

Government of Madras

HOME (EDUCATION) DEPARTMENT

32
G.O. No. 931, 29th July 1919

Moral instruction in schools

Approving the proposal of the Director of Public Instruction to introduce moral instruction as a compulsory subject in the fourth, fifth and sixth forms of all recognized secondary schools in the Presidency.

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CONFIDENTIAL

Government of Madras

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G.O. No. 931, 29th July 1919

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Approving the proposal of the Director of Public Instruction to introduce moral instruction as a compulsory subject in the fourth, fifth and sixth forms of all recognized secondary schools in the Presidency.

READ—the following papers :—

G.O. No. 1293, Home (Education), dated 11th October, 1917.

ABSTRACT.—Approving the revised syllabus of moral instruction submitted by the Director of Public Instruction and the adoption of it in certain Government secondary schools and requesting him to report on the result of the experiment.

II

Letter—from the Hon'ble Mr. R. LITTLEHAILES, M.A., Acting Director of Public Instruction.

To—the Secretary to Government, Home (Education) Department.

Dated—Camp, Ootacamund, the 11th June 1919.

No.—R.C. 153

With reference to G.O. No. 1293, Home (Education), dated 11th October 1917, approving the revised syllabus of moral instruction submitted by me and directing that arrangements be made as an experimental measure for imparting moral instruction in the three higher forms of certain Government secondary schools, I have the honour to state that I have now received from the secondary schools at Madras, Saidapet, Rajahmundry and Mangalore reports on the value of the experiment as the result of a year's experience.

2. The Principal of the Government Muhammadan College, Madras, reports that the masters who are responsible for the imparting of this instruction speak highly of the beneficial effects it has upon their pupils and are of opinion that such instruction should continue.

3. The Principal of the Government College, Mangalore, states that the masters who have been teaching this subject report that they have made some headway with the work and the syllabus has been of service and has supplied a course really wanted for the boys, but they report that it has been more difficult to teach the sixth form as compared with the fifth and fourth forms as the boys in the sixth form are too old for moral instruction to be taught in the form of stories and that the class is too big for conversational lessons. It is an easy matter to split up a large class into sections for instruction of this kind and to give instruction in the more advanced portions of the syllabus framed and even to go beyond that syllabus, if the teachers are fully acquainted with the list of books which have been recommended for use in giving instruction of this character.

4. The Principal of the Government College, Rajahmundry, reports that the members of the staff are uniform in their estimate of the value of the instruction given and believe that incidental moral teaching is less efficacious than direct instruction. The subject has proved very helpful to the boys who have evinced much interest in discussions and have often regretfully admitted that their practices fall far short of their theories and ideals. Illustrations were freely selected from Hindu

books and much more use might be made of these if access to them were easier. A concordance is much needed to enable teachers to discover the desired information. At present some are inclined to shirk the subject because of the difficulty of supplying suitable examples owing to their limited knowledge of the contents of Hindu books. He believes that the teaching given is having a good effect in creating a healthy moral outlook and developing the character. The compilation of a book of reference will now receive my attention.

5. The Principal of the Teachers' College, Saidapet, reports as follows:—

"The scheme contemplates a three-year course. While this led to a certain choice and arrangement of the topics for treatment in the different forms anything like a rigid order was considered undesirable. Not only were the same topics sometimes dealt with in the different forms, their treatment, also, was such as brought out all aspects of the case, and enabled the pupils to see the social and civic implications even in matters primarily personal.

"One of the principles acted upon in dealing with the moral themes was that positive ideals of conduct should be presented to the pupils in as attractive a manner as possible, rather than that the corresponding vices, individual and social, should be condemned; and examples in the concrete were largely utilized from every available source.

"There would seem to be some force in the position of those who have no faith in set moral lessons, who feel that moral problems are most effectively dealt with only when concrete occasions arise in school life or in the life of an individual. The teacher and the pupils are not always in the 'mood' for a moral lesson. From this point of view, direct moral instruction is likely to prove more effective in schools that begin the day's work with prayers; the prayers induce a religious fervour and earnestness, and lessons following them are sure to be all the more impressive on account of the solemnity of the occasion.

