

Government of Madras
LAW (EDUCATION) DEPARTMENT

G.O. No. 1066, 7th June 1926

European education—Survey of—Orders passed.

Orders :—

2

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European education—Survey of—Orders passed.

READ—the following papers :—

Letter from R. G. GRIEVE, Esq., M.A., Acting Director of Public Instruction, to the Secretary to Government, Law (Education) Department, dated Madras, the 25th May 1925, R.O.C. No. 244-E/25.

With reference to paragraph 3 of G.O. No. 226, Law (Education), dated 13th February 1925, I have the honour to submit a copy of the interim report with its enclosures relating to the survey of the position of European and Anglo-Indian education submitted by the Acting Inspector of European Schools, and also a copy of his covering letter to the same R.O.C. No. 122/25, dated 11th May 1925.

2. It is evident from the report that it can be regarded only as tentative in character inasmuch as only 22 replies have hitherto been received by the Inspector of European Schools to the circular sent out by him. I am instructing him to issue reminders to those who have not yet replied so that if and when a committee is appointed, a larger body of opinion may be available for their consideration. I agree with the Inspector where he suggests the appointment of a committee. I consider however that it would be better if the committee met towards the end of July as it will be easier to get members together then and as further replies may by that time have been received by the Inspector of European Schools.

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ENCLOSURES.

(1)

Letter from the Inspector of European Schools, to the Director of Public Instruction, dated 11th May 1925, R.O.C. No. 122/25.

I submit an interim report on the survey of European education based on the available material.

2. It is, I admit, an unsatisfactory document, but the response to our circular has been feeble, and though I am writing again to those who have not responded to our request for statistics and views, I am afraid I see no prospect of any great enlightenment beyond what is provided by the Census figures and what one's own experience provides and what is more or less common knowledge. Not the locality or area, but the social position seems to determine the educational needs which may be grouped under the two heads of (1) higher education and (2) some useful lower standard of education. Even this interim report shows that the chief need is for more efficient literary education at European schools, and it is nowhere expected of schools that they should provide vocational education, which to be efficient must, it is stated, be given while the learner is undergoing an apprenticeship course. The need therefore is for two external tests of the High and Middle grades, and in this connexion the proposed abolition of the Middle School examination would seem to need reconsideration. In regard to the curriculum it needs lightening with a view to more intensive and effective instruction in essentials. So far as vocational instruction is concerned, that may, I venture to recommend, be left to the Department of Industries to organize. It would be of two types in the main—for boys who have reached the lower and the higher standard of education respectively.

(2)

Interim Report on a survey of European Education in the Madras Presidency.

1. *Material.*—The circular letter attached * (with its enclosures) was sent to the following Government officials, heads of concerns, etc.

* Not printed.

(1) The Collectors of Bellary, Chingleput, Coimbatore, Malabar, Salem, Trichinopoly and Vizagapatam (the districts in which the last Census shows a fair Anglo-Indian population).

(2) The Chaplains of Calicut, Waltair, Coimbatore and Trichinopoly.

(3) The Chairman, Madras Port Trust; the Manager; Madras Tramways, the Manager, Madras Electric Supply Corporation; the Managing Director, Coimbatore Spinning and Weaving Mills; the Managing Director, Madura Mills; the Commissioner, Corporation of Madras; the Managing Director, Buckingham and Carnatic Mills; the Manager, Madras Telephone Company; the Secretary, Imperial Bank; Colonel Cartwright Reed, Engineer, Vizagapatam Harbour; Eastern Telegraph Company.

(4) The Director of Industries, the Agents, Madras and Southern Mahratta and South Indian Railways, the Director General of Indian Medical Services, the Military Works Department; the Superintendent, Government Press.

(5) The Madras Trades Association; representatives of Anglo-Indian Associations, the Chambers of Commerce, Madras, Calicut, Cocanada, Cochin, Tellicherry, Tuticorin, the United Planters Association of Southern India.

(6) Correspondents of twelve European schools—

Replies have been received as follows:—

- (1) From the Collectors of Malabar and Salem.
- (2) Do. Chaplain of Trichinopoly.
- (3) Do. Chairman, Port Trust, Madras.
Do. Managing Director, Coimbatore Spinning and Weaving Mills.
Do. Secretary, Imperial Bank.
Do. Superintendent, Eastern Telegraph Co.
- (4) Do. Agent, South Indian Railway.
Do. Director General of Indian Medical Services.
Do. Commanding Royal Engineer, Madras District.
Do. Superintendent, Government Press.
- (5) Do. Madras Trades Association
Do. Chairman, Chamber of Commerce, Calicut.
Do. do. do. Cochin.
Do. do. do. Tuticorin.
Do. do. Anglo-Indian Association, Trichinopoly.
Do. do. do. Pondanur.
- (6) Do. Correspondents of seven of the schools.

That is, of the 61 letters sent out replies have been received up to date to (sic.) 22.

The two Collectors who have replied both state that they are not in a position to furnish full particulars under all the heads under which it was asked for. The heads of Government departments written to have furnished such particulars as were available, while the replies received from the Agent, South Indian Railway, the Chairman, Port Trust, the Chaplain of Trichinopoly and the Chairman, Anglo-Indian Association, Trichinopoly, have been very helpful. But so far there is little or no prospect of complete figures for a systematic survey, the only survey possible being a "human" survey, in which statistics do not occupy the foreground.

2. *The Census of 1921.*—The figures given in statements A and B (attached at end of report) have been culled from the Census of 1921.

It will be seen from the above statements —

- (a) that in some districts there are no European schools;
- (b) that in others there are children of school age who are attending no school;
- (c) that Bellary, Chingleput, Coimbatore, Trichinopoly are educational centres; and
- (d) that educational efforts need stimulating in the Circars and the Ceded Districts.

Regarding Malabar, a district that in point of the number of boys at school is educationally very advanced, the Collector writes: "The needs of the Anglo-Indian community in the matter of education are, I believe, sufficiently met by the various 'European' schools in the district."

The boys of the following schools, it will be seen, are not always drawn from the surrounding districts only:—

St. Joseph's School, Bellary.

Bellary ... 33	Goa ... 10	Kurnool ... 1
Bombay ... 10	Godavari ... 2	Madras ... 2
Bangalore ... 3	Anantapur ... 8	Chittoor ... 1
		Malabar ... 1

St. Michael's School, Cannanore.

Malabar ... 115	Cochin ... 2	Mysore ... 1
South Kanara ... 2	Coimbatore ... 1	Ceylon ... 3

St. Joseph's School, Calicut.

Malabar ... 200	Cochin ... 4	North Arcot ... 2
South Kanara ... 8	Tanjore ... 2	Goa ... 4
Chingleput ... 1	Mysore ... 3	Trichinopoly ... 1
Coimbatore ... 3	Mahe ... 1	Andamans ... 1

Stanes' High School, Coimbatore.

Coimbatore ... 57	Salem ... 3	North Arcot ... 3
Madura ... 11	Tanjore ... 3	South Arcot ... 3
Malabar ... 6	Tinnevely ... 4	Godavari ... 3
Madras ... 14	Trichinopoly ... 2	Nellore ... 3
Mysore ... 7	Anantapur ... 3	

3. *Avenues of employment.*—Statement C (attached at end of report) furnishes particulars of what these have been at a few important schools. The figures are for the years 1919—1924.

4. *Occupation of parents.*—Particulars of the occupation of parents have been received from seven schools (Statement D at end of report). At the Roman Catholic Boarding schools at least 20 per cent of the pupils are destitute and are in receipt of aid under articles 40 and 42 of the Code.

5. *Employers.*—The Chairman, Port Trust, Madras, stated that the chief requisite for posts under the trust are "good sound education with stress laid on Mathematics, Mechanics and Science." In the Traffic Department there are posts for well educated young men with no special technical qualifications. For those posts for which such qualifications are needed an apprenticeship has to be served and he advises attendance at a Trades school during the period of apprenticeship. He adds:

"Boys should be taught to work conscientiously, to be honest and straight forward and to use their common sense. This is of much more use than mere book learning. A common sense, hardworking, conscientious foreman class is badly needed in present day industrial India".

At the Stanes' Cotton and Spinning Mills, Coimbatore, a sound general High school education is looked for for the better paid posts. An apprenticeship has to be served for the posts for which technical training is needed. The range of posts is from a fitter on Rs. 25 per mensem to a carding master on Rs. 300.

The Secretary, Chamber of Commerce, Tuticorin, writes: "Anglo-Indians and Europeans will have to be prepared generally to accept low salaries to begin with. The inability of these classes to do this has hitherto been a great handicap."

The greatest need is a most careful grounding in Reading, Writing, and Arithmetic. Till a boy is about 14 these subjects should occupy most of his time. History and Geography should be taught as part of the above subjects. Other subjects, such as, Elementary Agriculture, Physiology and Zoology, also lectures on care of health, kindness to animals, discipline, and good manners would be a valuable training. A knowledge of one or more Indian vernaculars is necessary.

"Night schools teaching technical subjects would be necessary for young men employed in workshops, railways, etc., in day time."

"Technical training should be provided chiefly after the boy has started work. Physical training throughout the whole of a boy's school life is very desirable."

The Secretary of the Chamber of Commerce, Calicut, also comments on the Anglo-Indian's unwillingness to accept a small initial salary. He advises the inclusion of Book-keeping, Type-writing, Correspondence and Stenography in the curriculum.

The Agent, South Indian Railway, who furnishes full particulars of the posts available—though at present there are no vacancies—remarks: "Anglo-Indians may as well get into the clerical grade but this they very seldom do". As a rule men are recruited from below for the better paid posts, but sometimes training is provided, as, for example, for Permanent Way Inspectors.

The Commanding Royal Engineer furnishes full particulars of the various grades of clerical posts under him. The standard of literary education looked for is high, being either the Intermediate of an Indian University or the Cambridge School Certificate Examination. Promotions from grade to grade are made by means of departmental examinations.

The Secretary, Imperial Bank, gives particulars of the post of Probationary Assistant (Rs. 150—50—250) now being thrown open to Indians but recruits are expected to hold the diploma of Bachelor of Commerce.

There are several clerical posts and the Secretary writes: "I may add that it is open to any employee who shows outstanding ability to rise to the higher appointments".

The Chairman, Anglo-Indian Association, Trichinopoly, says that a high school education is essential for employment on the railway. He says that there is much scope for lads trained in the details of motor transport and high power electric schemes.

The Deputy Director General, Indian Medical Service, forwards particulars of the training provided for Military Sub-Assistant Surgeons. The initial qualifications are either the Intermediate of an Indian University or the School Certificate Examination (under certain conditions).

The local Superintendent of the Eastern Extension Telegraph Company states that in the past on an average eight learners have been needed per annum. Lads of between 15 and 18—preferably younger—who have passed the VIII standard are accepted as learners.

The Chaplain of Trichinopoly advises schools to prepare their pupils for Government service, the requirements for which are set down so clearly in the various notifications issued by the heads of departments.

The Superintendent, Government Press, states that one post of Assistant Superintendent on Rs. 300—20—400 has been thrown open to Indians; but technical qualifications are needed for it.

6. *Conclusions.*—(1). Statement B makes the need for central schools very evident. The present location of High schools is suitable—with the exception of Madras, where amalgamation is long overdue (Proceedings R. C. No. 1634-E/22, dated 8th September 1922). A high school is surely needed at Bellary for the Ceded Districts.

(2) Statement D shows that the financial circumstances of the parents on the East Coast are generally better than those on the West Coast, where many of the parents are tailors and carpenters. The Ceded Districts occupy an intermediate position. The majority of the parents here (statement D) and in Annual Returns Numbers 2 (b) and 4 (b) belong to Class C.

(3) Statement C somewhat strangely shows that more boys leave from Standard VII on the East Coast than on the West. The railway workshops on the East Coast may have something to do with this; also the higher fees charged.

(4) There appears to be a distinct need for more efficient instruction in the teaching on the three R's at most European schools, and the remedy seems to lie in the intensive rather than the extensive study of texts, so far as language work is concerned, and more drilling in the teaching of Arithmetic. Teachers in charge of Arithmetic should have made some study of the methods of teaching the subject—not necessarily from a book on method, but from any good modern text book. Departmental schedules of work—both as a guide and a check—are clearly needed.

(5) Vocational education cannot, as competent employees state, be combined with literary education, and beyond training pupils in practical work and such subjects as typewriting and shorthand, no direct attempt need be made to fit pupils for posts, since employers ask only for a sound general education.

(6) Vocational education should be given at Trade schools and when the pupils are doing their apprenticeship course.

(7) The need for higher education has been amply demonstrated, and the aim of European education should first and foremost be the giving of efficient High School education in the subjects generally recognized by all examining bodies of real importance. Specialization should, as in Indian schools, begin in Standard VIII and efficient teachers should be appointed by a pooling of resources. "Soft" subjects of which there are still a good few in the curriculum should be weeded out.

APPENDIX.

Statement A—Males by cities.

District.	City.	European and allied races.			Anglo-Indians.		
		Total males.	es of school-age 0-18 years.	Adult males above 18 years.	Total males.	Males of school-age 0-18 years.	Adult males above 18 years.
Godavari	Rajahmundry ..	14	3	11	159	87	58
Bellary	Cocanada	36	18	18	31	12	18
Madras	Bellary	18	2	16	123	83	29
Chingleput	Madras	1,619	277	1,342	4,431	1,321	2,482
Salem	Conjeevaram ..	1	..	1	..	..	..
Coimbatore	Salem	6	3	3	8	..	8
Tanjore	Coimbatore ..	67	24	43	110	63	30
Trichinopoly	Tanjore	7	..	7	89	30	47
Madura	Negapatam ..	67	8	59	253	47	173
Malabar	Kumbakonam ..	..	..	..	2	..	2
	Trichinopoly ..	78	15	63	258	102	121
	Madura	32	4	28	260	72	136
	Calicut	119	3	116	297	122	136
Total ..		2,064	357	1,707	6,021	1,939	3,240

Statement B—Males by districts.

