

Law (1921) Department.
(Education)

Ordinary SERIES.

G.O. No. 1828

DATED 19-12-1921

INDEXED

[Despatch Abstract.]

Legislative Council meeting.

November 1921--resolution-secondary schools--two kinds--
establishment of--notes 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.

NOTES CONNECTED WITH A RESOLUTION ON MATTERS OF GENERAL PUBLIC INTEREST.

[For the meeting of the 12th October 1921 and subsequent days.]

[SUBJECT.—Secondary Education.]

COUNCIL OFFICE.

Mr. S. ARUPUDASWAMI UDAIYAR :—

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

(1) That two kinds of schools be opened for secondary education, (a) technical or commercial schools, (b) secondary schools properly so called.

(2) That each kind be divided into first and second grade schools ; (a) first-grade technical schools should provide the country with trained labour, tradesmen, shop-keepers, weavers ; the course for this grade should last three years and include not only apprenticeship in arts, trades, industries, but also such instruction in the Vernacular and English, Arithmetic, Mensuration, History and Geography and Drawing and Modelling as will make the pupils worthy and useful citizens ; a syllabus should be drawn up and approved for this course ; (b) second-grade technical schools should provide the country with highly skilled and artistic labour ; foremen for workshops of all kinds, especially of workshops for the production of the highest forms of industry and trade articles ; the course for this grade would last three or four years and the syllabus should also include such instruction in Languages, History and Geography, Mathematics and Science as will make the pupils worthy citizens and men of sound knowledge and information ; (c) first-grade secondary schools should provide elementary school teachers, clerks for the lower offices in the service ; a syllabus should be drawn up and approved for this course ; (d) second-grade secondary schools should prepare candidates for the higher studies in the University or in the highest grades of the professional colleges ; no syllabus ; headmasters and managers should be required to determine the course of studies but in examination should be undergone at the end of the course as a test of fitness to proceed to the University or professional colleges.

LAW (EDUCATION) DEPARTMENT.

The Member, Legislative Council, wants to have two kinds of schools for secondary education :—

(a) Technical or commercial schools and (b) secondary schools properly so called.

The former are for turning out trained workmen and foremen for workshops, etc. The question of establishing schools for industrial and technical education is one for consideration in the Development Department. As regards schools referred to in (b) above, it is submitted that in connexion with a resolution which is to be moved by Mr. Ramalinga Chettiyar regarding the improvement of secondary education on the lines laid down by the Calcutta University Commission, the Hon'ble the Minister has proposed that a committee should be appointed to go into the whole question of secondary education. The mover of the present resolution may place his views before the committee when it is constituted if he is not to be a member of it himself.

2. The file may be sent to the Development Department u.o. for remarks.

S.K.—25-8-21.

C. RAMANUJA ACHARIYAR—26-3-21.

N.K.—25-8-21.

P. C. DUTT—26-8-21.

DEVELOPMENT DEPARTMENT.

Please see the resolution proposed to be moved by Mr. Arpudaswami Udaiyar. He touches on various subjects and it is impossible to note on all of them. The establishment of commercial schools and secondary schools properly so called is for consideration in Law (Education) Department. What we are concerned with is the suggestion for the opening of secondary technical schools of two grades, the first grade being for the training of skilled workmen or artisans and the second grade being for training foremen for workshops, etc.

2. Please see paragraphs 149 and 152 of the report of the Indian Industries Commission which contain the Commission's recommendations regarding the training of artisans and foremen for Mechanical Engineering, which, in their opinion, is the most important need at present for India's development and for which the facilities are considerable. What they advocate is the providing of theoretical instruction suited to the trades that the apprentices are learning. For this purpose they suggest two courses—(1) holding theoretical classes attached to the works in which the apprentices are employed and (2) when the works are not large enough to form the basis of an educational unit in themselves but are sufficiently closely situated to form a group, providing teaching classes in a common school conveniently situated for apprentices attending different works. In other words, what the Industrial Commission recommend for the training of artisans and foremen for organized industries, is the establishment of industrial classes or schools in places where they can be attached to large works or a group of smaller works. In this Presidency where there are large workshops or groups of smaller works institution of the type recommended by the commission are already in existence. The Madras Trades School with its branch at Perambur, the "Orr Assisted Industrial school", and the St. Joseph's Industrial school, Tindivanam, are some of the instances. Moreover the apprenticeship system for artisans and foremen mechanics is fairly well-developed in and around Madras. The Madras and Southern Mahratta Railway workshops at Perambur, the Public Works Workshops and most of the larger private-owned engineering works in Madras have all properly arranged systems of apprenticeship. There is therefore no necessity to start fresh technical schools in places where facilities for practical training could not be had. If schools, in places where there are no workshops, are to be started it will not be possible to impart the very essential practical training unless and until instructional workshops or factories are attached to such schools and if such workshops or factories are to be attached to the schools the cost would be prohibitive.