"Another important point that has struck me is the need there is, on the part of the moral instructor, for a careful study of the character and conduct of his pupils. In moral education, more than in intellectual education, pupils require individual attention. The teacher should, in the course of his moral lessons, incorporate the results of his observations, and offer timely advice and caution without seeming to address individual boys in particular.

"It is still difficult to gauge accurately what wholesome influence has been exercised on each individual pupil that has had the benefit of the instruction; the forms are composed of pupils who have brought with them into the school room varying kinds of 'moral outfit'. On the whole, however, it may be said that the model school pupils have evinced an interest in the moral lessons delivered to them and there is no doubt that the instruction has produced some positive good. There is, certainly, a place for definite moral instruction in every school."

I am not prepared to recommend at present that the day's work begin with prayers. In the first place it is difficult to formulate prayer which is suitable to all religions, sects and denominations. In the second place assuming that such a prayer were formulated there is the danger of its modification by a teacher of fervent religious ardour to suit the particular religion to which he belongs and thus possibly cause offence to members of other religions who are attending the school.

6. There is clearly a consensus of opinion that the instruction according to the syllabus approved by Government has been valuable and I now submit, for the approval of Government, the proposal to continue imparting moral instruction in accordance with the syllabus in all Government secondary schools and furthermore to make it compulsory in all secondary schools which are recognized under the Madras Educational Rules. Educationists have persistently advocated the advantage of an all-round education in secondary schools. They desire that the scientist should be acquainted with the humanities and that the Sanskrit scholar should not be ignorant of the ordinary affairs of life and how the accepted common-place facts of the day are to a large extent dependent upon modern scientific developments. I doubt whether we have in India recognized that an all-round education cannot be obtained by the purely secular instruction which is imparted in the majority of our schools, that moral and ethical teaching is just as necessary as purely secular instruction to

the formation of character and to the development of the intellectually healthy boy who should be trained to an outlook of life, that is more catholic than that which is ordinarily obtained at the present day. It has not been accepted as a public duty to make provision for moral instruction apart from religious instruction. Indeed the opinion has often been expressed that moral instruction without religious instruction is of little or no value. I cannot accept this position. The principles instilled in a youth by imparting definite moral instruction can become as much a part of him as do the letters of the Sanskrit alphabet, the multiplication table or the laws of expansion on heating and we would appear to have been missing a valuable opportunity of helping to form the character of the youths of this country if we omit definite moral instruction from the scholastic course. In the first instance this instruction may be compulsory only in fourth, fifth and sixth forms of secondary schools for boys and girls. Its extension to the other forms of schools and to other classes of institutions will be considered later and will be a natural development from the position which I now propose for Government's acceptance.

Order—No. 931, Home (Education), dated 29th July 1919.

The Government approve the proposal of the Director of Public Instruction to introduce moral instruction in accordance with the syllabus approved in G.O. No. 1293, Home (Education), dated the 11th October 1917, as a compulsory subject in the fourth, fifth and sixth forms of all Government and recognized secondary schools for boys and girls in this Presidency.

(True extract)

R. RAMACHANDRA RAO,
Secretary to Government.

To the Director of Public Instruction.

GOVERNMENT OF MADRAS

HOME (EDUCATION) DEPARTMENT

No. 932.

From

THE HON'BLE DIWAN BAHADUR

R. RAMACHANDRA RAO AVARGAL,

Secretary to the Government of Madras,

Home (Education) Department,

To

THE SECRETARY TO THE GOVERNMENT OF INDIA,

DEPARTMENT OF EDUCATION.

Dated Ootacamund, the 29th July 1919.

SIR,

I am directed to invite a reference to my letter No. 1294, dated the 11th October 1917, on the subject of the introduction of a syllabus of moral instruction in schools. As the experiment of imparting instruction in the four selected Government secondary schools referred to therein is reported to have proved beneficial, this Government have just approved the proposal of the Director of Public Instruction to introduce it as a compulsory subject in the fourth, fifth and sixth forms of all Government and recognized secondary schools in the Presidency. A copy of G.O. No. 931, Home (Education), dated the 29th July 1919, containing the Director's report on the experiment is enclosed.