District.	European and allied races.			Anglo-Indians.			Number of boys at school according to Public Instruction Report for 1923-24.
	Total males.	Males of school-age 0-18 years.	Adult males above 18 years.	Total males.	Males of school-age 5-18 years.	Adult males above 18 years.	
1. Agency	15	2	13	7	1	5	..
2. Ganjam	32	4	28	51	16	28	..
3. Vizagapatam	113	15	98	552	275	217	198
4. Godavari	74	23	51	242	116	104	36
5. Kistna	15	2	13	72	40	23	..
6. Guntur	23	3	20	5	..	5	..
7. Nellore	36	12	24	307	114	191	51
8. Cuddapah	9	3	6	22	1	16	..
9. Kurnool	11	1	10	18	5	12	..
10. Bellary	25	3	22	140	87	38	71
11. Anantapur	58	9	49	164	35	114	42
12. Madras	1,619	277	1,342	4,431	1,321	2,482	1,069
13. Chingleput	430	63	367	1,197	483	515	460
14. Chittoor	27	7	20	63	13	47	..
15. North Arcot	40	8	32	335	74	232	45
16. Salem	40	6	34	54	9	41	28
17. Coimbatore	192	68	124	430	134	242	149
18. South Arcot	41	7	34	337	98	212	..
19. Tanjore	83	9	74	367	82	239	67
20. Trichinopoly	80	15	65	261	102	124	169
21. Madura	169	57	112	349	106	165	60
22. Ramnad	24	2	22	13	1	14	..
23. Tinnevely	61	5	56	33	2	22	..
24. Malabar	402	75	327	1,224	379	655	415
25. South Kanara	19	5	14	17	9	8	..
Total ..	3,638	681	2,957	10,691	3,303	5,761	2,860

Statement C—Employment of pupils passing out of European Schools.

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	Professional.	Industrial.	Commercial and trade.	Clerical Non-Government.	Railway Engineering.	Railway Traffic.	Railway Loco.	Government.	College.
I. St. Joseph's School, Bellary—									
High passed	..	..	..	..	..	..	..	..	1
Do. failed	..	1	..	..	..	..	..	..	..
Standard IX	..	2	1	..	1	..	3	..	..
Do. VIII	..	..	1	..	..	..	2	..	..
Do. VII	..	4	..	..	..	2	9	1	..
Do. VI	..	4	..	..	..	..	7	..	..
Do. V	..	2	..	..	..	..	7	..	..
II. St. Michael's School, Cannanore—									
Standard VII	..	1	..	2	..	1	3	..	2
Do. VI	..	(Tailor)	..	1	..	..	..	..	..
Do. V	..	4	..	..	..	1	..	..	..
		(Carpenters)							
N.B.—About 75 per cent of the boys continue their education at High schools. Eight boys are unemployed.									
III. Stanes' High School, Coimbatore—									
High passed	1	..	1	2	3	..	..	2	11
Do. failed	..	..	1	..	..	1	..	1	..
Standard IX	..	..	..	..	..	..	..	2	..
Do. VIII	..	1	..	..	..	1	..	3	..
Do. VII	..	2	..	..	..	..	6	5	..
Do. VI	..	5	2	..	1	..	5	1	..
Do. V	..	1	..	..	..	..	4	2	..
IV. John's Vestry School, Trichinopoly—									
Standard IX	..	..	..	..	..	..	7	1	3
Do. VIII	..	..	..	..	6	..	5	..	3
Do. VII	..	..	..	..	4	..	4	..	4
Do. VI	..	..	..	..	2	1	3	..	4
Do. V	..	..	..	..	..	..	3	..	4
V. St. Joseph's School, Calicut—									
High passed	3	..	..	3	1	..	1	3	14
Do. failed	..	..	2	2	1	..	..	..	..
Standard IX	..	2	1	11	..	..	..	..	..
Do. VIII	..	1	1	1	..	..	1	..	..
Do. VII	..	1	2	2	..	..	..	1	..
Do. VI	..	1	..	2	..	..	..	1	..
Do. V	..	1	..	5	..	1	4	1	..
VI. St. Aloysius' School, Vizagapatam—									
High passed	..	1	1	..	..	..	..	5	8
Do. failed	..	1	1	..	..	1	2	1	..
Standard IX	1	1	..	..	1	2	1	1	..
Do. VIII	..	..	1	..	1	4	3	2	..
Do. VII	..	2	1	..	..	7	4	2	..
Do. VI	1	1	1	..	1	7	4	2	..
Do. V	..	..	..	..	..	7	2	..	..

* The Correspondent writes: "I do not think that more than 5 per cent of the boys educated at this school succeed in securing a job in the districts of Vizagapatam, Ganjam and Godavari. Unemployed, 11."

Statement D—Particulars of the occupation of parents of pupils in European Schools.

Town.	Range of salary.	Professional.	Industrial.	Commercial and Trade.	Clerical Non-Government.	Railway Engineering.	Railway Traffic.	Railway Loco.	Government.
(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
1. Bellary	(a) Above 500	..	..	..	..	..	..	..	..
(St. Joseph's Boys' School)	(b) " 301-500	..	..	..	..	1	..	..	..
	(c) " 101-300	3	..	2	..	3	7	9	8
	(d) Below 100	7	..	..	..	..	1	2	3
2. Cannanore	(a) Above 500	..	..	1	..	..	..	..	..
(St. Michael's)	(b) " 301-500	..	..	1	12	3	2	3	8
	(c) " 101-300	..	..	..	..	..	..	..	9
	(d) Below 100	1	34	1	21	..	..	..	2
3. Coimbatore	(a) Above 500	..	2	1	..	2	..	19	13
(Stane's High School)	(b) " 301-500	..	4	3	2	2	7	38	15
	(c) " 101-300	3	..	2	7	..	..	..	6
	(d) Below 100	..	..	..	..	..	..	..	1
4. Calicut	(a) Above 500	..	2	2	..	..	..	..	7
(St. Joseph's)	(b) " 301-500	1	..	4	..	3	1	2	..
	(c) " 101-300	7	16	16	3	6	8	5	18
	(d) Below 100	16	21	20	30	3	5	2	9
5. St. Thomas' Mount	(a) Above 500	..	..	..	..	..	..	..	..
(Wesleyan Mission School)	(b) " 301-500	..	2	..	..	..	..	..	..
	(c) " 101-300	..	..	1	1	1	..	1	5
	(d) Below 100	..	..	..	..	..	..	..	1
6. Vizagapatam	(a) Above 500	4	2	..	..	..	..	..	8
(St. Aloysius School)	(b) " 301-500	3	4	1	..	6	28	36	10
	(c) " 101-300	2	2	4	3	3	76	7	21
	(d) Below 100	1	3	2	2	..	..	..	..
7. Trichinopoly	(a) Above 500	..	..	..	..	1	..	..	..
(St. John's Vestry)	(b) " 301-500	..	..	..	..	..	..	..	..
	(c) " 101-300	..	1	..	..	1	8	10	10
	(d) Below 100	1	..	..	..	1	3	3	..

The parents shown under column (x) are in one or other of the following departments:—Telegraph, Post office, Excise, Jail, Marine and Military.

Order—No. 1066, Law (Education), dated 7th June 1926.

At a Conference held on 30th January 1925 to consider questions connected with the education of European and Anglo-Indian children in this Presidency, the following resolution was passed:—

"Resolved that in view of the present needs of the Anglo-Indian community, it is imperative that the whole position of European education in the Province of Madras should be surveyed with a view to ascertaining—

(i) the educational needs of each area; and

(ii) the type of education which should be encouraged in that area;

and that the Government of Madras be asked to undertake that survey."

2. The object which the Conference had in view was to ascertain the needs of each section of the community in each area, the particular kind and standard of education to be imparted, and the co-ordination of efforts by the different managements with a view to ensure that the funds devoted to European education are expended to the best advantage of the community as a whole. In accordance with this resolution, the Inspector of European schools was instructed to carry out a preliminary survey and to submit a report. That report was submitted by the Director of Public Instruction on the 25th May 1925 and, after careful consideration by the Government, it was decided to place the tentative conclusions to which in their opinion the report pointed before an informal conference which eventually met on 22nd December 1925. After full discussion certain points were formulated to which in the opinion of the informal conference careful attention should be given, and the Government are now in a position to indicate their views with reference to the material thus provided and to the opinions and the suggestions offered by the members of these conferences, to whose practical knowledge of and keen interest in the problem of European education the Government are greatly indebted. The object of the resolution passed at the Conference of January 1925

was essentially practical. Competition in those avenues of employment to which the domiciled and Anglo Indian communities have been mainly attracted in the past is becoming more and more acute, and it was felt that the economic problem was largely bound up with the educational problem and that the time had come to examine the educational system with a view to seeing whether it was properly organized and directed towards equipping the community not only to secure employment in those occupations with which it has long been connected but to find fresh avenues of employment which its members should be qualified to enter. This problem raises three questions which may be stated as follows:—

(1) To what employments is the community by association and aptitude best fitted to aspire?

(2) Is the existing system of European education, from the quantitative point of view, adequately organized to place educational facilities within the reach of all children belonging to the community?

(3) Is that system, from a qualitative point of view, so efficiently administered as to equip them for those professions or occupations in which the vast majority of its members must necessarily seek employment?

3. Before dealing further with these questions, it is perhaps advisable to consider such statistical data as are available.

The following are the figures of occupation as tabulated in the 1921 census report:—

	Males.	Females.
Total number of actual workers among Anglo-Indians	5,738	1,727
(a) Railway employees	1,168	94
(b) Those who derive income from agricultural land, owned or leased, etc.	814	78
(c) Proprietors other than of agricultural land, pensioners, etc.	585	252
(d) Postal and telegraph officials	306	...
(e) Officials connected with public administration	144	12
(f) Those engaged in the medical profession	141	339
(g) Teachers	111	314
(h) Business men, accountants, mechanics, etc.	941	137
(i) Other miscellaneous (including unproductive) occupations	1,528	501

Unfortunately, complete figures for any later year are not available and there is little doubt that in the main lines of occupation there indicated the Anglo-Indian community has during the last five years had to face increasing competition. Such figures, however, as are available from the tentative survey show that, while unemployment may have increased, the main occupations entrance to which is sought by the community remain unchanged. It is also clear that the community is by tradition and instinct essentially an urban and industrial community and that this fact must be accepted as fundamental. The Government are aware that various schemes have been tried or mooted from time to time for placing members of the community in agricultural settlements. But so far as they are aware, none has succeeded, and until some such scheme has been proved a permanent success, they must regard any attempt to turn members of the community into agriculturists through the agency of education as bound to lead to failure and more likely to injure than to benefit it.

4. As regards the adequacy of the provision for education, apart from any question of its efficiency and suitability, the following figures are of interest:—

Out of a total population of 34,302 Europeans and Anglo-Indians according to the 1921 census, in 1924-25 there were 10,270 pupils in different classes of institutions. The following table shows the distribution:—

	Boys.	Girls.
Arts and Professional Colleges	53	86
Secondary and High Schools	2,611	2,240
Middle Schools	1,294	1,645
Elementary and Primary Schools	951	1,057
Training and Special Schools	76	257
	4,985	5,285
	10,270	

The total number of schools recognized under the Code of Regulations for European schools is 88: 31 being high schools, 34 middle schools and 23 primary schools: 5 middle schools and 12 primary schools are railway schools. The statistics show that the percentage of children of school-going age who are not attending some institution must be very small, and the distribution of these institutions is such as would naturally be expected from the distribution of the population and from the fact that a large number of parents send their children to the many excellent institutions situated on the Nilgiris. It is doubtful if there is any centre where the opening of a new school would be justified by the number of pupils to be provided for, and the question is rather whether there are not cases of overlapping where efficiency and economy would be promoted by the amalgamation of separate schools. To this point subsequent reference will be made.

5. The remaining question is whether the actual training imparted in these institutions is efficient and really suited to equip the children of the community to secure suitable employment when they grow up. The idea underlying the resolution which gave rise to this investigation was that education should be adapted in different areas to the particular occupations available in such areas. On full consideration of the material before them, the Government are convinced that this conception of the problem is essentially mistaken and that on more than one ground it is imperative that the system of education should be directed not with a view to restricted regional opportunities but to fitting the pupils to compete in the widest possible sphere of employment whether in this Presidency or in that expansion of industrial activity which is so marked in some of the other provinces of India. In the first place, a large proportion of children of the community are educated away from home and it would be impossible, for example, in schools on the Nilgiris or in Madras to provide different curricula for children coming from different areas in the Presidency. Further, the consensus of opinion on the part of such employers of labour and others as have been consulted on this point is that the essential need of the community is a sound general education which should be continued up to that point at which the selection of a profession or occupation is made and that in all cases the minimum standard aimed at should be that of a completed middle school course; the minimum in the case of those who intend to take up a learned profession being a completed high school course. It seems clear from the reports received from various employers that the results of the present system are not altogether satisfactory and that pupils complete the middle school course without really having attained that standard of general education which such a course should imply. No specialisation at earlier stages can possibly make up for such a grave defect, and it is clear that anything which interferes with the attainment of a good and sound general education must be rigorously excluded from the curricula. The age at which specialisation should begin will, of course, depend on the future avocation of a student. It may be expected that a considerable number of those who are going to find employment in railways or other industrial undertakings will receive special courses of instruction either in workshops or in technical institutions on the completion of the middle school course, that those who desire employment in commerce or trade will seek for special instruction in commercial schools or colleges after completing a high school course, while those who seek to enter the learned professions will proceed from a high school to a university course. It seems clear that the existing number and distribution of institutions is adequate to afford facilities of this kind in accordance with the community's needs. The question whether existing curricula are really adapted to afford the necessary general education is one which will be remitted to the Director of Public Instruction for further and most careful examination.

