

Law (1921) Department.
(Education)

Ordinary SERIES.

G.O. No. 1389.

DATED 22-9-21.

[Despatch Abstract.]

Legislative Council - Resolution - Elementary Schools - two kinds of -
Recorded.

BACK PAPERS.

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

FURTHER PAPERS.

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

66,122-3-17.

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NOTES.



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Resolutions on matters of General Public Interest.

SUBJECT.—No. 91 for the meeting of the Legislative
Council to be held on the 1st August- 1921.

SUBMITTED that two copies of this Resolution may be forwarded to the
Law (Edn) Department with reference to Nos. (1) and (4) of the
rules regulating Secretariat procedure in dealing with these Resolutions in the
Legislative Council. The Resolution has been admitted.

917

U.O. No 1838-5, dated 19-7-21

To

The *Law (Edn)* Department

112 of all
19

Council Office,

9th July 1921.

Resolution.

Mr. S. Arpudaswami Udaiyar.

THE LAW (EDUCATION) DEPARTMENT.

91. That this Council recommends to the Government that provision should be made for the kinds of elementary schools, one limited in number, intended for pupils destined for a secondary course and the other for pupils who stop with an elementary course, and that the curriculum of studies drawn up for the benefit of the latter should embrace the following subjects:-

(a) An Indian vernacular; its grammar and literature; ✓

(b) Arithmetic in the vernacular and on Indian lines, Indian fractional system, Indian methods of computation and measurement being followed; ✓

(c) Elementary Hygiene and Physical Geography; ✓

(d) Elementary lessons on agriculture, agricultural botany and chemistry, all in the vernacular;

or

Elementary lessons, in the vernacular, on the principles of weaving or dyeing or masonry, carpentry or any other industry or calling which the pupils of the locality may be expected to pursue in adult life.

AN

Law(Education)Department

When the Grant-in-aid Code and the Education Rules were revised in 1906, schools for general education were divided into elementary schools, secondary schools, and colleges. The aim and functions of elementary and secondary schools were defined in para.4 of G.O.No.356, Educational, dated the 21st May 1906. The following is an extract from the G.O.:-

“ One of the most important features of the new scheme has regard to the lines on which elementary and secondary schools are differentiated. The former will be schools adapted in the main for the elementary education of the masses, that is, for children unlikely to continue their education beyond the elementary stage. Although these schools may teach up to the seventh standard, very many of them will not give instruction beyond the third standard: those that teach beyond the fourth standard will be few. The medium of instruction will be the vernacular of the pupils, though English may be taught from the fourth standard upwards.

“ The secondary schools, on the other hand will be schools whose main object is to lay a foundation for higher education. They may contain classes from the infant class up to the sixth form. But just as an elementary school may or may not have classes beyond the third standard, so a secondary school may or may not have some of the lower classes. The majority of boys who are likely to take up higher education are generally sons of educated or well-to-do men living in towns, where a

secondary school has been established and such boys should commence their education in the primary classes of the secondary school. It is not intended that the elementary school should, like the former ~~one~~ primary school, be regarded as a necessary feeder of the secondary school. It is essential however to provide for children attending a recognised elementary school who develop special talent and whose parents intend them to pursue secondary studies. Such children may be transferred to a secondary school, provided they have obtained the leaving certificate endorsed 'good', in other words they must have gone through successfully the fourth standard of the elementary school, ~~but~~ but no boy so qualified will be permitted to join a secondary school at a stage higher than the fourth class; and this even if the boy may have reached a higher standard in the elementary school. Although ~~two~~ ^{the} kinds of schools may to a certain extent overlap, their aims are different and the character ~~and~~ ^{of the} teaching in the one will be of a different order and quality from that of the other. It is therefore deemed essential in order that a boy may reap ~~the~~ the full advantage of ~~the~~ secondary training that he shall not join a secondary school at a higher stage than the fourth class."