I have the honour to be,

Sir,

Your most obedient servant,

R. RAMACHANDRA RAO,

Secretary to Government.

NOTES CONNECTED WITH G.O. Nos. 931-32, HOME (EDUCATION), DATED
29TH JULY 1919.

[SUBJECT.—*Introduction of moral instruction in schools.*]

From the Director of Public Instruction, dated 11th June 1919, R.C. No. 153.

HOME (EDUCATION) DEPARTMENT.

In 1911 the Government of India, while referring to the prevailing opinion that the system of education in India tended to develop the intellectual at the expense of the moral and religious faculties, observed that the subject could best be treated locally and suggested that local committees might be appointed to consider whether any practical measures could be taken which would remove the defects of the present system of education and influence the rising generation for good (paragraph 5, page 4 of G.O. No. 691, dated 29th September 1911). Accordingly a committee was appointed in this Presidency (G.O. No. 48, dated 19th January 1912). The committee recommended the introduction of both moral and religious instruction in secondary and higher elementary schools (pages 3 and 4 of G.O. No. 1293, dated 11th October 1917). It considered that the former should be made compulsory and commended the latter as a desirable object of instruction. The Government were of opinion that the introduction of religious instruction was beset with difficulties even if it was (which might be held doubtful) a legitimate function of the Government (paragraph 2 of His Excellency's note on page 33 of notes to G.O. No. 1293, dated 11th October 1917). They therefore postponed its further consideration. As regards moral instruction, however, they considered that a limited and careful experiment should be made (paragraph 3 of His Excellency's note on page 33 of notes to G.O. No. 1293, dated 11th October 1917). Accordingly a syllabus was drawn up which was referred to a special conference consisting of representatives of educational interests (pages 50 to 53 of G.O. No. 1293, dated 11th October 1917). The Government approved the syllabus as adopted by the conference and directed that moral instruction be given according to it in the three higher forms of the four Government secondary schools at Madras, Saidapet, Rajahmundry and Mangalore for one period a week. They also accepted the proposal that entries of a general kind should be made in the secondary school-leaving certificates of pupils in regard to proficiency in this subject.

2. The Director of Public Instruction now submits a report on the result of the experiment. The heads of all the four institutions in which the scheme was tried report favourably on it and consider that the instruction imparted is valuable. The Director of Public Instruction therefore recommends that it should be made compulsory in the three highest forms of all recognized secondary schools, under public and private management. It is submitted that this is in accordance with the recommendation of the committee of 1912 that "the department should consider moral instruction an ordinary school subject the omission of which from the curriculum of a recognized secondary school would require explanation" (page 4 of G.O. No. 1293, dated 11th October 1917). It is for orders whether the scheme may be extended to *all* recognized schools as proposed by the Director. On the 31st March 1918, there were 184 such schools having all or some of the three higher forms of secondary schools.

3. In his letter, dated the 22nd April 1917, Mr. (now Sir Henry) Stone stated that if it were decided to prescribe instruction in morals to schools in general, a system of vacation classes might be instituted for teachers in secondary schools in order to give them complete training for teaching this subject. The Director of Public Instruction will presumably address Government in due course if such classes are necessary. He is also contemplating a compilation of a book of reference on the subject. Until then the syllabus already approved will be of use.

S.K.—22-6-19.

C. RAMANUJA ACHARIYAR—27-6-19.

Perhaps the next step may be confined to introducing these lessons in Forms IV, V and VI of all schools under public management. Further extension to schools under private management may be considered later on.

R. RAMACHANDRA RAO—5-7-19.

I am prepared to accept the Director of Public Instruction's recommendation to apply the syllabus to all secondary schools, Government or recognized. If this step is decided on we shall have to inform the Government of India as in 1917. The decision is one of importance and the case should be given full circulation.

L. D[AVIDSON]—15-7-19.

W[ILLINGTON]—16-7-19.