6. The examination of this problem further raises financial issues which cannot be disregarded. According to the figures of expenditure for 1923-24 and 1924-25, the total expenditure on European schools is in the neighbourhood of 25½ lakhs of which, roughly speaking, 10 lakhs is provided from public funds, 10 lakhs from other sources such as endowments and 5½ lakhs from fees. The provision which approximates to Rs. 250 per pupil cannot be said to be inadequate, but, if full benefit is to be derived from it, a watchful economy must be enforced. There are two matters in respect of which wasteful or unnecessary expenditure is likely to

manifest itself. The curricula or the equipment of schools may contain items which may either encroach on the time which ought to be devoted to general education or must be regarded in the light of luxuries which encroach on funds which could be better utilised: or there may, in certain areas, be an unnecessary multiplication of schools of different kinds competing with each other and thus absorbing funds on the maintenance of inefficient institutions where the interests of the community and of economy could be better served by their amalgamation in one institution with a much higher degree of efficiency. These are points which the Director of Public Instruction will be requested to examine and report upon in consultation with those concerned, and qualified to advise. The Government are entitled to demand that the considerable sums contributed from general revenues are utilised in the most economic and efficient manner possible. All expenditure on this branch of education must be scrutinised with reference to whether it serves the general interests of the community which ought not to be made subservient to particular interests.

7. As regards the question of unemployment the Government desire to make their attitude clear. They are anxious to do all they can with the funds at their disposal to regulate the system of European education in such a way as best to help the economic interests of the community, but they feel bound to point out that, while they are willing to give due weight to the claims and aptitudes of the community in so far as employment under Government is concerned, they cannot possibly guarantee either employment or the concession of special terms, nor can they expand administrative establishments as a measure of unemployment relief or with regard to considerations other than administrative needs; the solution of the problem of unemployment must rest largely with the community itself. It seems clear, for example, that more members of the community could be absorbed in the teaching profession in institutions under the Code of European Education. The Government further observe that few members of the community seek to enter the clerical branches of the different departments under Government. They understand that the initial pay in these services is not regarded as an adequate remuneration for members of the Anglo-Indian community. It may be pointed out, however, that the pay of these services has been largely improved and that as a result of the revision of salaries they open out considerable prospects to intelligent and capable men and that both the emoluments and prospects are, in many cases, superior to those attainable in other occupations which are more largely sought by the members of the community. The same remarks apply to employment in the clerical establishments of mercantile houses. The Government are anxious to do all they can to enable members of the community to compete for such appointments. But a mere adaptation of the educational system to this end is not the only essential; in their opinion, the attitude of the community towards the problem of employment must undergo a change. It must be prepared to compete in a much wider field and to rely less on quasi-monopolies or restricted spheres of employment. There are occupations to which the community brings peculiar aptitudes, but it is not possible that these should provide for all their requirements.

8. At the informal Conference held in December 1925 the statement of the position in respect of European education and of its essential aims indicated above was generally accepted. It was agreed that the main essential was a sound general education and that this implied that such education should be continued either to the end of the middle school course or of the high school course according to the profession or avocation upon which pupils propose to enter. It was also agreed that greater attention must be paid to the warnings issued by prospective employers as to the defects in the existing system. It was also recognized that, if the educational system was to be adapted to these requirements, it would demand the continuance of the middle school examination. Instructions have been issued to the Director of Public Instruction to examine these points and to submit such proposals as may be necessary to give effect to the conclusions arrived at.

9. The Conference further drew attention to questions of great importance affecting the utilisation of funds. It was urged that the provision for the award of scholarships should be liberalised more especially by raising the maximum age for high school scholarships from 17 to 19 years. It was also urged that scholarships should

be given with reference primarily to poverty and not primarily to merit. The Government concur in the views thus expressed and the necessary instructions have been incorporated in the revised code. The funds which have been devoted to scholarships are limited and it is only when the requirements of poor but promising pupils have been met that these funds can be utilized as awards for merit and attainments alone. It was also urged that in other respects funds were not being used to the best advantage; and that the expenditure on boarding grants, free meals and other measures merely pauperised the community to its detriment and to the serious prejudice of education pure and simple. The Conference suggested that the whole provision for grants-in-aid should be carefully scrutinised with a view to ascertaining what adjustments are desirable. In the views thus expressed, the Government entirely concur. It is not in the interests of the community that funds intended for education should be diverted into eleemosynary channels and so administered as to weaken the self respect and enterprise of the community. The Director of Public Instruction reports that this matter is under careful investigation and that something has already been done to redress the balance. The Government believe, however, that more can be done to meet the pressure which is brought to bear upon the department to show laxity in this respect, and the Director of Public Instruction will be instructed in this respect also further to investigate the matter and to submit the results of his scrutiny to the Government.

10. It was also suggested that the grants and other provisions for European education were being utilized for the benefit of individuals who had no claim to be recognised as Anglo-Indians or to come within the purview of the Code for European education: and it was suggested that these advantages should be restricted to the children of parents who are members of the Anglo-Indian Association. That suggestion the Conference was unable to accept, but the Government agree that the Association might well give useful assistance in cases in which investigation is required and they propose to examine the existing system of certification in order to see whether it cannot be rendered more effective.

11. It was also urged at the Conference that primary schools and the primary sections of schools were inefficient and that, as a result, pupils were passed on from the primary stage to the middle stage of school education when they were really quite unfitted to proceed to that stage. Here too it was urged that the reason for this was undue expenditure in primary schools and sections on purely eleemosynary objects. The Government consider that this matter calls for very full enquiry. For a majority of pupils general education must cease at the close of the middle school course; and, if education in the primary sections is inefficient and unsuitable, it is impossible to rectify these defects in the middle school course. It is possible that these defects are, as already stated, also due in part to the attempt to maintain an unnecessary number of schools where the correct policy would be one of amalgamation and concentration. The attention of the Director of Public Instruction has already been drawn to this issue and he will be requested to bear it in mind when reporting on the question here raised as to the efficiency of primary schools and sections.

12. The Government trust that the action which it is proposed to take with reference to the important discussions and criticisms now under review will result in European education being placed on a more efficient, practical and economical basis and they desire again to express their gratitude to all those who, as members of these Conferences and otherwise, have materially assisted them in their deliberations.

(By order of the Governor in Council)

V. T. KRISHNAMA ACHARIYAR,
Secretary to Government.

To the Director of Public Instruction.
Editors' Table (order only).

NOTES CONNECTED WITH G.O. No. 1066, LAW (EDUCATION),
DATED 7TH JUNE 1926.

[SUBJECT.—*Survey of the position of European education.*]

From the Director of Public Instruction, No. 244-E/25, dated 25th May 1925.

The first resolution passed at the conference of European education held on the 30th January 1925 was that the whole position of European education in this Presidency should be surveyed—please see the proceedings at pages 3-6 of G.O. No. 226, dated 13th February 1925. It was suggested during the course of the debates that the survey would be more suitably carried out by a committee than by a single officer, but it was considered that the Government should make a start. In paragraph 3 of G.O. No. 226, dated 13th February 1925, the Government agreed that the survey should be undertaken but considered that the conditions in the mufassal, excluding the Nilgiris, should be first examined and a preliminary report submitted to Government. The Director of Public Instruction was asked to instruct the Inspector of European Schools in the matter. The Government also stated that, after the report was received, they would consider the question of forming a committee to go further into the whole subject.

2. The Inspector has now submitted an interim report on the materials available. He himself classes the report as an 'unsatisfactory' document, as the response to the circular issued by him 'has been feeble'—out of 61 letters issued by him, he has received up to date only 22 replies. The Inspector has suggested that a committee—as proposed in the course of the conference—may set to work *at once* so that he might have the benefit of its advice on the collection of further material. The Director also regards the report as 'tentative' and agrees with the Inspector as regards the appointment of a committee, but suggests that it would be better if the committee met towards the end of July.

3. The report may be submitted to C-4. Orders are requested whether the Director's suggestion for the appointment of a committee will be accepted. If so, the Director may be asked to take necessary steps in this regard.

C.V.V.—6-6-25.

K. RAMUNNI MENON—7-6-25.

Will the Director of Public Instruction kindly advise on the constitution of the committee?

V. T. KRISHNAMA ACHARIYAR—9-6-25.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

I propose to preside with the Inspector of European Schools as Secretary,

The following names are recommended:—

- (1) The Right Rev. the Lord Bishop of Madras.
- (2) Mr. W. C. Douglas, Acting Deputy Director of Public Instruction.
- (3) The Rev. W. Herbert Spencer, St. George's Homes, Keti.
- (4) The Rev. W. H. G. Padfield, Lawrence Memorial School.
- (5) The Rev. Father A. J. Van der Berg, Correspondent, St. Mary's High School.
- (6) The Rev. H. Y. Necker, Correspondent, Bishop Corrie's High School.
- (7) Mr. H. A. Hart, District Educational Officer, Madras.
- (8) The Rev. T. H. Butlin, Correspondent, Civil Orphan Asylum, Madras.
- (9) The Rev. Mother Xavier Murphy, Correspondent, Presentation Convent, Kodaikanal.

- (10) Mr. E. E. Berry, Correspondent, Stanes High School, Coimbatore.
 (11) Deaconess Creighton, Correspondent, St. Mark's School, Madras.
 (12) Miss W. Park, Lecturer on Domestic Economy.
 (13) The Rev. Father A. S. Villa Verde, Correspondent, St. Bede's High School.

The agenda to be discussed are being got ready and the terms of reference.

Invitations will be sent to non-officials on receipt of approval. The date tentatively fixed is July 28th as the Bishop said that would suit him.

I presume non-officials from the mufassal will be allowed travelling allowance and halting allowance in accordance with the rules.

R. G. GRIEVE—30-6-25.

LAW (EDUCATION) DEPARTMENT.

Please see the proceedings of the conference on European education held on the 30th January last and the Government Order thereon.

2. The first resolution of the conference was that a survey should be undertaken "with a view to ascertaining the needs of each section of the community in each area and the particular kind and standard of education to be imparted". On this the Inspector of European Schools was instructed to study the conditions in the mufassal, excluding the Nilgiris, and submit a preliminary report. Mr. Thompson now submits this report.

3. Mr. Thompson has not been able to obtain the information he called for from bodies, etc., interested. His report is therefore not the result of a detailed study of local conditions.

4. Both Mr. Thompson and the Director of Public Instruction suggest that the material collected might be placed before a committee, the personnel of which is dealt with above.

5. The original idea was that, with the result of a detailed survey before them, a committee would be able to advise on the nature of the education needed in any particular centre, with reference specially to the means of employment available. The statistics, etc., collected throw light on the general issues relating to European education in the Presidency but do not furnish the detailed information required for each centre.

6. The collection of this detailed information is the first requisite. I think the more useful line of action would be to set up local committees—at Trichinopoly, Bellary and Coimbatore in the first instance—of gentlemen interested in the question who would, working on the facts so far collected by Mr. Thompson, complete a detailed survey such as the committee of January had in mind. The experience of the work gained in these centres will enable Mr. Thompson to obtain statistics, etc., regarding other centres. When the results of the detailed survey are tabulated, it will be time to appoint a general committee to decide what changes in the existing system are called for to suit local conditions.

7. Madras is in many ways the most important centre for such a study. The impression of the members of the committee that met in January was that, if conditions in Madras were carefully studied, it would be possible to concentrate instruction of different kinds in a few centres and to avoid much overlapping—though the Committee did not by any means ignore the religious and other difficulties involved. At the same time, as there are several non-official associations, etc., in Madras closely connected with European education, it would be easier to organize a study of existing conditions in Madras than in any other centre. The Inspector of European Schools may be asked to get into touch with these bodies and arrange for a study of these conditions.

8. The question of fees and boarding grants may be examined when the revised Code is received.

V. T. KRISHNAMA ACHARIYAR—9-7-25.

Before taking steps to call a conference for which I do not think that material is ready, I should like to have an opportunity of discussing this with the Director of Public Instruction. This must be after my return to Madras on 27th July.

T. E. M[ORRIS]—9-7-25.

I have discussed this with the Director of Public Instruction and briefly note my provisional conclusions.

2. The question of European education is concerned with about 9,500 or so pupils. There is education available for all children of the community, though of course not in all cases in the place in which they or their parents reside. That of course is impossible; in some districts there are very few members of the community: but it is admitted that almost every child is at school somewhere. That is to say, supply has followed demand as well as can be expected considering the distribution of the community. It is further very doubtful if there is any centre without a school in which the opening of one would be justified. Further, there are 33 High Schools, 29 Middle schools and 22 Primary schools—of which primary schools twelve are Railway schools. That is to say, not only is education almost universal, but the great majority of pupils are in institutions which give an education going much beyond the elementary stage. The question whether there is any centre in which there is a considerable Anglo-Indian population but no European school is one which admits of an answer on known facts. It seems clear from statements A and B that the only district to which this could apply is South Arcot where there is no school though there are about 100 children 5 to 18 years of age. But possibly they are educated in Tanjore which shows a surplus of pupils over those available in the district itself. The only district in which there is a leakage, i.e., where attendance is apparently much below the average is Godavari. Here again possibly it is because Anglo-Indians send their children elsewhere. The Inspector of European Schools ought to be able to say whether there is any distinct gap which requires filling up. There is the collateral question whether amalgamation is possible. There are two factors which militate against this—the denominational issue and the social issue. Apparently attempts at amalgamation with reference to the first issue have been a failure, and it is little use ignoring the social issue or expecting well-to-do parents to send their children to what are practically schools for paupers or destitutes. But if there is any scope for amalgamation, it is clearly greatest in Madras itself, and I should be glad to know from the Director of Public Instruction what measures of amalgamation he considers to be practicable or desirable in the City having due regard to these two issues. It might be possible then to get the parties concerned together for discussion.