3. The question of imparting instruction in general subject such as History, Geography, etc., need not be considered if it is decided that the Honourable Member's suggestion for establishing technical schools is not accepted.

4. With these remarks the file may be returned u.o. to Law (Education) Department.

U.S.S.—1-9-21.

C. J. PAUL—1-9-21.

The Director of Industries should certainly see these papers as he will probably have to speak on the resolution. As matters stand at present, I presume that the Hon'ble the Minister for Law (Education) will take the resolution but it seems certain that either M-2 or Director of Industries, possibly both, will have to speak on it.

2. It is observed from the Education Department note above that it is proposed to have a committee on the subject of secondary education. It is presumed that this committee will not be invited to discuss any question of industrial education, and doubtless M-2 will be consulted before any such feature is imported into the scheme. The general lines of industrial education have been laid down by the Industries Commission. They are still in the early experimental stages and it is extremely unlikely that any committee will elucidate the subject any further.

3. As regards the present resolution, so far as it affects industrial education, it is not worth while adding anything to my office-notes. The mover's ideas do not coincide with any expert opinion on the subject which I have ever seen, and I doubt if the kind of school he advocates would turn out a product which could be utilized in any industrial institution on earth.

J. M. TURING—2-9-21.

OFFICE OF THE DIRECTOR OF INDUSTRIES.

I am surprised to learn that the author of this incoherent and utterly impracticable resolution is a professor in the St. Joseph's College at Trichinopoly. In my opinion a five years' injunction should be obtained against all amateur theorists on the subject of Industrial Education in this country so as to give the Departments of Industries in the various Provinces an opportunity of submitting the well-considered recommendations of the Industrial Commission to the acid test of practical experiment, over a period sufficiently long to warrant deductions of value therefrom. Some modification in detail may be warranted, but I believe that the general principles enunciated by the Commission are sound.

2. The resolution should I submit be opposed so far as the Development Departments are concerned and the Member of the Legislative Council informed that his proposals are utterly impracticable because different trades and occupations require different treatment and conditions vary in different localities. Technical schools are not required for tradesmen and shopkeepers though they might benefit from commercial classes. A three years' apprenticeship is far too short for most skilled trades though it may be possible to obtain a working knowledge of cotton weaving within that time. In the Madura Industrial Institute the courses approved by Government alike in wood-working and metal working cover five years and in Madras Engineering works most students serve a five years' apprenticeship and attend the trade school in addition for theoretical training. The apprenticeships tenable in the Public Works Department Workshops were recently extended from three to five years and in the industrial schools which receive grants-in-aid from this department the scholarship period is generally one of four and five years and in practice many lads remain even longer in school to gain further experience before seeking employment outside.

3. Apart from all these considerations there are two great difficulties at present in the way of opening more industrial schools:—

- (1) lack of money,
- (2) insufficiency of suitably trained superintendents and instructors.

When these obstacles are removed, I should much prefer, instead of attempting to start an institution on the lines recommended by the Member of the Legislative Council, to offer aid to some existing institution after considering the proposed syllabuses and amending them if necessary to suit local conditions, and making such alterations in the courses of study as experience has shown to be necessary.

4. In the Law (Education) Department notes, it is stated that the mover of the resolution may place his views before the Committee proposed to be appointed to go into the whole question of secondary education. As has been stated in the Development Secretary's note, it is unnecessary that this committee should discuss questions of industrial education and I hope that any move in this direction will be strongly opposed.

C. W. E. COTTON—13-9-21.

DEVELOPMENT DEPARTMENT.

M-2 should see please at some stage.

J. M. TURING—16-9-21.

LAW (EDUCATION) DEPARTMENT.

May be submitted to M.3 and M-2.

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

N.K.—17-9-21.

C. RAMANUJA ACHARIYAR—17-9-21.

I don't see why the committee should not consider how far industrial and vocational training can be imparted in secondary schools. It cannot be said that the Industries Commission has said the last word on the subject. The present resolution however is impracticable.

P. C. DUTT—19-9-21.

The subject relates to the Development altogether and I do not see why note 2 should appear.

The Hon'ble M-2 is in charge of this resolution which was not reached last time.

I do not agree with Mr. Cotton in the view that the committee appointed for reorganization of *education* in this presidency cannot consider the question of vocational training for secondary school boys. The view seems to be opposed to all practice as far as I *know in England & Europe*.

'Industrial education' and 'vocational training' are not essentially similar, the one is more comprehensive than the other, the nature of the training depends on the syllabus and curriculum of studies in each. The instruction varies from place to place according to local needs and requirements. Development will reply to the resolution.