2. The immediate effect of the introduction of such a rule as the above was a considerable loss to the elementary schools by the transfer of pupils to the lower classes of a secondary school. In December 1907, the then Director (Sir Alfred Bourne) reported ^{by} that an ~~idea~~ ^{idea} had been growing that the elementary schools were something fit only for villagers, panchamas and other backward classes, ⁽²⁾ that, under the rules, parents ~~are~~ were required

Para. 2 of notes

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to prognosticate the child's mental development at too early a stage, ⁽³⁾ and that, owing to the want of adequate provision of secondary schools, ^{children} young had to be sent away from their homes at ^{very} early age of 10 years to continue their studies in secondary schools ⁽²⁾ and that the rule caused undoubtedly hardship in many cases. The Director accordingly suggested that the rule might be relaxed allowing the transfer of pupils at any stage from an elementary school to a secondary school, the position of the pupil in the latter being determined by the headmaster subject to revision by the Inspector. This was approved by Government in G.O.No.841, Education, dated the 18th December 1907.

3. In 1910, the Director reported that the relaxation in respect of admission into secondary schools allowed in 1907 was not exercised with judgment and the proportion of admission from elementary into secondary schools tended to rise. With a view to check such admissions, he proposed the levy of an entrance fee which was approved by Govt. in the terms of the following rule:-

"In the case of the admission into Form I, II, III or IV of a pupil who does not produce a certificate of attendance at a recognised secondary school, an entrance ^{fee} equal in amount to the year's fee of the form or class next below that into which he is admitted shall be levied in addition to the ordinary fees. Provided that if the headmaster is satisfied that, previous to admission, a recognised secondary school was inaccessible to the pupil his entrance fee may be reduced or remitted."

4 The Municipal Councils of Kumbakonam and Negapatam protested against the introduction of the

Page 2 of notes

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Also rule 47 m. 2 R

Page 4 of notes -
ibid

Pages 5 + 7 of notes -
ibid

^{above} rule on the ground that the imposition of the entrance fee ~~hold~~ heavily upon the strength of their elementary schools and requested its abolition. At the meeting of the Legislative Council held on the 3rd April 1914, the Hon'ble Mr. Srinivasa Sastri also pressed for the abrogation of the rule ~~imposed~~ ~~to the levy of a special entrance fee~~ on the ground that it caused hardship to poor parents. He also pointed out that the sharp distinction between elementary ~~and~~ and secondary schools maintained by the department tended to the desertion of elementary schools in villages by the sons of influential men in the locality and ~~caused~~ ^{the} overcrowding of secondary schools in towns. He ~~also pointed out~~ ^{further emphasised} the evil resulting from ~~the~~ young children being sent away from their homes to distant towns for ~~the~~ receiving secondary education.

5 At the instance of the D.P.I. the question whether the rule abovementioned may be abrogated was referred to a ~~committee~~ ^{conference} of officials and non-officials appointed in G.O.No.178, Educational, dated the 17th February 1916. The Conference unanimously recommended the abrogation of the rule and the Govt. sanctioned the proposal in para.6 of G.O.No.112, Home Education), dated the 25th January 1919. In this connection, attention is solicited to Sir Henry Stone's views in para.6 of his letter printed on page 4 of G.O.No.178, Educational, dated the 17th February 1916 and in his letter printed on page 10 of G.O.No.112, dated the 25th January 1919 wherein he expressed himself in favour of the obliteration of the distinction between primary and secondary schools introduced in 1906. It was clearly pointed out in the former that though the difference bet. the two classes of schools was thin, the abolition of the rule would amount to the abandonment of the artificial check on the development of English teaching in elementary schools. Sir Henry Stone stated that people demanded large teaching of English

he personally ~~regreted~~ did not regret it.

b The present mover of the resolution appears to advocate ^a the reversion to the system introduced in 1906 but now abandoned. He is apparently ^{afraid} about the introduction in large measure of English in Elementary schools. This curriculum in the resolution teaches English altogether.

