the literature on the subject written by Captain J.W. Petavel and listening to a lecture delivered by him on the subject of 'Self-supporting education' that I am of opinion that the views expressed are those of a visionary. His schemes carried out in their entirety are applicable only to primitive races whose needs can be met by what is produced in the immediate neighbourhood of the tribe or to a state of civilisation which involves such a radical

change

change in human instincts, desires and ambitions as to place it to my mind outside the possibility of realism.

2. From the stand-point of educational ideas nothing new is advocated. His main theme is co-operation, ~~concentric~~ ^{sympathic} and productive both theoretical and practical, with the junior population. The nearest approach to his schemes is found in detached colonies for example in a criminal tribe settlement, but to achieve even a modicum of success a strong organising power must be at the head of the scheme--an organising power which has large financial resources and is actuated by powerful philanthropic motives.

I have the honour to be,

Sir,

Your most obedient servant,

[Signature]

Director of Public Instruction

Home (Education) Dept.

Secretary's remarks on the article in the Madras Times, dated 7-7-19, headed "Self-supporting education".

H.M. for perusal.

The scheme is very interesting.

R.R.R.
15-7-19.

Ask the D.P.I. for his remarks.

L.D(avidson).
15-7-19.

Draft is submitted.

S.K.
16-7-19.

C.R.
17-7-19

[O.M. N-1673 A-15/7.7.19]

CN- 2310 A. From the D.P.I., R.C. 6774
8/14.10.19.

P. 27 of

The D.P.I. ^{does not} considers that the scheme of 'Self-supporting' education is ~~not~~ ^a practical ^{one}. No further action seems to be called for. The file may be circulated to them.

SK
16.10.19.
MS
17/10/19

[Signature]
18.10.19
S

I am not quite sure that a system approved of by

Ashuloh Mukerji can be
so lightly brushed aside as
is done by the D.P.P. However
no action on the part of Govt
is now called for it will be
open to private agencies to
start these schools in the
first instance

May
20/10/19

#m

Seen. Maybe

Records

$\frac{D}{21}$ 10 4



A draft order is submitted

8th
23.10.19

Home & DEPART

Self supporting education.

Recording papers relating to the scheme of —
formulated by Capt. J.W. Petavel.

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

" " " " "

191

READ ALSO:—

C. No. 2310A From the D.P.I Re. No. 6774 dated 14-10-1919

ORDER.

me

No. 1303, dated 27.10.1919

Revised.

82
23.10.19

(Jd) R.R.R

1919.

Home (Ed) DEPARTMENT.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper-- The Madras Times
2. Published at-- Madras
3. Dated-- 7-7-19

Supporting Education

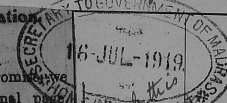
In fulfilment of a recent promise, we print to-day, on our educational page, an illustrated article by Captain Petavel, R.E. (retired), Principal of the Cossimbazar Polytechnic Institute at Calcutta, describing certain educational processes which are securing increasing attention and support from official and non-official educationists and economists not merely in this country, but in Europe and America. On this subject Captain Petavel writes with genuine authority. He is no mere theorist, and it is evidence of the strong impression the new system has made upon the minds of the educational authorities most intimately in touch with its scope and working that the Calcutta University has formed a special department to study the scheme and carry it into fuller effect. *Prima facie*, principles applicable and successful in Calcutta would be equally appropriate and effective in identical conditions elsewhere and just because it is so essential to leave no promising educational experiment uninvestigated, and also because Captain Petavel's school has attained such wide support from both official and non-official sources, we venture to urge that enquiries and experiments should be initiated at an early moment by the Local Government which will make it possible to decide whether this city and presidency could profitably imitate the principles and methods which have manifestly gained such wide acceptance in Calcutta.

In the Indian community there are, we suppose, few educational authorities whose views and guidance are accepted so readily and widely as in the case of Sir Ashutosh Mukerjee, and we note that in the opinion of this one-time Vice-Chancellor of Calcutta University, and member of the recent Universities Commission—Captain Petavel has evolved a plan calculated "to solve completely and finally the whole problem of middle class unemployment.

It is endorsed in the most

uncompromising terms by prominent economists in every part of the world. . . . I may add that some of the prominent people all over the world, and very notably in America, have expressed keen interest in his work, so that it is certainly high time more attention were given to it in the country itself for which he is working." And if this is weighty testimony, it does not by any means stand alone. When for, instance, Captain Petavel first enunciated his scheme some years ago Professor Walker, in the *Hibbert Journal* concluded certain very favourable comments by saying:—"Never have I been so impressed by any scheme of social reform. I have tried now to find a flaw in it, but have failed." Dr. A. R. Wallace, the co-discoverer of "evolution," was much impressed. "What we have to do," he declared "is to drain off the unemployed into self-supporting colonies as advocated by Petavel and Mills". In due course the Self-Supporting Schools Association was established in Great Britain with the following objects:—To advocate the reform of our educational system as described in Captain Petavel's books, and to advocate this educational reform as a means of simplifying the solution of our greatest social, imperial and military problems, and also India's problems of popular education, middle class employment, and industrial development. The war unfortunately interrupted progress, but only temporarily, and in Calcutta Captain Petavel's Institute can now claim 700 students and is being assisted by the Government of Bengal and the Calcutta Corporation as well as by the Maharaja of Cossimbazar, by whose generosity it was started.