A. P. P[ATRO]—21-9-21.

I am afraid my honourable colleague is not quite accurate when he says that the subjects relate to the Development altogether, and that I was in charge of this resolution which was not reached last time. If I am not mistaken, the question came up in Cabinet last time and it was held to be a resolution of which M-3 should take charge. But it will have to be pointed out that the present Resolution No. 191 is in a sense different from Resolutions Nos. 91 and 92 that were considered to have been withdrawn, the Member not being present when the resolutions came up for consideration.

The present resolution has reference to three kinds of schools: (1) technical schools, (2) commercial schools and (3) secondary schools properly so called. So far as the third class is concerned, there can be no doubt that it is for the Education Minister to tackle with. As regards the second class, it may be noted that commercial education is at present not under Development but under Education proper. Technical education no doubt is under Development. But in the present resolution the Member who gave notice of the resolution wants that English, Arithmetic, Mensuration, History and Geography should also be taught in the technical schools which he proposes. They are no part of industrial education. They are subjects which Education will have to tackle with.

The resolution in my opinion should be answered both by myself and by my Hon'ble Colleague M-3, by me so far as technical education is concerned and by M-3 so far as commercial education and ordinary secondary school education are concerned, and also so far as the general education in the so-called technical schools is concerned.

Instead however of discussing who is to be in charge of this resolution, I think we had better discuss what is to be our answer to the resolution. So far as the question whether the committee recently appointed could consider all the questions involved in this resolution, I am afraid I must say no. Development was not consulted, so far as I know, when that committee was appointed. In all probability the members of that committee are pure educationists and cannot perhaps claim sufficient knowledge to deal with practical problems concerning technical education. I however see no objection for appointing a committee consisting of members who may be expected to know about industrial and technical education and referring this question to that committee.

The Member who intends to move this resolution has evidently some vague idea of what is going on in other countries, namely, the existence of two kinds of schools, one in which purely education strictly so called, is given and another in which ordinary education is coupled with training in arts and crafts. It is of course out of the question to accept the resolution as it stands, but certainly, there can be no objection why the question should not be considered by a properly constituted committee.

In the Resolution of the 18th June 1888 on the subject of technical education, the Government of India recommended industrial training as a means of securing a greater variety of occupations and technical education as a means of providing industries which had already reached a certain stage of development with skilled

labour. The Local Government were asked to take action on these lines and were also requested to give a more practical bias to general education imparted in each province. The Educational Conference held at Simla in 1901 did deal with technical and industrial education, but their recommendations did not contain any practical scheme. Soon after, the Government of India appointed a Commission to report upon industrial education but the report of the Commission was never published. The Industrial Commission devoted a whole chapter for industrial and technical education. But most of their recommendations were confined to the higher industrial education useful for organized industries especially mechanical engineering and the higher technological training. No doubt a few paragraphs are devoted to cottage industries and to the training of artisans and maistries to which, I think, the present resolution mainly relates. In these few paragraphs however, the Commission were satisfied with generalizations and besides saying that the railway workshops and other private workshops should be utilised for training artisans and maistries with additional facilities to what are obtaining at present, they have not suggested the opening of any regular schools for the training of these classes. Their recommendations also were meant for the whole of India and as such no definite proposals were possible for particular areas in connexion with particular industries, organized or domestic. Under these circumstances a Committee of eligible men may perhaps be able to suggest definite steps which Government in my opinion ought to take in the direction of advancing technical education in this province. I should therefore think that we might accept the appointment of a Committee for this purpose.

If the aim of the Government is to make India a self-contained empire capable of not only providing all the raw material required for the development of industries, but of manufacturing everything necessary to supply the material needs of the population, a rapid growth in the number of institutions preparing their pupils either for employment in industrial concerns or for occupying administrative posts under the departments of Government specially in the development of industries, or in other words, a rapid growth of a national system of technical education is an absolute necessity. There is at present a lack of unified scheme of technical instruction. The time has arrived for a reconstruction of the existing system (if one can be said to exist at present) of technical education, and as the first step towards this end the question of a network of intermediate and lower technical schools should be considered. There is also a demand for some kind of manual training in every primary school. This has to be coupled with a system of universal education, compulsory also if necessary, so that every labourer and artisan may be said to be literate. There is again the question of cottage industries which has still to compete more or less successfully with the big mills and factories. Some trade schools ought to be started in the villages in the interest of the development of these cottage industries, so as to afford the village population the opportunity of technical instruction without taking them out of their usual rural surroundings. This would teach peasant artisans how to improve their method of production so as to economise time and labour and turn out better finished article. Metal-working trades, working in wood, carpentry, carving, binding, card board work, shoe-making, saddlery, tailoring of all kinds, lace work, basket and brush making, manufacturing of articles of horn, toy making, all deserve to be taught in villages. Whether this instruction is to be given by opening separate classes in existing schools or by opening separate and independent schools is another question of great consequence. Then again there is the question of instructing artisans and foremen for mechanical engineering. The recommendations of the Industrial Commission were to the effect, as already stated, that this should be undertaken by the large railway workshops and private engineering establishments. Government cannot have a sufficient control over these workshops and the question arises whether it is not the duty of Government to have intermediate schools of their own to give this kind of instruction. I have omitted in this note any reference to the agricultural and weaving industries as they are receiving separate attention under the Department of Agriculture and of Industries. Then there are industries like ship-building industry and mining industry in both of which instruction is necessary, but I suppose this can be left over for future consideration. So far as commercial education is concerned we have a school of commerce and the question of opening a college to be affiliated to the University on the lines of the Sydenham College of Commerce must be entirely left to my Hon'ble Colleague M-3.