3. The present file however is mainly connected with the question of *employment*—one I admit of great importance to the community; and here it seems to me that the wording of Resolution I was unfortunate and grandiose, and more applicable to a whole province than to a small community with a school-going population of 9,000; or so. This community is further essentially urban and divorced from the agricultural life of the province. It is further mobile so far as towns are concerned; it seeks certain well defined avenues of occupation for which the whole Presidency and even beyond it is the field, and it cannot afford to have its opportunities restricted by the setting up of artificial areas, and to have its education in each area so cramped or manipulated as to restrict its prospects to the limited field of employment offering in such area. If European education entangles itself in this way in the bog of vocational education, of bias, and of similar neologies, it will, I am sure, have reason to regret it. The one thing it wants—the one thing indeed that emerges from this file and the opinions expressed—is a sound general education as the passport to *all* lines of employment. Whether the present system does give a sound general education I cannot say. It is suggested that there are too many 'soft' subjects or, in other words, that the curriculum is bloated. On the other hand, such 'soft' subjects as elementary agriculture, physiology, etc., are suggested. But I understand that this question was examined carefully by a committee two years ago, and, provided that our scheme is general on sound lines and gives sufficient latitude without encouraging fads, I am not prepared to pull it up by the roots again to see how it is growing. Further, all our principal institutions are controlled by capable and experienced committees, trustees, etc., who surely know their own business. Other questions have been raised in connexion with this file, such as the standardization of fees—a matter of

considerable complexity when dealing with a community which is a microcosm of social and economic distinctions; but these have, I believe, been long under consideration in connexion with the revision of our Code; so the sooner we get our revised Code out the better.

4. Returning to the main question of employment, I would observe that this problem is not peculiar to the Anglo-Indian community; their problem is part of a much wider middle-class problem and I am not at all convinced that it is mainly an educational problem, or can justly be attributed to our system. The Anglo-Indian community must cast its net much more widely, and, if it is to do so, it seems to me that we are again driven back to the desideratum of a sound general education, not to attempts at a circumscribing specialisation. I am told that there are many avenues in life which, owing to the poor initial pay, are closed to the Anglo-Indian, e.g., that he cannot be expected to begin as a clerk on Rs. 35. But that is surely better than starving on nothing or being an incubus on the community. I should like to know, for example—and possibly the Director of Public Instruction could supply the information—how far Anglo-Indians utilize the opportunities for employment given in the teaching profession in European schools.

5. These are general remarks. I do not pretend to any special knowledge of the problem, but I feel that until we are much more clear in our views as to what the problem is, it is not much use elaborating further statistics or calling conferences to advise us as to how to meet it.

6. A copy of this note should go to the Director of Public Instruction with reference to points on which I have asked for information and also for general consideration. I should be glad to have an opportunity of discussing the question then with him and Mr. Kershaw with a view to meeting one or two of those best qualified to advise on the question generally.

T. E. M[OIR]—17-8-25.

Director of Public Instruction u.o.

V. T. KRISHNAMA ACHARIYAR—18-8-25.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

The Hon'ble Member enquires whether there is any distinct gap which requires filling up in regard to the location of European schools. The Inspector of European Schools states that there is nothing in the nature of a gap but that it seems clear that a high school is needed at Bellary for boys whose parents cannot send them either to Bangalore or the Hills. I regret that I cannot accept this conclusion as I find that of the 50 boys in the Bellary school, 10 come from Bombay, 10 from Goa, 3 from Bangalore and 2 from Madras. In other words 50 per cent of the boys are either pupils for whom this Presidency can accept no responsibility or come from places where there are already facilities for education.

In the latter part of paragraph 2 of his note the Hon'ble Member raises the question of amalgamation with special reference to Madras. In this connexion the Inspector of European Schools reports as follows:—

"The amalgamation of Bishop Corrie's and Doveton is long overdue. The results at the examinations have been poor at both schools—more so at Bishop Corrie's, which draws the biggest grant; and the staff difficulty continues to exist at Bishop Corrie's, where the Science Master is an untrained Indian graduate (who is being paid Rs. 150 a month). Amalgamation would most certainly result in greater efficiency and a considerable saving to Government.

"St. Andrew's Free School and St. Matthia's School should also be amalgamated, and I see no need for St. Joseph's Boys' School, Vepery, a stone's throw from Doveton.

"I feel that if pressure is brought to bear on the schools, they will learn to adapt themselves to the altered conditions."

I certainly think that a real effort should be made to effect the amalgamations suggested by the Inspector. There is little justification for paying grants for an

unnecessary number of schools. There will, of course, be difficulties but I have been informed that in Bombay City similar difficulties have been overcome and it is suggested that it would be well to get the parties concerned to come for discussion.

As regards curricula I do not consider that any revision at once is required. I agree that a sound general education is the main desideratum, not specialization, 'vocation education, of bias, and of similar neologies'. At the same time I think that there is force in the opinion which has been expressed on several occasions that the unemployment in the Anglo-Indian community is in part an educational problem. In almost every avenue of employment open to Anglo-Indians pupils of middle schools have to compete with the Secondary School Leaving-Certificate pupils of the Indian schools and they naturally go to the wall. The Railway, for example, requires Secondary School-Leaving Certificate or similar qualifications. To put it in another way the problem of employment is educational in so far as it is desirable to raise the standard of European schools where possible.

As regards the last clause of paragraph 3 of the Hon'ble Member's note the revised Code was submitted to Government some time ago.

In paragraph 4 the question is asked 'how far Anglo-Indians utilize the opportunities for employment given in the teaching profession in European schools'. The Inspector reports that he knows of only two Anglo-Indian graduates who have undergone training at Saidapet with a view to qualify themselves for posts in European schools in the Presidency. He considers that the material in men is now available because there is a steadily increasing number of Anglo-Indian men and women leaving colleges, men who owe their education to the education fund of the Anglo-Indian Association. In this connexion he stresses again the urgent need for amalgamation as this would mean more pupils and a larger fee income, the latter enabling the managements to offer salaries which would attract graduate men and women to the profession.

As regards paragraph 6 of the Hon'ble Member's note I may mention that Mr. Kershaw is at present on leave and is due to return on 25th October 1925. Mr. Thompson is at present acting for him.

R. G. GRIEVE—27-8-25.

Statement showing the points urged at the informal conference on European Education held in Hon'ble Member C-4's room on 22nd December 1925 and the action taken thereon.

Points urged.	Remarks of the Inspector of European Schools and action taken.
1. The provision for the award of scholarships should be liberalized especially in the manner of raising the age from 17 years to 19 years for high school scholarships. One other point in connexion with scholarships that was emphasized was that it is probably desirable that scholarships should be given primarily on a poverty qualification and not primarily on merit.	Proposals are before Government. Orders have been issued thereon in connexion with the revision of the Code.
2. While it was recognized that the main essential was that all children should receive a sound general education it was decided that there should be two stages. The first was up to the end of the high school stage and the second up to a lower stage which we might provisionally accept as the end of the middle school stage. The former stage will be taken up by all pupils who propose to go on with a University education or to take up some work which demand a general education, while the latter course will be reached and deviations be made at the end of it from the former course only by those who propose possibly to enter into some industrial career or manual work.	These matters are being carefully watched and proposals will be made when conclusions are reached.

Points urged.

3. Incidentally we must consider whether there are any defects in our educational system in the different stages and, if so, we must ascertain what these defects are and how we must remedy these defects in order that the products of our system should be considered suitable by possible employers for the employment which they subsequently determine to take up.

Such a scheme will demand the continuance of our middle school examination.

Another point is whether our educational system fits the students for suitable existing avenues of employment.

4. The next point for consideration is whether we are using our funds to the best advantage. Are we spending too much upon boarding grants especially free meals and not sufficient upon education, pure and simple? In fact, should not a large proportion of our funds go on education, for example, teaching grants and less on boarding in the shape of boarding grants.

In this connexion it may be desirable for us to analyze closely every single item of our European schools budget under the head 'grants-in-aid' with a view to ascertaining whether any readjustment is desirable.

5. The question was discussed as to whether our grants really went *in toto* to the Anglo-Indian community or a portion of these grants was not given to those who were not Anglo-Indians. It is necessary for the Anglo-Indian community and their representatives to assist us in determining in each and every case whether the person in receipt of grants is or is not an Anglo-Indian. The suggestion made that persons who are members of the Anglo-Indian Association only should be eligible for advantages under the Code cannot obviously be accepted. At the same time it may be desirable for us to ask the Anglo-Indian Association to assist us as well as any other person or body interested in the Anglo-Indians in determining in each individual case on which a reference is necessary whether the person under consideration is of Anglo-Indian descent or is not of Anglo-Indian descent.

6. The efficiency or rather inefficiency of the primary education in European schools was referred to. It was stated that our primary sections were inefficient for want of money and that if more money was available better teachers could be employed and that instead of pauperising the community by excessive provision for meals and clothing it would be more desirable to improve the efficiency of our primary section by giving additional grants to the primary sections of European schools.

As primary schools stand at present it was stated that they do not give an education sufficiently efficient to enable boys to proceed automatically from the primary section of a school to the middle section of a European school.

Remarks of Inspector of European Schools and action taken.

These matters are being carefully watched and proposals will be made when conclusions are reached.

This matter is also being carefully investigated. Applications are being considered most critically. This year, 1925-26, I saved Rs. 4,700 under boarding grants which I proposed to transfer to 'equipment grants', and under free meals Rs. 687. I anticipate more savings next year but we cannot act precipitately as orphanages and boarding schools have been led to expect year by year a certain number of grants. This can be reduced only gradually and the savings transferred to other objects. Ultimately, of course, a smaller appropriation will be applied for.

This is a difficulty and so long as District Magistrates certify children to be Europeans we have to accept them. I have always thought that our definition is too generous but it is difficult to suggest a substitute. District Magistrates might of course be instructed to exercise greater care in certification.

Attention is being given to this matter but I don't think there is any truth in the allegation.

I have discussed with Mr. Grieve and have drafted a Government Order. Before it issues I want it checked in order—

- (1) to insert the statistics required for paragraph 3,
- (2) to see whether any material point has been omitted.

T. E. M[OIR]—20-4-26.

LAW (EDUCATION) DEPARTMENT.

A statement showing the number of Anglo-Indians engaged in the principal occupations in the Presidency is put up.

The figures in the draft have been checked. It has been verified that all the main points raised at the conference held in December last have been referred to in the draft.

S.K.—3-5-26.

K. RAMUNNI MENON—5-5-26.

V. T. KRISHNAMA ACHARIYAR—5-5-26.

Please let Mr. Grieve see. Has he any remarks? Then edit and print papers and draft. His Excellency should see before draft issues.

T. E. M[OIR]—5-5-26.

Mr. Grieve u.o.

V.T.K.—5-5-26.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

I have no remarks to offer.

R. G. GRIEVE—7-5-26.

LAW (EDUCATION) DEPARTMENT.

The papers have been printed and are submitted. For orders as to circulation.
S.K.—22-5-26.

K.R.M.—26-5-26.

V.T.K.—28-5-26.

T. E. M[OIR]—31-5-26.

G[OSCHEN]—2-6-26.

[G.O. No. 1066, Law (Education), dated 7th June 1926]

28 JUN 1926
GOVERNMENT of Madras
LAW (EDUCATION) DEPARTMENT

G.O. No. 1066, 7th June 1926

European education—Survey of—Orders passed.

READ—the following papers :—

Letter from R. G. GRIEVE, Esq., M.A., Acting Director of Public Instruction, to the Secretary to Government, Law (Education) Department, dated Madras, the 25th May 1925, R.O.C. No. 244-E/25.

With reference to paragraph 3 of G.O. No. 226, Law (Education), dated 13th February 1925, I have the honour to submit a copy of the interim report with its enclosures relating to the survey of the position of European and Anglo-Indian education submitted by the Acting Inspector of European Schools, and also a copy of his covering letter to the same R.O.C. No. 122/25, dated 11th May 1925.

2. It is evident from the report that it can be regarded only as tentative in character inasmuch as only 22 replies have hitherto been received by the Inspector of European Schools to the circular sent out by him. I am instructing him to issue reminders to those who have not yet replied so that if and when a committee is appointed, a larger body of opinion may be available for their consideration. I agree with the Inspector where he suggests the appointment of a committee. I consider however that it would be better if the committee met towards the end of July as it will be easier to get members together then and as further replies may by that time have been received by the Inspector of European Schools.

ENCLOSURES.

(1)

Letter from the Inspector of European Schools, to the Director of Public Instruction, dated 11th May 1925, R.O.C. No. 122/25.

I submit an interim report on the survey of European education based on the available material.