7 The draft rules issued under the Madras Elementary Education Act printed on page 30 of G.O.

(X) No.819, Law(Education), dated the 31st May 1921 defines the subject ^{to be studied} ~~of study~~ in an elementary school. The rule makes no provision to the study of ^{vernacular} ~~grammar~~ ^{some} ~~and~~ literature or for ~~any~~ of the subjects mentioned in clause (d) of the resolution, such as agriculture and Chemistry. Provision is however made in the rule for the teaching of 'nature study' and for practical instruction in the chief occupations or industries of the locality ~~and the class of population~~.

8 The file may be sent u.o. to the D.P.I. for remarks. at

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The experiment was tried, was found unpopular + not good for elementary schools + ultimately given up.

D.P.I. no.

1-4/1922/03397/D-1
1.8.21

U.O.Reply No. 10

Home 428
2.8.21

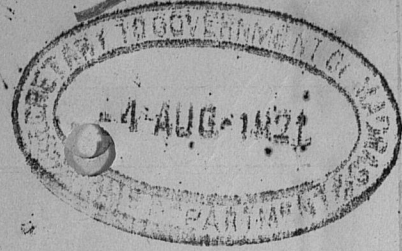
I cannot advise Government to accept this resolution. There are two main educational systems which come under review in considering this resolution. The one is represented in one extreme in the United States of America where the child may go on from the lowest class in an elementary school to the highest degree of a University, there being a graduated ladder throughout. The other is represented in the other extreme by the system in vogue in Prussia where a very hard and fast line of demarcation exists between the elementary school and the secondary school and again between the secondary school and the courses which can be taken in a University. Transfers from an elementary to a secondary school are very rare and it is only pupils who take specific courses in secondary schools who may take up ^{the general} specific courses of study in the Universities.

We have tried the Prussian system in Madras and it has failed. I do not advocate any reversion to that system. It implies that when a child is quite young we can determine whether it is competent to undertake ^{an} elementary education or a secondary education. Such is not the case. The development of a child cannot be foreseen and if we wish to educate each child according to its abilities

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abilities and to make it ^{fill} ~~feel~~ that position in the State for which it is most suitable and competent it is necessary to refrain from specifying any specific vocation in the early stages of education or to restrict its education in such a way as will prevent it from receiving the higher advantages which education offers.

Apart from these general considerations it is administratively unsound to consider this question in the Legislative Council. It is primarily a matter for discussion in the District Educational Councils.

It is a small matter but why should the mover confine himself to two kind of elementary education? Why not three or four kinds ^{in order to} ~~where~~ we have elasticity and variety?

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Law (Edn) Dept

May be circulated to M₃ for order as to who will take charge of the resolution and whether it should be discussed at a meeting of the Cabinet

Handwritten initials

Handwritten date: 2.8.21

M₃

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The M.L.C. is absent -
 The resolution will not be reached unless
 M.L.C. told me to hold ~~indulge~~ ^{indulge}. *Handwritten initials*

682 INTRODUCTION OF PHYSIOLOGY AND HYGIENE AS COMPULSORY SUBJECTS
IN ALL ELEMENTARY SCHOOLS

[Dr. C. B. Rama Rao] [1st September 1921]

Resolution No. 92, standing in the name of Mr. S. Arpudaswami Udayar, and which runs as follows, not being moved, was deemed to have been withdrawn:—

Establishment of two kinds of elementary schools.

'92. That this Council recommends to the Government that provision should be made for two kinds of elementary schools, one limited in number intended for pupils destined for a secondary course and the other for pupils who stop with an elementary course, and that the curriculum of studies drawn up for the benefit of the latter should embrace the following subjects:—

- (a) An Indian Vernacular; its grammar and literature;
- (b) Arithmetic in the Vernacular and on Indian lines, Indian fractional system, Indian methods of computation and measurement being followed;
- (c) Elementary hygiene and Physical Geography;
- (d) Elementary lessons on agriculture, agricultural botany and chemistry, all in the Vernacular;

or

Elementary lessons, in the Vernacular, on the principles of weaving or dyeing or masonry, carpentry or any other industry or calling which the pupils of the locality may be expected to pursue in adult life.