All the above questions can be considered only by a committee appointed for the purpose. I would therefore urge to agree to the appointment of such a committee while opposing this resolution.

This must go before the Cabinet.

K. V[ENKATA REDDI].

The file may be circulated to M-3 for perusal. On return, the notes will be printed urgently for discussion at the Cabinet.

N.K.—7-10-21.

C. RAMANUJA ACHARIYAR—7-10-21.

P. C. DUTT—7-10-21

The history of 'Technical Education' is really interesting.

The Education Reorganization Committee will go into the question of vocational training in Secondary schools.

I have no objection if my Hon'ble Colleague M-2 wants to have a committee as suggested by him at page 5 of the notes but as for education I want no more committees.

A. P. P[ATRO]—7-10-21.

To

THE SECRETARY TO GOVERNMENT,

Law (Edn)

DEPARTMENT.

15 NOV 1921

carried.

carried as amended.

The following resolution was—

not moved and was therefore deemed to have been withdrawn.
in the absence of the mover, deemed to have been withdrawn.

Resolution No. 146(191)

RESOLUTIONS CARRIED OVER FROM THE 15TH OCTOBER 1921.

Establishment of two kinds of secondary schools—technical or commercial schools and secondary schools proper.

Mr. S. ARPUDASWAMI UDAYAR :—

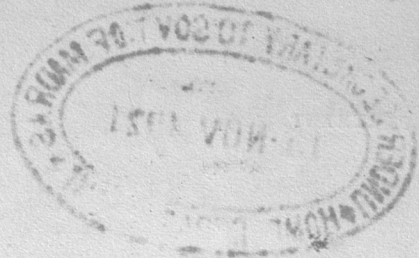
146 [191] That this Council recommends to the Government that the following provision be made for secondary education :—

(1) That two kinds of schools be opened for secondary education—(a) technical or commercial schools, (b) secondary schools properly so called.

(2) That each kind be divided into first and second grade schools ; (a) first-grade technical schools should provide the country with trained labour, tradesmen, shop-keepers, weavers ; the course for this grade should last three years and include not only apprenticeship in arts, trades, industries, but also such instruction in the Vernacular and English, arithmetic, mensuration, history and geography and drawing and modelling as will make the pupils worthy and useful citizens ; a syllabus should be drawn up and approved for this course ; (b) second-grade technical schools should provide the country with highly skilled and artistic labour ; foremen for workshops of all kinds, especially of workshops for the production of the highest forms of industry and trade articles ; the course for this grade should last three or four years and the syllabus should also include such instruction in Languages, History and Geography, Mathematics, and Science as will make the pupils worthy citizens and men of sound knowledge and information ; (c) first-grade secondary schools should provide elementary school teachers, clerks for the lower offices in the service ; a syllabus should be drawn up and approved for this course ; (d) second-grade secondary schools should prepare candidates for the higher studies in the University, or in the highest grades of the professional colleges ; no syllabus ; headmasters and managers should be required to determine the course of studies, but an examination should be undergone at the end of the course as a test of fitness to proceed to the University or professional colleges.

15-11-1921

Secretary to the Legislative Council.



XI

RESOLUTIONS ON MATTERS OF GENERAL PUBLIC INTEREST.

Establishment of two kinds of secondary schools—technical or commercial schools and secondary schools proper.

Mr. S. ARPUDASWAMI UDAYAR :—" Mr. President : I beg leave to move the resolution that stands in my name :—

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

[Mr. S. Arpudaswami Udaiyar] [15th November 1921]

(1) That two kinds of schools be opened for secondary education—(a) technical or commercial schools, (b) secondary schools properly so called.