2. It is, I admit, an unsatisfactory document, but the response to our circular has been feeble, and though I am writing again to those who have not responded to our request for statistics and views, I am afraid I see no prospect of any great enlightenment beyond what is provided by the Census figures and what one's own experience provides and what is more or less common knowledge. Not the locality or area, but the social position seems to determine the educational needs which may be grouped under the two heads of (1) higher education and (2) some useful lower standard of education. Even this interim report shows that the chief need is for more efficient literary education at European schools, and it is nowhere expected of schools that they should provide vocational education, which to be efficient must, it is stated, be given while the learner is undergoing an apprenticeship course. The need therefore is for two external tests of the High and Middle grades, and in this connexion the proposed abolition of the Middle School examination would seem to need reconsideration. In regard to the curriculum it needs lightening with a view to more intensive and effective instruction in essentials. So far as vocational instruction is concerned, that may, I venture to recommend, be left to the Department of Industries to organize. It would be of two types in the main—for boys who have reached the lower and the higher standard of education respectively.

(2)

Interim Report on a survey of European Education in the Madras Presidency.

1. *Material.*—The circular letter attached * (with its enclosures) was sent to the following Government officials, heads of concerns, etc.

* Not printed.

23/8
Please strike
It has been
decided that
the sp. (inter-only)
should be placed
on E.T. Plan
for this
27/6/26

(1) The Collectors of Bellary, Chingleput, Coimbatore, Malabar, Salem, Trichinopoly and Vizagapatam (the districts in which the last Census shows a fair Anglo-Indian population).

(2) The Chaplains of Calicut, Waltair, Coimbatore and Trichinopoly.

(3) The Chairman, Madras Port Trust; the Manager, Madras Tramways, the Manager, Madras Electric Supply Corporation; the Managing Director, Coimbatore Spinning and Weaving Mills; the Managing Director, Madura Mills; the Commissioner, Corporation of Madras; the Managing Director, Buckingham and Carnatic Mills; the Manager, Madras Telephone Company; the Secretary, Imperial Bank; Colonel Cartwright Reed, Engineer, Vizagapatam Harbour; Eastern Telegraph Company.

(4) The Director of Industries, the Agents, Madras and Southern Mahratta and South Indian Railways, the Director General of Indian Medical Services, the Military Works Department; the Superintendent, Government Press.

(5) The Madras Trades Association; representatives of Anglo-Indian Associations, the Chambers of Commerce, Madras, Calicut, Cocanada, Cochin, Tellicherry, Tuticorin, the United Planters Association of Southern India.

(6) Correspondents of twelve European schools—

Replies have been received as follows:—

- (1) From the Collectors of Malabar and Salem.
- (2) Do. Chaplain of Trichinopoly.
- (3) Do. Chairman, Port Trust, Madras.
- Do. Managing Director, Coimbatore Spinning and Weaving Mills.
- Do. Secretary, Imperial Bank.
- Do. Superintendent, Eastern Telegraph Co.
- (4) Do. Agent, South Indian Railway.
- Do. Director General of Indian Medical Services.
- Do. Commanding Royal Engineer, Madras District.
- Do. Superintendent, Government Press.
- (5) Do. Madras Trades Association.
- Do. Chairman, Chamber of Commerce, Calicut.
- Do. do. do. Cochin.
- Do. do. do. Tuticorin.
- Do. do. Anglo-Indian Association, Trichinopoly.
- Do. do. do. Podanur.
- (6) Do. Correspondents of seven of the schools.

That is, of the 61 letters sent out replies have been received up to date to (sic.) 22.

The two Collectors who have replied both state that they are not in a position to furnish full particulars under all the heads under which it was asked for. The heads of Government departments written to have furnished such particulars as were available, while the replies received from the Agent, South Indian Railway, the Chairman, Port Trust, the Chaplain of Trichinopoly and the Chairman, Anglo-Indian Association, Trichinopoly, have been very helpful. But so far there is little or no prospect of complete figures for a systematic survey, the only survey possible being a "human" survey, in which statistics do not occupy the foreground.

2. *The Census of 1921*.—The figures given in statements A and B (attached at end of report) have been culled from the Census of 1921.

It will be seen from the above statements—

- (a) that in some districts there are no European schools;
- (b) that in others there are children of school age who are attending no school;
- (c) that Bellary, Chingleput, Coimbatore, Trichinopoly are educational centres; and
- (d) that educational efforts need stimulating in the Circars and the Ceded Districts.

Regarding Malabar, a district that in point of the number of boys at school is educationally very advanced, the Collector writes: "The needs of the Anglo-Indian community in the matter of education are, I believe, sufficiently met by the various 'European' schools in the district."

The boys of the following schools, it will be seen, are not always drawn from the surrounding districts only:—

St. Joseph's School, Bellary.

Bellary ...	33	Goa ...	10	Kurnool ...	1
Bombay ...	10	Godavari ...	2	Madras ...	2
Bangalore ...	3	Anantapur ...	8	Chittoor ...	1
				Malabar ...	1

St. Michael's School, Cannanore.

Malabar ...	115	Cochin ...	2	Mysore ...	1
South Kanara ...	2	Coimbatore ...	1	Ceylon ...	3

St. Joseph's School, Calicut.

Malabar ...	200	Cochin ...	4	North Arcot ...	2
South Kanara ...	8	Tanjore ...	2	Goa ...	4
Chingleput ...	1	Mysore ...	3	Trichinopoly ...	1
Coimbatore ...	3	Mahe ...	1	Andamans ...	1

Stanes' High School, Coimbatore.

Coimbatore ...	57	Salem ...	3	North Arcot ...	3
Madura ...	11	Tanjore ...	3	South Arcot ...	3
Malabar ...	6	Tinnevely ...	4	Godavari ...	3
Madras ...	14	Trichinopoly ...	2	Nellore ...	3
Mysore ...	7	Anantapur ...	3		

3. *Avenues of employment*.—Statement C (attached at end of report) furnishes particulars of what these have been at a few important schools. The figures are for the years 1919—1924.

4. *Occupation of parents*.—Particulars of the occupation of parents have been received from seven schools (Statement D at end of report). At the Roman Catholic Boarding schools at least 20 per cent of the pupils are destitute and are in receipt of aid under articles 40 and 42 of the Code.

5. *Employers*.—The Chairman, Port Trust, Madras, stated that the chief requisite for posts under the trust are "good sound education with stress laid on Mathematics, Mechanics and Science." In the Traffic Department there are posts for well educated young men with no special technical qualifications. For those posts for which such qualifications are needed an apprenticeship has to be served and he advises attendance at a Trades school during the period of apprenticeship. He adds:

"Boys should be taught to work conscientiously, to be honest and straight forward and to use their common sense. This is of much more use than mere book learning. A common sense, hardworking, conscientious foreman class is badly needed in present day industrial India".

At the Stanes' Cotton and Spinning Mills, Coimbatore, a sound general High school education is looked for for the better paid posts. An apprenticeship has to be served for the posts for which technical training is needed. The range of posts is from a fitter on Rs. 25 per mensem to a carding master on Rs. 300.

The Secretary, Chamber of Commerce, Tuticorin, writes: "Anglo-Indians and Europeans will have to be prepared generally to accept low salaries to begin with. The inability of these classes to do this has hitherto been a great handicap."

The greatest need is a most careful grounding in Reading, Writing, and Arithmetic. Till a boy is about 14 these subjects should occupy most of his time. History and Geography should be taught as part of the above subjects. Other subjects, such as, Elementary Agriculture, Physiology and Zoology, also lectures on care of health, kindness to animals, discipline, and good manners would be a valuable training. A knowledge of one or more Indian vernaculars is necessary.

"Night schools teaching technical subjects would be necessary for young men employed in workshops, railways, etc., in day time."

"Technical training should be provided chiefly after the boy has started work. Physical training throughout the whole of a boy's school life is very desirable."

The Secretary of the Chamber of Commerce, Calicut, also comments on the Anglo-Indian's unwillingness to accept a small initial salary. He advises the inclusion of Book-keeping, Typewriting, Correspondence and Stenography in the curriculum.

The Agent, South Indian Railway, who furnishes full particulars of the posts available—though at present there are no vacancies—remarks: "Anglo-Indians may as well get into the clerical grade but this they very seldom do". As a rule men are recruited from below for the better paid posts, but sometimes training is provided, as, for example, for Permanent Way Inspectors.

The Commanding Royal Engineer furnishes full particulars of the various grades of clerical posts under him. The standard of literary education looked for is high, being either the Intermediate of an Indian University or the Cambridge School Certificate Examination. Promotions from grade to grade are made by means of departmental examinations.

The Secretary, Imperial Bank, gives particulars of the post of Probationary Assistant (Rs. 150—50—250) now being thrown open to Indians but recruits are expected to hold the diploma of Bachelor of Commerce.

There are several clerical posts and the Secretary writes: "I may add that it is open to any employee who shows outstanding ability to rise to the higher appointments".

The Chairman, Anglo-Indian Association, Trichinopoly, says that a high school education is essential for employment on the railway. He says that there is much scope for lads trained in the details of motor transport and high power electric schemes.

The Deputy Director General, Indian Medical Service, forwards particulars of the training provided for Military Sub-Assistant Surgeons. The initial qualifications are either the Intermediate of an Indian University or the School Certificate Examination (under certain conditions).

The local Superintendent of the Eastern Extension Telegraph Company states that in the past on an average eight learners have been needed per annum. Lads of between 15 and 18—preferably younger—who have passed the VIII standard are accepted as learners.

The Chaplain of Trichinopoly advises schools to prepare their pupils for Government service, the requirements for which are set down so clearly in the various notifications issued by the heads of departments.

The Superintendent, Government Press, states that one post of Assistant Superintendent on Rs. 300—20—400 has been thrown open to Indians; but technical qualifications are needed for it.

6. *Conclusions.*—(1) Statement B makes the need for central schools very evident. The present location of High schools is suitable—with the exception of Madras, where amalgamation is long overdue (Proceedings R. C. No. 1634-E/22, dated 8th September 1922). A high school is surely needed at Bellary for the Ceded Districts.

(2) Statement D shows that the financial circumstances of the parents on the East Coast are generally better than those on the West Coast, where many of the parents are tailors and carpenters. The Ceded Districts occupy an intermediate position. The majority of the parents here (statement D) and in Annual Returns Numbers 2 (b) and 4 (b) belong to Class C.

(3) Statement C somewhat strangely shows that more boys leave from Standard VII of the East Coast than on the West. The railway workshops on the East Coast may have something to do with this; also the higher fees charged.

(4) There appears to be a distinct need for more efficient instruction in the teaching on the three R's at most European schools, and the remedy seems to lie in the intensive rather than the extensive study of texts, so far as language work is concerned, and more drilling in the teaching of Arithmetic. Teachers in charge of Arithmetic should have made some study of the methods of teaching the subject—not necessarily from a book on method, but from any good modern text book. Departmental schedules of work—both as a guide and a check—are clearly needed.

(5) Vocational education cannot, as competent employees state, be combined with literary education, and beyond training pupils in practical work and such subjects as typewriting and shorthand, no direct attempt need be made to fit pupils for posts, since employers ask only for a sound general education.

(6) Vocational education should be given at Trade schools and when the pupils are doing their apprenticeship course.

(7) The need for higher education has been amply demonstrated, and the aim of European education should first and foremost be the giving of efficient High School education in the subjects generally recognized by all examining bodies of real importance. Specialization should, as in Indian schools, begin in Standard VIII and efficient teachers should be appointed by a pooling of resources. "Soft" subjects of which there are still a good few in the curriculum should be weeded out.

The total number of schools recognized under the Code of Regulations for European schools is 88: 31 being high schools, 34 middle schools and 23 primary schools: 5 middle schools and 12 primary schools are railway schools. The statistics show that the percentage of children of school-going age who are not attending some institution must be very small, and the distribution of these institutions is such as would naturally be expected from the distribution of the population and from the fact that a large number of parents send their children to the many excellent institutions situated on the Nilgiris. It is doubtful if there is any centre where the opening of a new school would be justified by the number of pupils to be provided for, and the question is rather whether there are not cases of overlapping where efficiency and economy would be promoted by the amalgamation of separate schools. To this point subsequent reference will be made.

5. The remaining question is whether the actual training imparted in these institutions is efficient and really suited to equip the children of the community to secure suitable employment when they grow up. The idea underlying the resolution which gave rise to this investigation was that education should be adapted in different areas to the particular occupations available in such areas. On full consideration of the material before them, the Government are convinced that this conception of the problem is essentially mistaken and that on more than one ground it is imperative that the system of education should be directed not with a view to restricted regional opportunities but to fitting the pupils to compete in the widest possible sphere of employment whether in this Presidency or in that expansion of industrial activity which is so marked in some of the other provinces of India. In the first place, a large proportion of children of the community are educated away from home and it would be impossible, for example, in schools on the Nilgiris or in Madras to provide different curricula for children coming from different areas in the Presidency. Further, the consensus of opinion on the part of such employers of labour and others as have been consulted on this point is that the essential need of the community is a sound general education which should be continued up to that point at which the selection of a profession or occupation is made and that in all cases the minimum standard aimed at should be that of a completed middle school course; the minimum in the case of those who intend to take up a learned profession being a completed high school course. It seems clear from the reports received from various employers that the results of the present system are not altogether satisfactory and that pupils complete the middle school course without really having attained that standard of general education which such a course should imply. No specialisation at earlier stages can possibly make up for such a grave defect, and it is clear that anything which interferes with the attainment of a good and sound general education must be rigorously excluded from the curricula. The age at which specialisation should begin will, of course, depend on the future avocation of a student. It may be expected that a considerable number of those who are going to find employment in railways or other industrial undertakings will receive special courses of instruction either in workshops or in technical institutions on the completion of the middle school course, that those who desire employment in commerce or trade will seek for special instruction in commercial schools or colleges after completing a high school course, while those who seek to enter the learned professions will proceed from a high school to a university course. It seems clear that the existing number and distribution of institutions is adequate to afford facilities of this kind in accordance with the community's needs. The question whether existing curricula are really adapted to afford the necessary general education is one which will be remitted to the Director of Public Instruction for further and most careful examination.