Such support, we would venture to emphasise, involves certain fairly clear implications, and we invite discussion based upon Captain Petavel's article and more especially as regards the adaptability of his methods to conditions, economic and otherwise, in Southern India.



12/7/19

attached
12/7/19

H.M. for perusal.

The scheme is very interesting

15/7/19

ask K.D. for his remarks.

15-7-19

Draft is submitted.
16-7-19

17-7-19

10/7/19

1919.

Home (San) DEPARTMENT.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper-- *New India,*
 2. Published at-- *Madras.*
 3. Dated-- *11. 10. 1919.*

SELF-SUPPORTING EDUCATION

CAPTAIN PETAVEL'S LECTURE

At the Y.M.C.A. Auditorium, Captain Petavel, R. E. (retired) delivered a lecture yesterday evening on the subject of 'Self-Supporting Education'. The Hon. Mr. R. Littlehales, Director of Public Instruction, presided.

Captain Petavel

said that with respect to self-supporting education and all similar problems they must go upon facts and not upon mere theories. It was said by Professor Marshall of Cambridge that the productive capacity of labour had quadrupled within the last century and that the poverty problem would be easily solved, but they saw extreme poverty in the land yet. Co-operators preached that co-operation was a panacea of many evils, but there had been a larger growth of the co-operative movement and yet the evils existed. Through the efforts of Sir Ashutosh Mukherji, there was now an organisation in Calcutta known as the "Calcutta University Poverty Problem Study Fund." The object of that organisation was mainly to study the question of self-supporting education. Industrial progress had enormously increased the productive capacity of labour so that there need be no undeserved poverty. If they used modern methods of production, they should be very well off, but, unfortunately, they did not adopt such methods to the extent possible with the result that notwithstanding industrial progress fourfold, they were now in the same condition as people had been about a century ago. The field of sociology was full of heart-rending disappointments. Sociologists had not yet succeeded in producing a social system which would allow them to utilise the productive power to the benefit and advantage of the people. The capitalist had not utilised the increased productive power except to a limited extent. Productive power, if not utilised adequately, would plunge society into chaos. Advanced productive capacity had made labour enormously productive and enabled quite unskilled workers and children to do a great deal of work. In Switzerland and Belgium they had started a scheme of self-supporting education in an interesting way. They wanted to get rid of the beggars and loafers who would not do honest day's work and started farm schools and industrial workshops where they were doing self-supporting work. If such successful work could be turned out by beggars and vagrants, the same result and even better result could be achieved by children of middle classes. If Belgium and Switzerland could do such work with their children, similar thing were possible in this country. The Calcutta University Poverty Problem Study Fund had started an organisation which was publishing literature bearing on the subject. Self-supporting education would provide at once a solution to the whole problem of under-employment for the children of the middle classes. There were a few educated classes in India, and they wanted an organisation to give

them self-supporting education. Sir Ashutosh Mukherji was not a frivolous person, and he thought that self-supporting education would be the right solution of the un-employment and poverty problem. It must not be imagined that self-supporting education would ever be obtained by producing articles for sale. It might be said in general terms that rice was sold in the bazaar at a price four times as much as it cost to produce it under favourable terms. It was found in actual practice that everything they used cost very much less to produce than it cost to buy. The central principle of self-supporting education was that children produced things for use and not for sale. Self-supporting education could be given by co-operation on a considerable scale. There should be farm schools to which boys would go under a system of rotation. It might be objected that Indian middle class boys would not work in the fields. It should be remembered that modern agriculture was very largely done by machinery, and the Indian middle class boys were quite willing to do machine work, and they were also willing to do workshop work. Coolies in the fields and workshops would be boys of the working classes. Children of the upper and middle classes might do machine work and supervising the work of the working classes. Self-supporting education was, therefore, co-operation of the junior part of the population. The prejudices and predilections of the adult portion of the population were too strong to be overcome. If they could start organisations which would enable children to be well-educated, and well-fed and use modern methods for the purpose, they would take from the parents the burden of their children at once. It was a fact of supreme interest that a human being up to the age of about eighteen was like clay and could be moulded and shaped in any way they pleased. Any scheme by which they could take up children young and train them well and systematically up to the age of eighteen and also feed them well during that period would result in the creation of large numbers of active, useful and energetic citizens.

The Chairman said that they were all deeply indebted to Captain Petavel who despite the fact that he had fever in the course of the day had given them a most interesting lecture on a subject in which he had taken a large amount of interest. He (the chairman) came to learn about self-supporting education and had not yet studied the pamphlets that Captain Petavel had been good enough to send him. He felt that he ought to know considerably more about the subject before he could say how far Captain Petavel's objects and aims were applicable to the conditions that they had around them in Madras and in the Presidency at large in the present day. The outstanding feature of Captain Petavel's address was that they must ease everything upon facts, and they were all in agreement with him on that point. The only trouble that they came across was that they all did not agree in their premises: they did not agree as to what was fact and what was

DEPARTMENT.

CUTTINGS FROM NEWSPAPERS.

1. Name of Paper--

2. Published at--

3. Dated--

fact. Captain Petavel had not put forward any statements as to facts which they did not admit: they accepted all his facts. He (chairman) did not feel himself competent at this juncture to discuss in any detail the various points that had been raised with regard to what self-supporting education meant and its interpretation or definition as co-operation organised with junior population. He (chairman) should like to read more literature on the subject before entering into any discussion on it. At present he could only say that they could not interest children in education until they could enlist the sympathy and interest of the parents and the people at large who formed public opinion.

Ms
17/11/49

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