(2) That each kind be divided into first and second grade schools; (a) first-grade technical schools should provide the country with trained labour, tradesmen, shop-keepers, weavers; the course for this grade should last three years and include not only apprenticeship in arts, trades, industries, but also such instruction in the Vernacular and English, arithmetic, mensuration, history and geography and drawing and modelling as will make the pupils worthy and useful citizens; a syllabus should be drawn up and approved for this course; (b) second-grade technical schools should provide the country with highly skilled and artistic labour; foremen for workshops of all kinds, especially of workshops for the production of the highest forms of industry and trade articles; the course for this grade should last three or four years and the syllabus should also include such instruction in Languages, History and Geography, Mathematics, and Science as will make the pupils worthy citizens and men of sound knowledge and information; (c) first-grade secondary schools should provide elementary school teachers, clerks for the lower offices in the service; a syllabus should be drawn up and approved for this course; (d) second-grade secondary schools should prepare candidates for the higher studies in the University, or in the highest grades of the professional colleges; no syllabus; headmasters and managers should be required to determine the course of studies, but an examination should be undergone at the end of the course as a test of fitness to proceed to the University or professional colleges.

"At present, Sir, we have only one kind of secondary schools, affording instruction in subjects purely literary or theoretical in character. With a view to develop the natural resources of this country, and to provide more openings for Indian youths, the Calcutta University Commission recommend that education should be given a practical turn, which means, in other words, that vocational schools should be started and vocational courses introduced, and, as many of the existing secondary schools may not be in a position to introduce these vocational courses, because they have not the facilities or staff or equipment necessary for the purpose, and as these courses, as I shall show, are distinct and separate from ordinary secondary courses proper, I think a distinction will have to be made between secondary schools proper and vocational schools, secondary courses proper and vocational courses.

"Here, at the outset, we are confronted with a problem whether these courses should be kept distinct and separate or combined and grouped together. In Germany, these courses are kept rigidly separate. In France, whatever might have been the tendency before the War, the present educational policy aims at keeping them separate. In Belgium, the separation is actual. Roughly speaking Sir, in these countries a scheme of general education precedes and is preliminary to specialization either in technical schools or for University courses or the learned professions. Students join schools of apprenticeship after they have undergone a course which corresponds to our secondary courses or proceed to the higher technical schools after they have completed a course roughly corresponding to our Intermediate course. And, sometimes, it happens, as in France, that from the university they proceed to the schools of Law, Medicine and Engineering and polytechnical schools which prepare for the army or navy for all of which the B.A. or B.Sc. degree forms the entrance examination."

"In America, Sir, this distinction is not very strictly observed. And this will not come as a surprise to one who has watched educational development in that country where prominence is given to

12 noon.

8 9

**ESTABLISHMENT OF TWO KINDS OF SECONDARY SCHOOLS—TECHNICAL 1870
OR COMMERCIAL SCHOOLS AND SECONDARY SCHOOLS PROPER**

15th November 1921] [Mr. S. Arpudaswami Udaiyar]

utilitarian subjects and where the principal aim of education seems to be to afford every ready and prompt access to all available sources of information. In England these courses are kept separate except in this sense that, as some critics have remarked, Mr. Fisher's Education Bill is apt to result in providing capital with skilled labour; but the spirit of free enquiry and bold research in a Briton cannot be kept down, nor the cultural value of education ignored. To give but one instance, Lord Crewe's Committee appointed in 1919, at the instance of the Prime Minister, to enquire into the position to be assigned to the classics in education, has published a very stimulating report one or two points of which may be mentioned here. It is urged that, even in primary schools, boys and girls should be admitted to a vision of the bright chapter of human progress comprised in the literature and history of Greece and Rome. A representative Natural Science Committee asserts that there is the danger of over-estimating or over-stating the importance of the Sciences and under-estimating the value of the classics. Interesting too is the testimony of the accredited representatives of the Labour Party to the effect that they were seriously concerned with the fact that in industrial centres too great prominence was given to utilitarian subjects and children lacked the opportunities of classical education by which many of them might very well benefit. If, Sir, the Labour Party in England are rightly deploring the lack of opportunities for liberal studies, I think we will do well to consider whether in this land of ancient civilization, with its striking achievements in Literature, Arts and Philosophy, these courses must not be kept separate. We have our leisured classes, we have our landed aristocracy and we have many classes of Indian youths to whom Government services and the learned professions form the goal of their ambition. For these, I think, secondary schools proper will continue to be preparatory for Government services and the learned professions. Vocational schools will certainly be started, and, wherever feasible and practicable, vocational courses will be introduced into schools and colleges where students are found to take to them in large numbers and where they can be conveniently grouped into separate sections, and allowed to follow these courses either within the same school compound or in a neighbouring vocational school without any violence done to the smooth working of the time table.