6. The examination of this problem further raises financial issues which cannot be disregarded. According to the figures of expenditure for 1923-24 and 1924-25, the total expenditure on European schools is in the neighbourhood of 25½ lakhs of which, roughly speaking, 10 lakhs is provided from public funds, 10 lakhs from other sources such as endowments and 5½ lakhs from fees. The provision which approximates to Rs. 250 per pupil cannot be said to be inadequate, but, if full benefit is to be derived from it, a watchful economy must be enforced. There are two matters in respect of which wasteful or unnecessary expenditure is likely to

manifest itself. The curricula or the equipment of schools may contain items which may either encroach on the time which ought to be devoted to general education or must be regarded in the light of luxuries which encroach on funds which could be better utilised: or there may, in certain areas, be an unnecessary multiplication of schools of different kinds competing with each other and thus absorbing funds on the maintenance of inefficient institutions where the interests of the community and of economy could be better served by their amalgamation in one institution with a much higher degree of efficiency. These are points which the Director of Public Instruction will be requested to examine and report upon in consultation with those concerned, and qualified to advise. The Government are entitled to demand that the considerable sums contributed from general revenues are utilised in the most economic and efficient manner possible. All expenditure on this branch of education must be scrutinised with reference to whether it serves the general interests of the community which ought not to be made subservient to particular interests.

7. As regards the question of unemployment the Government desire to make their attitude clear. They are anxious to do all they can with the funds at their disposal to regulate the system of European education in such a way as best to help the economic interests of the community, but they feel bound to point out that, while they are willing to give due weight to the claims and aptitudes of the community in so far as employment under Government is concerned, they cannot possibly guarantee either employment or the concession of special terms, nor can they expand administrative establishments as a measure of unemployment relief or with regard to considerations other than administrative needs; the solution of the problem of unemployment must rest largely with the community itself. It seems clear, for example, that more members of the community could be absorbed in the teaching profession in institutions under the Code of European Education. The Government further observe that few members of the community seek to enter the clerical branches of the different departments under Government. They understand that the initial pay in these services is not regarded as an adequate remuneration for members of the Anglo-Indian community. It may be pointed out, however, that the pay of these services has been largely improved and that as a result of the revision of salaries they open out considerable prospects to intelligent and capable men and that both the emoluments and prospects are, in many cases, superior to those attainable in other occupations which are more largely sought by the members of the community. The same remarks apply to employment in the clerical establishments of mercantile houses. The Government are anxious to do all they can to enable members of the community to compete for such appointments. But a mere adaptation of the educational system to this end is not the only essential; in their opinion, the attitude of the community towards the problem of employment must undergo a change. It must be prepared to compete in a much wider field and to rely less on quasi-monopolies or restricted spheres of employment. There are occupations to which the community brings peculiar aptitudes, but it is not possible that these should provide for all their requirements.

8. At the informal Conference held in December 1925 the statement of the position in respect of European education and of its essential aims indicated above was generally accepted. It was agreed that the main essential was a sound general education and that this implied that such education should be continued either to the end of the middle school course or of the high school course according to the profession or avocation upon which pupils propose to enter. It was also agreed that greater attention must be paid to the warnings issued by prospective employers as to the defects in the existing system. It was also recognized that, if the educational system was to be adapted to these requirements, it would demand the continuance of the middle school examination. Instructions have been issued to Director of Public Instruction to examine these points and to submit such proposals as may be necessary to give effect to the conclusions arrived at.

9. The Conference further drew attention to questions of great importance affecting the utilisation of funds. It was urged that the provision for the award of scholarships should be liberalised more especially by raising the maximum age for high school scholarships from 17 to 19 years. It was also urged that scholarships should

APPENDIX.

Statement A—Males by cities.

District.	City.	European and allied races.			Anglo-Indians.		
		Total males.	Males of school-age 0-18 years.	Adult males above 18 years.	Total males.	Males of school-age 0-18 years.	Adult males above 18 years.
Godavari	Rajahmundry	14	3	11	159	87	58
Bellary	Cocanada	36	18	18	31	12	18
Madras	Bellary	18	2	16	123	83	29
Chingleput	Madras	1,619	277	1,342	4,431	1,321	2,482
Salem	Conjeevaram	1	..	1	..	..	..
Coimbatore	Salem	6	3	3	8	..	8
Tanjore	Coimbatore	67	24	43	110	63	30
Trichinopoly	Tanjore	7	..	7	89	30	47
Madura	Negapatam	67	8	59	253	47	173
Malabar	Kumbakonam	..	..	..	2	..	2
	Trichinopoly	78	15	63	258	102	121
	Madura	32	4	28	260	72	136
	Calicut	119	3	116	297	122	136
	Total	2,064	357	1,707	6,021	1,939	3,240

Statement B—Males by districts.

District.	European and allied races.			Anglo-Indians.			Number of boys at school according to Public Instruction Report for 1923-24.
	Total males.	Males of school-age 0-18 years.	Adult males above 18 years.	Total males.	Males of school-age 5-18 years.	Adult males above 18 years.	
1. Agency	15	2	13	7	1	5	..
2. Ganjam	32	4	28	51	16	28	..
3. Vizagapatam	113	15	98	552	275	217	198
4. Godavari	74	23	51	242	116	104	36
5. Kistna	15	2	13	72	40	23	..
6. Guntur	23	3	20	5	..	5	..
7. Nellore	36	12	24	307	114	191	51
8. Cuddapah	9	3	6	22	1	16	..
9. Kurnool	11	1	10	18	5	12	..
10. Bellary	25	3	22	140	87	38	71
11. Anantapur	58	9	49	164	35	114	42
12. Madras	1,619	277	1,342	4,431	1,321	2,482	1,069
13. Chingleput	430	63	367	1,197	483	515	460
14. Chittoor	27	7	20	63	13	47	..
15. North Arcot	40	8	32	335	74	232	45
16. Salem	40	6	34	54	9	41	28
17. Coimbatore	192	68	124	430	134	242	149
18. South Arcot	41	7	34	337	98	212	..
19. Tanjore	83	9	74	367	82	239	67
20. Trichinopoly	80	15	65	261	102	124	169
21. Madura	169	57	112	349	106	165	60
22. Ramnad	24	2	22	13	1	14	..
23. Tinnevely	61	5	56	33	2	22	..
24. Malabar	402	75	327	1,224	379	655	415
25. South Kanara	19	5	14	17	9	8	..
Total	3,638	681	2,957	10,691	3,303	5,751	2,860

Statement C—Employment of pupils passing out of European Schools.

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
		Professional.	Industrial.	Commercial and trade.	Clerical Non- Government.	Railway Engi- neering.	Railway traffic.	Railway Loco.	Government.	College.
I. St. Joseph's School, Bellary—										
High passed	..	..	1	..	..	..	..	..	..	1
Do. failed	..	..	..	1	..	1	..	..	..	..
Standard IX	..	..	2	1	..	1	..	2	..	..
Do. VIII	..	..	..	1	..	..	..	2	..	..
Do. VII	..	..	4	..	..	..	2	9	1	..
Do. VI	..	..	4	..	..	..	..	7	..	..
Do. V	..	..	2	..	..	..	..	7	..	..
II. St. Michael's School, Cannanore—										
Standard VII	..	..	1	..	2	..	1	3	..	2
Do. VI	..	..	(Tailor)	..	1	..	..	..	..	..
Do. V	..	..	4	..	..	..	1	..	..	..
			(Carpenters)							
N.B.—About 75 per cent of the boys continue their education at High schools. Eight boys are unemployed.										
III. Stanes' High School, Coimbatore—										
High passed	1	Mechanical training.	1	2	2	..	..	2	11	
Do. failed	..		1	..	..	1	..	1	..	
Standard IX	..		..	..	..	..	..	2	..	
Do. VIII	..		1	..	..	1	..	3	..	
Do. VII	..		2	..	..	..	6	5	..	
Do. VI	..		5	2	..	1	5	1	..	
Do. V	..	1	..	..	..	4	2	..		
IV. John's Vestry School, Trichinopoly—										
Standard IX	..	..	..	..	6	..	7	1	2	
Do. VIII	..	..	..	..	..	..	5	..	3	
Do. VII	..	..	..	..	4	..	4	..	4	
Do. VI	..	..	..	..	2	1	3	..	4	
Do. V	..	..	..	..	..	..	3	..	4	
V. St. Joseph's School, Calicut—										
High passed	3	..	..	2	3	1	..	1	3	14
Do. failed	..	..	2	2	1	..	..	..	..	..
Standard IX	..	2	1	11	..	..	..	..	..	..
Do. VIII	..	1	1	1	..	..	1	..	..	..
Do. VII	..	1	2	2	..	..	..	1	..	..
Do. VI	..	1	..	2	..	..	..	1	..	..
Do. V	..	1	..	5	..	1	4	1	..	..
VI. St. Aloysius' School, Vizagapatam—										
High passed	..	1	1	..	..	..	..	5	8	..
Do. failed	..	1	1	..	..	1	2	1	1	..
Standard IX	1	1	..	1	..	1	2	1	1	..
Do. VIII	..	..	1	..	1	4	3	3	..	..
Do. VII	..	2	1	..	..	7	4	2	..	..
Do. VI	1	1	1	..	1	7	4	2	..	..
Do. V	..	..	..	..	..	..	2	..	..	..

* The Correspondent writes: "I do not think that more than 5 per cent of the boys educated at this school succeed in securing a job in the districts of Vizagapatam, Ganjam and Godavari. Unemployed, 11."

Statement D—Particulars of the occupation of parents of pupils in European Schools.

Town.	Range of salary.	Professional.	Industrial.	Commercial and Trade.	Clerical Non-Government.	Railway Engineering.	Railway Traffic.	Railway Loco.	Government.
(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
1. Bellary (St. Joseph's Boys' School)	(a) Above 500	..	..	..	..	..	..	..	..
	(b) " 301-500	..	..	..	..	1	..	..	..
	(c) " 101-300	3	..	2	..	3	7	9	8
	(d) Below 100	7	..	..	..	..	1	2	3
2. Cannanore (St. Michael's)	(a) Above 500	..	..	1	..	..	..	..	..
	(b) " 301-500	..	..	1	..	..	..	..	8
	(c) " 101-300	..	..	4	13	3	2	3	9
	(d) Below 100	1	34	1	21	..	..	..	2
3. Coimbatore (Stane's High School)	(a) Above 500	..	2	1	..	..	..	1	4
	(b) " 301-500	..	1	1	..	2	..	19	13
	(c) " 101-300	2	4	3	2	2	7	38	15
	(d) Below 100	3	..	2	7	..	..	..	6
4. Calicut (St. Joseph's)	(a) Above 500	..	2	2	..	..	..	..	1
	(b) " 301-500	1	..	4	..	3	1	2	7
	(c) " 101-300	7	16	16	3	6	8	5	18
	(d) Below 100	16	21	20	30	3	5	2	9
5. St. Thomas' Mount (Wesleyan Mission School)	(a) Above 500	..	..	..	..	..	..	..	..
	(b) " 301-500	..	2	..	..	..	..	..	..
	(c) " 101-300	..	..	1	1	1	..	1	5
	(d) Below 100	..	..	..	..	..	..	..	1
6. Vizagapatam (St. Aloysius School)	(a) Above 500	4	2	..	..	..	..	..	8
	(b) " 301-500	3	4	1	..	6	28	36	10
	(c) " 101-300	2	2	4	3	3	76	7	21
	(d) Below 100	1	3	2	2	..	..	..	..
7. Trichinopoly (St. John's Vestry)	(a) Above 500	..	..	..	..	1	..	..	..
	(b) " 301-500	..	..	..	..	..	..	..	..
	(c) " 101-300	..	1	..	..	1	8	10	10
	(d) Below 100	1	..	..	..	1	3	3	..

The parents shown under column (x) are in one or other of the following departments:—Telegraph, Post office, Excise, Jail, Marine and Military.

Order—No. 1066, Law (Education), dated 7th June 1926.

At a Conference held on 30th January 1925 to consider questions connected with the education of European and Anglo-Indian children in this Presidency, the following resolution was passed:—

"Resolved that in view of the present needs of the Anglo-Indian community, it is imperative that the whole position of European education in the Province of Madras should be surveyed with a view to ascertaining—

(i) the educational needs of each area; and

(ii) the type of education which should be encouraged in that area;

and that the Government of Madras be asked to undertake that survey."

2. The object which the Conference had in view was to ascertain the needs of each section of the community in each area, the particular kind and standard of education to be imparted, and the co-ordination of efforts by the different managements with a view to ensure that the funds devoted to European education are expended to the best advantage of the community as a whole. In accordance with this resolution, the Inspector of European schools was instructed to carry out a preliminary survey and to submit a report. That report was submitted by the Director of Public Instruction on the 25th May 1925 and, after careful consideration by the Government, it was decided to place the tentative conclusions to which in their opinion the report pointed before an informal conference which eventually met on 22nd December 1925. After full discussion certain points were formulated to which in the opinion of the informal conference careful attention should be given, and the Government are now in a position to indicate their views with reference to the material thus provided and to the opinions and the suggestions offered by the members of these conferences, to whose practical knowledge of and keen interest in the problem of European education the Government are greatly indebted. The object of the resolution passed at the Conference of January 1925

was essentially practical. Competition in those avenues of employment to which the domiciled and Anglo Indian communities have been mainly attracted in the past is becoming more and more acute, and it was felt that the economic problem was largely bound up with the educational problem and that the time had come to examine the educational system with a view to seeing whether it was properly organized and directed towards equipping the community not only to secure employment in those occupations with which it has long been connected but to find fresh avenues of employment which its members should be qualified to enter. This problem raises three questions which may be stated as follows:—

(1) To what employments is the community by association and aptitude best fitted to aspire?