I agree. But if the Director of Public Instruction is not already in touch with them, I would suggest that he should take steps to get and keep in touch with the latest developments at Home in connexion with this extraordinarily difficult subject. I am not sure that the war has not revolutionized opinion on it in addition to providing an inexhaustible store of examples.

C. G. T[ODHUNTER]—17-7-19.

I agree with the Honourable Member (Education).

P. R[AJAGOPALA ACHARIYAR]—22-7-19.

A draft order and a draft letter are submitted for approval.

2. With reference to the Honourable Member's (Financial) note above, a draft demi-official to the Director of Public Instruction is also submitted.

S.K.—26-7-19.

S.A.—26-7-19.

C. RAMANUJA ACHARIYAR—28-7-19.

Issue Government Order and letter and then return file.

R. RAMACHANDRA RAO—29-7-19.

[G.O. Nos. 931-32, Home (Education), dated 29th July 1919.]

The Government Order and letter have been issued. The file is resubmitted.

S.K.—15-8-19.

N.K.—16-8-19.

C.R.—17-8-19.

For sanction to issue demi-official.

R.R.—18-8-19.

L. D[AVIDSON]—18-8-19.

Demi-official—from M.R.Ry. Diwan Bahadur R. RAMACHANDRA RAO Avargal,
Secretary to Government, Home (Education) Department.

To—the Hon'ble Mr. R. LITTLEHAILES, Director of Public Instruction.

Dated—Ootacamund, the 19th August 1919.

No.—1414-A

Orders have issued separately approving the proposals in your letter R.C. No. 153/19, dated the 11th June 1919, regarding the introduction of moral instruction in all recognized secondary schools. In this connexion I am to suggest that, if you are not already in touch with them, you might take steps to get and keep in touch with the latest developments on the subject in England. It is possible that the war has revolutionized opinion on it in addition to providing an inexhaustible store of examples.

Home (E.P.) DEPARTMENT.

11.10 (b)—1-17.

Moral instruction in school.

Approving the proposal of the D.P.I. to introduce
Moral instruction as a compulsory subject
in the ~~fourth~~ fourth, fifth & sixth forms
of all recognized secondary schools in the District.

READ AGAIN G.O. No. 1293, dated 11. 10. 191

" " " " "

* READ ALSO:-

C. No. 1414A From the D.P.I. Co., No. 153/9 dated 11-6-1917.

him to report on the results of the experiment.

C. No. 1414A From the D.D. J. No. 15-3/19 dated 11-1-1917

99 99 9 99 99 99 99 191

131

ORDER.

Press

No. 931, dated 09.07.191

The Govt approve the proposal of the D.P. I to introduce moral instruction in accordance with the syllabus approved in go. N^o 1293 Home (Edⁿ) dated the 11th October 1917, as a compulsory subject in the fourth, fifth + sixth forms of all Govt. recognized secondary schools for boys + girls in this Presidency.

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26.7.69.

OK
29.7.09 29/7/09

The D.P. I

Letter No 9329, 29.7.19

2.

The Secretary to the Govt. of Madras,
Dept. of Education

Sir,

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~~the attention of~~ a

reference to my letter No.

1294, dated the 11th October

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introduction of a syllabus

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secondary schools is reported

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of Public Instruction to

introduce ~~moral instruction~~

it as a compulsory subject

in ^{the fourth, fifth and sixth forms of} all recognized secondary

schools in the Presidency.

A copy of G.O. No. 931

dated the 29th July 1919, contain-

ing the Director's report on

the experiment ~~and its results~~ is

enclosed.

I have, etc.,

6.7.19.

23.7.19

26.7.19

NOTES CONNECTED WITH G.O. Nos. 931-32, HOME (EDUCATION), DATED
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Demi-official—from Diwan Bahadur R. RAMACHANDRA RAO Avargal, Secretary to Government, Home (Education) Department.

To—the Hon'ble Mr. R. LITTLEHAILES, Director of Public Instruction.

Dated—Ootacamund, the 19th August 1919.

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ORDINARY.

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Supt.

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Clerk.

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Referencer.
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SK
29/7/19.

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