"Vocational courses are not to be despised, Sir, because they equip our young men with the skill necessary for the material advancement of life. But the distinction must be kept in mind that the aim of vocational training is not the same as the aim of secondary school training, strictly so called. Vocational training aims at equipping the pupil with information, imparting knowledge, the training of the eye and the hand and a training in matters of pure intellect, while secondary school education aims at mental training, the training of the imagination and the awakening in the pupil of a variety of interests and sympathies. Let not the novelty and glamour of these vocational courses blind us to the fact that secondary courses, properly so called, are also necessary or demand radical changes in them. Except in the case of the one arrangement I have spoken of where it is possible for certain vocational courses to be introduced into schools and colleges, I think the two courses ought to be kept distinct. I will make my meaning clear, Sir. We have commercial subjects: I think it is possible for commercial subjects to be taught in secondary schools, in the Intermediate courses and also in the B.A. Students following these commercial courses may very well devote the after-noon hours in the secondary school department for this purpose. In the Intermediate they may form a distinct group and certain lectures on the commercial and industrial aspects of history may be common to both the groups just as in B.A. it

[Mr. S. Arpudaswami Udaiyar] [15th November 1921]

is possible for lectures in Political Economy to be held in common. As for the other subjects, Commercial Law, etc., they may very well follow them in their own sections. That is what I mean, Sir, by saying that two kinds of schools should be opened for secondary education. My chief object is to avoid any radical change, for, here as in other departments of human activity, a slow process of evolution, a gradual introduction of these additional courses will do real incalculable good.

"Some confusion may result from the use of the terminology I have adopted. I admit that instead of the terms first and second-grade schools some may prefer the terms second and first-grade schools and, not unnaturally, because the terms first and second as in first and second grade colleges have been consecrated by long usage and are perhaps, on that account, not to be departed from. This, however, is a matter of detail."

"Then, Sir, I speak of 'such instruction to be imparted' to students both in the first and second-grade vocational schools as would make them worthy citizens and men of sound knowledge and information. In this connexion, I wish to make two observations: The first is that general education must precede or go hand in hand with practical training or technical proficiency. This is the note struck by the report to which I have already drawn attention, the report where even the labouring classes deplore the lack of opportunities for liberal studies. I may also mention in passing, Sir, the stature to which the great educational movement known as Adult Education has grown. The Workers' Educational Association aims at broadening the individual's mind so that he becomes not only a labourer a business man but also a citizen. This Association carries on tremendous educational propaganda throughout England by lectures, conferences, summer schools, study-circles and tutorial classes. Then we have the Central Labour League, the Plebs League and the Ruskin College, Oxford, the last entirely controlled and largely financed by trade unions and other working class associations. Three of the present Labour members of Parliament and several general secretaries of National Trade unions are ex-pupils of Ruskin College. Judging therefore, Sir, from this insistence by the Labour Party on the importance of general education and liberal courses, I think I am not far wrong in concluding that, if pupils of vocational schools in this presidency are to become worthy citizens, then a scheme of general education must precede or go hand in hand with vocational training."

"My second observation, Sir, is with regard to the trade articles I speak of in my resolution. Vocational schools will serve a useful purpose and meet a real demand when the trade articles, which they are in a position to make or manufacture, find a ready market in this country, and when pupils, who have passed from these vocational schools and are deemed fully qualified also, find situations in this country. A list might be very well made out of articles or even machinery required by Government and private companies. And both the Government and private companies, such as Railways, will not only contribute to the material prosperity of the people in this land but also to the stability of the vocational schools by giving large orders for them, and, granted that climatic conditions are favourable, the articles and machinery made in these vocational schools must certainly be cheaper and more durable, because better adapted to climatic requirements, than the articles or machinery imported from Europe."

"Then passing on to the Secondary school course proper, I say that there should be no syllabus, that headmasters and managers should be required to determine the course of studies. What I mean, Sir, is that Secondary courses are

15th November 1921]