(2) Is the existing system of European education, from the quantitative point of view, adequately organized to place educational facilities within the reach of all children belonging to the community?

(3) Is that system, from a qualitative point of view, so efficiently administered as to equip them for those professions or occupations in which the vast majority of its members must necessarily seek employment?

3. Before dealing further with these questions, it is perhaps advisable to consider such statistical data as are available.

The following are the figures of occupation as tabulated in the 1921 census report:—

	Males.	Females.
Total number of actual workers among Anglo-Indians	5,738	1,727
(a) Railway employees	1,168	94
(b) Those who derive income from agricultural land, owned or leased, etc.	814	78
(c) Proprietors other than of agricultural land, pensioners, etc.	555	252
(d) Postal and telegraph officials	306	...
(e) Officials connected with public administration	144	12
(f) Those engaged in the medical profession	141	339
(g) Teachers	111	314
(h) Business men, accountants, mechanics, etc.	941	137
(i) Other miscellaneous (including unproductive) occupations	1,528	501

Unfortunately, complete figures for any later year are not available and there is little doubt that in the main lines of occupation there indicated the Anglo-Indian community has during the last five years had to face increasing competition. Such figures, however, as are available from the tentative survey show that, while unemployment may have increased, the main occupations entrance to which is sought by the community remain unchanged. It is also clear that the community is by tradition and instinct essentially an urban and industrial community and that this fact must be accepted as fundamental. The Government are aware that various schemes have been tried or mooted from time to time for placing members of the community in agricultural settlements. But so far as they are aware, none has succeeded, and until some such scheme has been proved a permanent success, they must regard any attempt to turn members of the community into agriculturists through the agency of education as bound to lead to failure and more likely to injure than to benefit it.

4. As regards the adequacy of the provision for education, apart from any question of its efficiency and suitability, the following figures are of interest:—

Out of a total population of 34,302 Europeans and Anglo-Indians according to the 1921 census, in 1924-25 there were 10,270 pupils in different classes of institutions. The following table shows the distribution:—

	Boys.	Girls.
Arts and Professional Colleges	53	86
Secondary and High Schools	2,611	2,240
Middle Schools	1,294	1,645
Elementary and Primary Schools	951	1,057
Training and Special Schools	76	257
	4,985	5,285
	10,270	

be given with reference primarily to poverty and not primarily to merit. The Government concur in the views thus expressed and the necessary instructions have been incorporated in the revised code. The funds which have been devoted to scholarships are limited and it is only when the requirements of poor but promising pupils have been met that these funds can be utilized as awards for merit and attainments alone. It was also urged that in other respects funds were not being used to the best advantage; and that the expenditure on boarding grants, free meals and other measures merely pauperised the community to its detriment and to the serious prejudice of education pure and simple. The Conference suggested that the whole provision for grants-in-aid should be carefully scrutinised with a view to ascertaining what adjustments are desirable. In the views thus expressed, the Government entirely concur. It is not in the interests of the community that funds intended for education should be diverted into eleemosynary channels and so administered as to weaken the self respect and enterprise of the community. The Director of Public Instruction reports that this matter is under careful investigation and that something has already been done to redress the balance. The Government believe, however, that more can be done to meet the pressure which is brought to bear upon the department to show laxity in this respect, and the Director of Public Instruction will be instructed in this respect also further to investigate the matter and to submit the results of his scrutiny to the Government.

10. It was also suggested that the grants and other provisions for European education were being utilized for the benefit of individuals who had no claim to be recognised as Anglo-Indians or to come within the purview of the Code for European education: and it was suggested that these advantages should be restricted to the children of parents who are members of the Anglo-Indian Association. That suggestion the Conference was unable to accept, but the Government agree that the Association might well give useful assistance in cases in which investigation is required and they propose to examine the existing system of certification in order to see whether it cannot be rendered more effective.

11. It was also urged at the Conference that primary schools and the primary sections of schools were inefficient and that, as a result, pupils were passed on from the primary stage to the middle stage of school education when they were really quite unfitted to proceed to that stage. Here too it was urged that the reason for this was undue expenditure in primary schools and sections on purely eleemosynary objects. The Government consider that this matter calls for very full enquiry. For a majority of pupils general education must cease at the close of the middle school course; and, if education in the primary sections is inefficient and unsuitable, it is impossible to rectify these defects in the middle school course. It is possible that these defects are, as already stated, also due in part to the attempt to maintain an unnecessary number of schools where the correct policy would be one of amalgamation and concentration. The attention of the Director of Public Instruction has already been drawn to this issue and he will be requested to bear it in mind when reporting on the question here raised as to the efficiency of primary schools and sections.

12. The Government trust that the action which it is proposed to take with reference to the important discussions and criticisms now under review will result in European education being placed on a more efficient, practical and economical basis and they desire again to express their gratitude to all those who, as members of these Conferences and otherwise, have materially assisted them in their deliberations.

(By order of the Governor in Council)

V. T. KRISHNAMA ACHARIYAR,
Secretary to Government.

To the Director of Public Instruction.

E.T. Secretary
The Right Rev The Bishop
of Madras

DESPATCHED

6th JUL 1926

1066
18

Approved
C.P.A.
18.6.26

18

LAW (EDUCATION) DEPARTMENT.

NOTES CONNECTED WITH G.O. No. 1066, LAW (EDUCATION),
DATED 7TH JUNE 1926.

[SUBJECT.—Survey of the position of European education.]

From the Director of Public Instruction, No. 244-E/25, dated 25th May 1925.

The first resolution passed at the conference of European education held on the 30th January 1925 was that the whole position of European education in this Presidency should be surveyed—please see the proceedings at pages 3-6 of G.O. No. 226, dated 13th February 1925. It was suggested during the course of the debates that the survey would be more suitably carried out by a committee than by a single officer, but it was considered that the Government should make a start. In paragraph 3 of G.O. No. 226, dated 13th February 1925, the Government agreed that the survey should be undertaken but considered that the conditions in the mufassal, excluding the Nilgiris, should be first examined and a preliminary report submitted to Government. The Director of Public Instruction was asked to instruct the Inspector of European Schools in the matter. The Government also stated that, after the report was received, they would consider the question of forming a committee to go further into the whole subject.

2. The Inspector has now submitted an interim report on the materials available. He himself classes the report as an 'unsatisfactory' document, as the response to the circular issued by him 'has been feeble'—out of 61 letters issued by him, he has received up to date only 22 replies. The Inspector has suggested that a committee—as proposed in the course of the conference—may set to work at once so that he might have the benefit of its advice on the collection of further material. The Director also regards the report as 'tentative' and agrees with the Inspector as regards the appointment of a committee, but suggests that it would be better if the committee met towards the end of July.

3. The report may be submitted to C-4. Orders are requested whether the Director's suggestion for the appointment of a committee will be accepted. If so, the Director may be asked to take necessary steps in this regard.

C.V.V.—6-6-25.

K. RAMUNNI MENON—7-6-25.

Will the Director of Public Instruction kindly advise on the constitution of the committee?

V. T. KRISHNAMA ACHARIYAR—9-6-25.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

I propose to preside with the Inspector of European Schools as Secretary.

The following names are recommended:—

- (1) The Right Rev. the Lord Bishop of Madras.
- (2) Mr. W. C. Douglas, Acting Deputy Director of Public Instruction.
- (3) The Rev. W. Herbert Spencer, St. George's Homes, Keti.
- (4) The Rev. W. H. G. Padfield, Lawrence Memorial School.
- (5) The Rev. Father A. J. Van der Berg, Correspondent, St. Mary's High School.
- (6) The Rev. H. Y. Necker, Correspondent, Bishop Corrie's High School.
- (7) Mr. H. A. Hart, District Educational Officer, Madras.
- (8) The Rev. T. H. Butlin, Correspondent, Civil Orphan Asylum, Madras.
- (9) The Rev. Mother Xavier Murphy, Correspondent, Presentation Convent, Kodaikanal.

- (10) Mr. E. E. Berry, Correspondent, Stanes High School, Coimbatore.
 (11) Deaconess Creighton, Correspondent, St. Mark's School, Madras.
 (12) Miss W. Park, Lecturer on Domestic Economy.
 (13) The Rev. Father A. S. Villa Verde, Correspondent, St. Bede's High School.

The agenda to be discussed are being got ready and the terms of reference.

Invitations will be sent to non-officials on receipt of approval. The date tentatively fixed is July 28th as the Bishop said that would suit him.

I presume non-officials from the mufassal will be allowed travelling allowance and halting allowance in accordance with the rules.

R. G. GRIEVE—30-6-25.

LAW (EDUCATION) DEPARTMENT.

Please see the proceedings of the conference on European education held on the 30th January last and the Government Order thereon.

2. The first resolution of the conference was that a survey should be undertaken "with a view to ascertaining the needs of each section of the community in each area and the particular kind and standard of education to be imparted". On this the Inspector of European Schools was instructed to study the conditions in the mufassal, excluding the Nilgiris, and submit a preliminary report. Mr. Thompson now submits this report.

3. Mr. Thompson has not been able to obtain the information he called for from bodies, etc., interested. His report is therefore not the result of a detailed study of local conditions.

4. Both Mr. Thompson and the Director of Public Instruction suggest that the material collected might be placed before a committee, the personnel of which is dealt with above.

5. The original idea was that, with the result of a detailed survey before them, a committee would be able to advise on the nature of the education needed in any particular centre, with reference specially to the means of employment available. The statistics, etc., collected throw light on the general issues relating to European education in the Presidency but do not furnish the detailed information required for each centre.

6. The collection of this detailed information is the first requisite. I think the more useful line of action would be to set up local committees—at Trichinopoly, Bellary and Coimbatore in the first instance—of gentlemen interested in the question who would, working on the facts so far collected by Mr. Thompson, complete a detailed survey such as the committee of January had in mind. The experience of the work gained in these centres will enable Mr. Thompson to obtain statistics, etc., regarding other centres. When the results of the detailed survey are tabulated, it will be time to appoint a general committee to decide what changes in the existing system are called for to suit local conditions.

7. Madras is in many ways the most important centre for such a study. The impression of the members of the committee that met in January was that, if conditions in Madras were carefully studied, it would be possible to concentrate instruction of different kinds in a few centres and to avoid much overlapping—though the Committee did not by any means ignore the religious and other difficulties involved. At the same time, as there are several non-official associations, etc., in Madras closely connected with European education, it would be easier to organize a study of existing conditions in Madras than in any other centre. The Inspector of European Schools may be asked to get into touch with these bodies and arrange for a study of these conditions.

8. The question of fees and boarding grants may be examined when the revised Code is received.

V. T. KRISHNAMA ACHARIYAR—9-7-25.

Before taking steps to call a conference for which I do not think that material is ready, I should like to have an opportunity of discussing this with the Director of Public Instruction. This must be after my return to Madras on 27th July.

T. E. M[OIR]—9-7-25.

I have discussed this with the Director of Public Instruction and briefly note my provisional conclusions.

2. The question of European education is concerned with about 9,500 or so pupils. There is education available for all children of the community, though of course not in all cases in the place in which they or their parents reside. That of course is impossible; in some districts there are very few members of the community: but it is admitted that almost every child is at school somewhere. That is to say, supply has followed demand as well as can be expected considering the distribution of the community. It is further very doubtful if there is any centre without a school in which the opening of one would be justified. Further, there are 33 High Schools, 29 Middle schools and 22 Primary schools—of which primary schools twelve are Railway schools. That is to say, not only is education almost universal, but the great majority of pupils are in institutions which give an education going much beyond the elementary stage. The question whether there is any centre in which there is a considerable Anglo-Indian population but no European school is one which admits of an answer on known facts. It seems clear from statements A and B that the only district to which this could apply is South Arcot where there is no school though there are about 100 children 5 to 18 years of age. But possibly they are educated in Tanjore which shows a surplus of pupils over those available in the district itself. The only district in which there is a leakage, i.e., where attendance is apparently much below the average is Godavari. Here again possibly it is because Anglo-Indians send their children elsewhere. The Inspector of European Schools ought to be able to say whether there is any distinct gap which requires filling up. There is the collateral question whether amalgamation is possible. There are two factors which militate against this—the denominational issue and the social issue. Apparently attempts at amalgamation with reference to the first issue have been a failure, and it is little use ignoring the social issue or expecting well-to-do parents to send their children to what are practically schools for paupers or destitutes. But if there is any scope for amalgamation, it is clearly greatest in Madras itself, and I should be glad to know from the Director of Public Instruction what measures of amalgamation he considers to be practicable or desirable in the City having due regard to these two issues. It might be possible then to get the parties concerned together for discussion.

3. The present file however is mainly connected with the question of employment—one I admit of great importance to the community; and here it seems to me that the wording of Resolution I was unfortunate and grandiose, and more applicable to a whole province than to a small community with a school-going population of 9,000; or so. This community is further essentially urban and divorced from the agricultural life of the province. It is further mobile so far as towns are concerned; it seeks certain well defined avenues of occupation for which the whole Presidency and even beyond it is the field, and it cannot afford to have its opportunities restricted by the setting up of artificial areas, and to have its education in each area so cramped or manipulated as to restrict its prospects to the limited field of employment offering in such area. If European education entangles itself in this way in the bog of vocational education, of bias, and of similar neologies, it will, I am sure, have reason to regret it. The one thing it wants—the one thing indeed that emerges from this file and the opinions expressed—is a sound general education as the passport to all lines of employment. Whether the present system does give a sound general education I cannot say. It is suggested that there are too many 'soft' subjects or, in other words, that the curriculum is bloated. On the other hand, such 'soft' subjects as elementary agriculture, physiology, etc., are suggested. But I understand that this question was examined carefully by a committee two years ago, and, provided that our scheme is general on sound lines and gives sufficient latitude without encouraging fads, I am not prepared to pull it up by the roots again to see how it is growing. Further, all our principal institutions are controlled by capable and experienced committees, trustees, etc., who surely know their own business. Other questions have been raised in connexion with this file, such as the standardization of fees—a matter of

considerable complexity when dealing with a community which is a microcosm of social and economic distinctions; but these have, I believe, been long under consideration in connexion with the revision of our Code; so the sooner we get our revised Code out the better.