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per 20.8.21

21-9-21

Legue Council
Resolutions
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NOTES ON RESOLUTION ON MATTERS OF GENERAL PUBLIC INTEREST.

[For the meeting of the 12th October 1921.]

[SUBJECT.—Elementary Educational School course].

COUNCIL OFFICE.

MR. S. ARPUDASWAMI UDAYAR:—

165. That this Council recommends to the Government that the following provision be made for primary education:—

(a) A first-grade course of three years (i) to be made compulsory for all children gradually according to the opportunities in the different localities, (2) to be given in the vernacular exclusively except in some places where some knowledge of, e.g., English weights and measures is required, and (3) to include instruction in the following subjects according to a syllabus to be drawn up and approved—

(i) An Indian vernacular; a knowledge of its grammar and of those pieces of vernacular literature commonly known. (ii) Indian Arithmetic, the Indian fractional system and methods of computation and measurement, (iii) Elementary Hygiene and the larger outlines of the physical geography of India and particularly of the localities or district in which the school is situated and similar outlines of Indian History and of the British connexion from a book written or approved for the purpose in catechetical form, (iv) agriculture; its processes and implements, their purposes and utility; simple notions of the commonest field botany and of the chemistry of the manures.

or

Elementary lessons on the principles of weaving, dyeing, masonry, carpentry or any other industry or trade which the pupils of the locality may be expected to pursue.

(b) A second-grade course of two years (neither compulsory nor free) (1) for children whose future calling or avocation may require some facility to talk English and a more extensive knowledge and training than that provided in the first-grade primary schools or who are destined to undergo a higher technical, commercial or secondary course, and (2) in which the vernacular remains the medium of instruction and English is taught only as a secondary subject.

LAW (EDUCATION) DEPARTMENT.

The same Member has given notice of an almost similar resolution urging on the Government the desirability of the provision of two kinds of elementary schools,

one intended for pupils destined for a secondary course and the other for those who stop with an elementary course. It was pointed out in that connexion that the acceptance of the resolution would amount to a reversion to the state of things introduced by the Educational Rules of 1906 and which was abandoned subsequently on the recommendation of the Educational Conference of 1916. The Director of Public Instruction in noting on that resolution drew attention to certain general considerations and concluded by stating that it is administratively unsound to consider the question in the Legislative Council and that it is primarily a matter for discussion in district educational councils. The present resolution will have to be opposed on that ground. Director of Public Instruction may see.

E.A.V.—23-8-21.

N.K.—23-8-21.

C. RAMANUJA ACHARIYAR—23-8-21.

P. C. DUTT—24-8-21.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

I agree. It is quite outside the general function of a Legislative Assembly to discuss the details of an elementary educational school course.

I could take each point in the resolution and discuss it but it appears to me that such would be waste of time. It can be done, if Government desire, in the debate.

The mover of the resolution does not seem very well acquainted with the Madras Educational Rules, especially Chapter II or with the Elementary Education Act of 1920 and the functions of the district educational councils.

R. LITTLEHAILES—26-8-21.

LAW (EDUCATION) DEPARTMENT.

May be submitted to M-3.

2. Orders are requested whether the resolution should be discussed at a meeting of the Cabinet and as to who will be in charge of it.

N.K.—29-8-21.

C. RAMANUJA ACHARIYAR—29-8-21.

P. C. DUTT—29-8-21.

I told the Member already, probably after explanation he would be satisfied.

A. P. P[ATRO]—29-8-21.

The resolution was not moved & was deemed to have been withdrawn. The

8th notes for may be sketched with G.O. 107422. No 1389 dated 22. 9. 21.

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Council
proceedings.
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When given for copying—
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When signed—

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READ AGAIN G.O. No.
192

DATED

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ENCLOSURES TO C. No.

ORDER OF GOVERNMENT A A A A A A A

LETTER GOVERNMENT.

STATEMENT WITH DITTO.

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