[Mr. S. Arpudaswami Udaiyar]

treated as if they were vocational courses, and questions are set at examinations which require a knowledge only of the subject-matter of certain prescribed text-books and of the pupil's ability or skill in combining it. Elaborate syllabuses are drawn up which aim at a dead level of uniformity and do not permit of greater freedom and scope for variety. The direct method, which answers very well in vocational training, enabling pupils to pick up rapidly sufficient knowledge of English and other languages for conversational or correspondence purposes, is regarded as being the best as being all sufficient for purposes of the Secondary school course. I think, Sir, that headmasters and managers should be required to decide what the character and determining features of the courses should be; they should, as it were, design the course of studies. Whether grammar and the rules of sentence or paragraph structure should be taught, and how best they could be taught, what subjects will naturally awaken the interests and sympathies of the pupil, what the methods are for teaching Mathematics and Science which are best adapted for encouraging habits of precision, accuracy and exact thinking, what methods in the teaching of history and literary selections are best fitted for awakening the interest of the pupils in the progress of human thought or institutions — all these, I think, should be left to be determined by head masters and managers. This will result, in the first place, in a variety of methods, and in different types of schools, some building up a reputation for the teaching of English, History and Geography, others for teaching Mathematics or Science, others for the study of Oriental languages, vernacular or other classical languages, some for instance retaining the English as the medium of instruction throughout, others retaining the vernacular and making English only a secondary subject. Secondly, I think there will be greater scope then for the play of the personality of the teacher. And students will naturally proceed from the School course to the University and choose their subjects and enter upon their study *con amore*.

"Therefore, Sir, all that I mean by asking that there should be no syllabus is that we should be satisfied with a kind of general programme of studies, indicating or giving hints where necessary, and never entering into elaborate details, into the many sub-divisions of a heading or sub-heading. Again, over-specialisation should, as far as possible, be avoided. I think it is possible for very many pupils to take their Honours degree without any knowledge of History, Geography or physiology, etc., and not only over-specialisation but also an over-refined arithmetical test for gauging mental capacity, and individual tastes should, as far as possible, be avoided. I think, this feeling or conviction is at the back of the recommendations made by many witnesses who were examined by the Calcutta University Commission when they say that the students should be made to undergo an additional year's course in the secondary school or that their should be a preliminary or separate entrance examination to the University. The immaturity they complain of is, I think, the lack of mental training.

"With these remarks, Sir, I press upon this House the acceptance of some three or four principles embodied in my resolution. Firstly, the two courses namely the Secondary school course strictly so called and the vocational course should be kept separate and distinct as far as possible. Secondly, a scheme of general education should precede or go hand in hand with vocational training. Thirdly, the Government and private companies such as Railways, etc., should contribute to the stability and permanence of vocational courses by giving large orders for the articles or machinery which vocational schools are in a position to supply. Fourthly, in Secondary school courses there should be greater freedom allowed to headmasters

[Mr. S. Arpudaswami Udaiyar] [15th November 1921]

and managers to introduce variety of methods or determine the features of the courses which are calculated to impart mental training, and awaken a variety of interests and sympathies, so that the pupils leaving the courses might proceed to the University or the learned professions with a mind well developed. I have also made a distinction between secondary school courses and vocational courses, for the former aims at mental training and watches the special aptitude for pupils for higher studies and for taking degrees in the University while the vocational course and the vocational schools are intended to equip young men to prepare themselves for a calling or a trade or industry."

With these few remarks, Sir, I press upon the House the acceptance of these principles which amounts, I think, virtually to the acceptance of the resolution.

Mr. C. V. Venkataramanay angar seconded the resolution.

The Hon'ble Rai Bahadur K. VENKATA REDDI NAYUDU:—"Mr. President, the resolution before the House in its somewhat lengthy form may be divided into two general heads, one that relates to vocational education and the other that elrates, if I may say so, to technical and industrial education. So far as vocational education and the second portion of the resolution, namely, ordinary education are concerned, my honourable friend Mr. Patro will reply. So far as technical education is concerned, I should like to reply to my honourable friend, the mover of the resolution.

"The honourable mover has, with a fund of knowledge acquired in the course, I take it, of his professional career the capacity and advantage to put it in that admirable form in which he has put it. But I am afraid, Sir, the complexity of the problem involved and the somewhat confused state in which public opinion is on this matter of technical and industrial education compel me to try to divide this portion of education into different main heads, such as manual and vocational education under one head and technical and industrial education under another. So far as manual and vocational education are concerned, I should think they are properly the sphere of the educational department. I understand and my honourable friend, Mr. Patro, will presently point out that a committee is just now sitting and is going into the question of this vocational education and it remains to be seen what the recommendation of the committee would be. So far as manual training is concerned, I presume, it is more or less the training of the eye, the hand, as the honourable mover put it. So far as vocational education is concerned, I take it that it is education which could be given in ordinary schools with a view as my honourable friend stated, to equip young men to find avocation in after life if they should leave schools without further education either in colleges or in technical and industrial schools. It, therefore, resolves itself to this position, namely, that the industrial department should be interested in finding means to impart industrial and technical education. Whether these technical schools could be coupled with ordinary schools is a matter of some difficulty. What we want so far as the industries are concerned, whether they are organized industries or cottage industries, is in the first place an army of labourers with enough general education and sufficient skill to work in the various industries. Then we want, as the Industrial Commission reported, an army of officers with a sufficient directing intelligence in order to extract the largest amount of work from the labourers. But for that purpose the essential requirement seems to be and the history of the countries to which reference has been made by my honourable friend justifies that these labourers are to receive free and compulsory elementary education before they could be given any technical or industrial education. Sir, we are handicapped a great deal in this country

12 ✓ 13

ESTABLISHMENT OF TWO KINDS OF SECONDARY SCHOOLS—TECHNICAL OR
COMMERCIAL SCHOOLS AND SECONDARY SCHOOLS PROPER.
15th November 1921] [Mr. K. Venkata Reddi Nayudu]

on account of the illiteracy and ignorance of the people in the development of industries and unless the district boards, the taluk boards and the municipalities are prepared to furnish to the industrialists better material than they are at present able to furnish, it will not be possible for any technical or industrial education being introduced with any degree of success. The first requisite, therefore, seems to be that elementary education should precede industrial and technical education.

"Now, Sir, so far as these two portions are concerned I may at once tell the honourable mover of this resolution that the Government are as anxious to systematize and impart technical and industrial education and for that purpose they have not at present any trodden path by which they could proceed. It has accordingly been agreed by the Government that they should appoint a committee to go into the whole question of industrial and technical education as distinct from not merely general education, but also as distinct from vocational education and manual training.

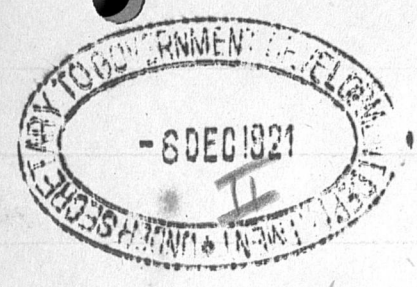
"I may assure the Council that a committee will shortly be appointed to go into the whole question of industrial and technical education and to devise means by which such education could be imparted; whether such education should form part of the existing schools or whether there should be separate schools for these, and how far industrial and technical education could be imparted in existing factories and schools and how far higher education will have to be taught in the different schools separately established for that purpose; all these questions can only be considered by a committee. I hope the honourable mover will be satisfied with that assurance. From a perusal of the resolution, it will be noticed, that the problem involves very many complexities, the question of the period of instruction, the question of curricula, the question of methods and so forth; all these cannot be accepted or settled in a resolution like that one before the House. They require further investigation and as such the only course which I think, under the present circumstances, we can adopt is to appoint a committee to go into the whole question."

The Hon'ble Rao Bahadur A. P. PATRO:—"Sir, as regards the second part of the resolution, it includes within the scope of reference to the committee—the educational reorganization committee, of which the honourable mover is a member. This resolution requires no further explanation. The honourable mover being in the committee, he can press the matter of the resolution on the attention of the committee and can obtain all that he wants in this resolution."

The resolution was by leave of the Council withdrawn.

The resolution was withdrawn after discussion. The papers may be

Order recorded
mis CR
5/12/21



24/2/21 To the Develop. Dept. as per para. 3/12/21
CR 5/12/21

no No 346 9B-1
6/12/21

Development Dept.

Dw. 3381 II
6/12/21

For A.S.

May be founded and returned to Law (Edu) Dept.

CR 8/12/21

S/

As regards A at p 13 Anti M₁ has mentioned in another file that he will be appointing a Committee shortly. We may await his order. This file may go back to Law (Education) u/o.

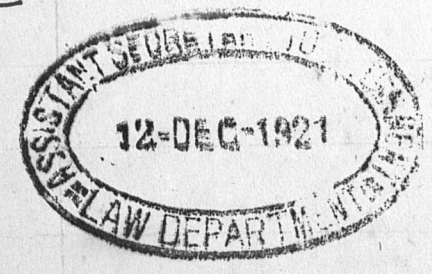
CR 57960
12/12/21

CR 9-12-21
H/12/21
com

W.O. No. 13874/21-1
16/12/21

Law (Edu) u-o

Law (Edu) Dept



The notes may be NO 18284/19-12-21
Order recorded
13-12-21
H/12/21
CR 16/12/21

When given for copying _____
 When copied _____ } 192 .
 When examined _____
 When signed _____

READ AGAIN G.O. No. _____, DATED _____
 192 .

CURRENT No. _____

ENCLOSURES TO C. No. _____

ORDER OF GOVERNMENT A A A A A A A

LETTER GOVERNMENT. _____

STATEMENT WITH DITTO. _____

PAPERS NOT FILED UP, BEING MEANT FOR DESPATCH
 IN ORIGINAL.

N.B.—
 A = Copy in full.
 B = Not to be copied.
 P = Copy abstract only.
 Q = Copy heading only.