4. Returning to the main question of employment, I would observe that this problem is not peculiar to the Anglo Indian community; their problem is part of a much wider middle-class problem and I am not at all convinced that it is mainly an educational problem, or can justly be attributed to our system. The Anglo-Indian community must cast its net much more widely, and, if it is to do so, it seems to me that we are again driven back to the desideratum of a sound general education, not to attempts at a circumscribing specialisation. I am told that there are many avenues in life which, owing to the poor initial pay, are closed to the Anglo-Indian, e.g., that he cannot be expected to begin as a clerk on Rs. 35. But that is surely better than starving on nothing or being an incubus on the community. I should like to know, for example—and possibly the Director of Public Instruction could supply the information—how far Anglo-Indians utilize the opportunities for employment given in the teaching profession in European schools.

5. These are general remarks. I do not pretend to any special knowledge of the problem, but I feel that until we are much more clear in our views as to what the problem is, it is not much use elaborating further statistics or calling conferences to advise us as to how to meet it.

6. A copy of this note should go to the Director of Public Instruction with reference to points on which I have asked for information and also for general consideration. I should be glad to have an opportunity of discussing the question then with him and Mr. Kershaw with a view to meeting one or two of those best qualified to advise on the question generally.

T. E. M[OIR]—17-8-25.

Director of Public Instruction u.o.

V. T. KRISHNAMA ACHARIYAR—18-8-25.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

The Hon'ble Member enquires whether there is any distinct gap which requires filling up in regard to the location of European schools. The Inspector of European Schools states that there is nothing in the nature of a gap but that it seems clear that a high school is needed at Bellary for boys whose parents cannot send them either to Bangalore or the Hills. I regret that I cannot accept this conclusion as I find that of the 50 boys in the Bellary school, 10 come from Bombay, 10 from Goa, 3 from Bangalore and 2 from Madras. In other words 50 per cent of the boys are either pupils for whom this Presidency can accept no responsibility or come from places where there are already facilities for education.

In the latter part of paragraph 2 of his note the Hon'ble Member raises the question of amalgamation with special reference to Madras. In this connexion the Inspector of European Schools reports as follows:—

"The amalgamation of Bishop Corrie's and Doveton is long overdue. The results at the examinations have been poor at both schools—more so at Bishop Corrie's, which draws the biggest grant; and the staff difficulty continues to exist at Bishop Corrie's, where the Science Master is an untrained Indian graduate (who is being paid Rs. 150 a month). Amalgamation would most certainly result in greater efficiency and a considerable saving to Government.

"St. Andrew's Free School and St. Matthias's School should also be amalgamated, and I see no need for St. Joseph's Boys' School, Vepery, a stone's throw from Doveton.

"I feel that if pressure is brought to bear on the schools, they will learn to adapt themselves to the altered conditions."

I certainly think that a real effort should be made to effect the amalgamations suggested by the Inspector. There is little justification for paying grants for an

unnecessary number of schools. There will, of course, be difficulties but I have been informed that in Bombay City similar difficulties have been overcome and it is suggested that it would be well to get the parties concerned to come for discussion.

As regards curricula I do not consider that any revision at once is required. I agree that a sound general education is the main desideratum, not specialization, 'vocation education, of bias, and of similar neologies'. At the same time I think that there is force in the opinion which has been expressed on several occasions that the unemployment in the Anglo-Indian community is in part an educational problem. In almost every avenue of employment open to Anglo-Indians pupils of middle schools have to compete with the Secondary School Leaving-Certificate pupils of the Indian schools and they naturally go to the wall. The Railway, for example, requires Secondary School-Leaving Certificate or similar qualifications. To put it in another way the problem of employment is educational in so far as it is desirable to raise the standard of European schools where possible.

As regards the last clause of paragraph 3 of the Hon'ble Member's note the revised Code was submitted to Government some time ago.

In paragraph 4 the question is asked 'how far Anglo-Indians utilize the opportunities for employment given in the teaching profession in European schools'. The Inspector reports that he knows of only two Anglo-Indian graduates who have undergone training at Saidapet with a view to qualify themselves for posts in European schools in the Presidency. He considers that the material in men is now available because there is a steadily increasing number of Anglo-Indian men and women leaving colleges, men who owe their education to the education fund of the Anglo-Indian Association. In this connexion he stresses again the urgent need for amalgamation as this would mean more pupils and a larger fee income, the latter enabling the managements to offer salaries which would attract graduate men and women to the profession.

As regards paragraph 6 of the Hon'ble Member's note I may mention that Mr. Kershaw is at present on leave and is due to return on 25th October 1925. Mr. Thompson is at present acting for him.

R. G. GRIEVE—27-8-25.

Statement showing the points urged at the informal conference on European Education held in Hon'ble Member C-4's room on 22nd December 1925 and the action taken thereon.

Points urged.	Remarks of the Inspector of European Schools and action taken.
1. The provision for the award of scholarships should be liberalized especially in the manner of raising the age from 17 years to 19 years for high school scholarships. One other point in connexion with scholarships that was emphasized was that it is probably desirable that scholarships should be given primarily on a poverty qualification and not primarily on merit.	Proposals are before Government. Orders have been issued thereon in connexion with the revision of the Code.
2. While it was recognized that the main essential was that all children should receive a sound general education it was decided that there should be two stages. The first was up to the end of the high school stage and the second up to a lower stage which we might provisionally accept as the end of the middle school stage. The former stage will be taken up by all pupils who propose to go on with a University education or to take up some work which demands a general education, while the latter course will be reached and deviations be made at the end of it from the former course only by those who propose possibly to enter into some industrial career or manual work.	These matters are being carefully watched and proposals will be made when conclusions are reached.

Points urged.

3. Incidentally we must consider whether there are any defects in our educational system in the different stages and, if so, we must ascertain what these defects are and how we must remedy these defects in order that the products of our system should be considered suitable by possible employers for the employment which they subsequently determine to take up.

Such a scheme will demand the continuance of our middle school examination.

Another point is whether our educational system fits the students for suitable existing avenues of employment.

4. The next point for consideration is whether we are using our funds to the best advantage. Are we spending too much upon boarding grants especially free meals and not sufficient upon education, pure and simple? In fact, should not a large proportion of our funds go on education, for example, teaching grants and less on boarding in the shape of boarding grants.

In this connexion it may be desirable for us to analyze closely every single item of our European schools budget under the head 'grants-in-aid' with a view to ascertaining whether any readjustment is desirable.

5. The question was discussed as to whether our grants really went *in toto* to the Anglo-Indian community or a portion of these grants was not given to those who were not Anglo-Indians. It is necessary for the Anglo-Indian community and their representatives to assist us in determining in each and every case whether the person in receipt of grants is or is not an Anglo-Indian. The suggestion made that persons who are members of the Anglo-Indian Association only should be eligible for advantages under the Code cannot obviously be accepted. At the same time it may be desirable for us to ask the Anglo-Indian Association to assist us as well as any other person or body interested in the Anglo-Indians in determining in each individual case on which a reference is necessary whether the person under consideration is of Anglo-Indian descent or is not of Anglo-Indian descent.

6. The efficiency or rather inefficiency of the primary education in European schools was referred to. It was stated that our primary sections were inefficient for want of money and that if more money was available better teachers could be employed and that instead of pauperising the community by excessive provision for meals and clothing it would be more desirable to improve the efficiency of our primary section by giving additional grants to the primary sections of European schools.

As primary schools stand at present it was stated that they do not give an education sufficiently efficient to enable boys to proceed automatically from the primary section of a school to the middle section of a European school.

Remarks of Inspector of European Schools and action taken.

These matters are being carefully watched and proposals will be made when conclusions are reached.

This matter is also being carefully investigated. Applications are being considered most critically. This year, 1925-26, I saved Rs. 4,700 under boarding grants which I proposed to transfer to 'equipment grants', and under free meals Rs. 687. I anticipate more savings next year but we cannot act precipitately as orphanages and boarding schools have been led to expect year by year a certain number of grants. This can be reduced only gradually and the savings transferred to other objects. Ultimately, of course, a smaller appropriation will be applied for.

This is a difficulty and so long as District Magistrates certify children to be Europeans we have to accept them. I have always thought that our definition is too generous but it is difficult to suggest a substitute. District Magistrates might of course be instructed to exercise greater care in certification.

Attention is being given to this matter but I don't think there is any truth in the allegation.

I have discussed with Mr. Grieve and have drafted a Government Order. Before it issues I want it checked in order—

- (1) to insert the statistics required for paragraph 3,
- (2) to see whether any material point has been omitted.

T. E. M[OIR]—20-4-26.

LAW (EDUCATION) DEPARTMENT.

A statement showing the number of Anglo-Indians engaged in the principal occupations in the Presidency is put up.

The figures in the draft have been checked. It has been verified that all the main points raised at the conference held in December last have been referred to in the draft.

S.K.—3-5-26.

K. RAMUNNI MENON—5-5-26.

V. T. KRISHNAMA ACHARIYAR—5-5-26.

Please let Mr. Grieve see. Has he any remarks? Then edit and print papers and draft. His Excellency should see before draft issues.

T. E. M[OIR]—5-5-26.

Mr. Grieve u.o.

V.T.K.—5-5-26.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

I have no remarks to offer.

R. G. GRIEVE—7-5-26.

LAW (EDUCATION) DEPARTMENT.

The papers have been printed and are submitted. For orders as to circulation.

S.K.—22-5-26.

K.R.M.—26-5-26.

V.T.K.—28-5-26.

T. E. M[OIR]—31-5-26.

[G.O. No. 1066, Law (Education), dated 7th June 1926]

[G.O. No. 1066, Law (Education), dated 7th June 1926]
2.6.26

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LAW (EDUCATION) DEPARTMENT.
NOTES CONNECTED WITH G.O. No. , LAW (EDUCATION),
DATED MAY 1926.

[SUBJECT.—Survey of the position of European education.]

From the Director of Public Instruction, No. 244-E/25, dated 25th May 1925.

The first resolution passed at the conference of European education held on the 30th January 1925 was that the whole position of European education in this Presidency should be surveyed—please see the proceedings at pages 3-6 of G.O. No. 226, dated 13th February 1925. It was suggested during the course of the debates that the survey would be more suitably carried out by a committee than by a single officer, but it was considered that the Government should make a start. In paragraph 3 of G.O. No. 226, dated 13th February 1925, the Government agreed that the survey should be undertaken but considered that the conditions in the mufassal, excluding the Nilgiris, should be first examined and a preliminary report submitted to Government. The Director of Public Instruction was asked to instruct the Inspector of European Schools in the matter. The Government also stated that, after the report was received, they would consider the question of forming a committee to go further into the whole subject.

2. The Inspector has now submitted an interim report on the materials available. He himself classes the report as an 'unsatisfactory' document, as the response to the circular issued by him 'has been feeble'—out of 61 letters issued by him, he has received up to date only 22 replies. The Inspector has suggested that a committee—as proposed in the course of the conference—may set to work at once so that he might have the benefit of its advice on the collection of further material. The Director also regards the report as 'tentative' and agrees with the Inspector as regards the appointment of a committee, but suggests that it would be better if the committee met towards the end of July.

3. The report may be submitted to C-4. Orders are requested whether the Director's suggestion for the appointment of a committee will be accepted. If so, the Director may be asked to take necessary steps in this regard.

C.V.V.—6-6-25.

K. RAMUNNI MENON—7-6-25.

Will the Director of Public Instruction kindly advise on the constitution of the committee?

V. T. KRISHNAMA ACHARIYAR—9-6-25.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

I propose to preside with the Inspector of European Schools as Secretary.

The following names are recommended:—

- (1) The Right Rev. the Lord Bishop of Madras.
- (2) Mr. W. C. Douglas, Acting Deputy Director of Public Instruction.
- (3) The Rev. W. Herbert Spencer. St. George's Homes, Keti.
- (4) The Rev. W. H. G. Padfield, Lawrence Memorial School.
- (5) The Rev. Father A. J. Van der Berg, Correspondent, St. Mary's High School.

- 2 NOTES TO G.O. No. , LAW (EDUCATION), MAY 1926
- (6) The Rev. H. Y. Necker, Correspondent, Bishop Corrie's High School.
(7) Mr. H. A. Hart, District Educational Officer, Madras.
(8) The Rev. T. H. Butlin, Correspondent, Civil Orphan Asylum, Madras.
(9) The Rev. Mother Xavier Murphy, Correspondent, Presentation Convent, Kodaikanal.
(10) Mr. E. E. Berry, Correspondent, Stanes High School, Coimbatore.
(11) Deaconess Creighton, Correspondent, St. Mark's School, Madras.
(12) Miss W. Park, Lecturer on Domestic Economy.
(13) The Rev. Father A. S. Villa Verde, Correspondent, St. Bede's High School.

The agenda to be discussed are being got ready and the terms of reference. Invitations will be sent to non-officials on receipt of approval. The date tentatively fixed is July 28th as the Bishop said that would suit him. I presume non-officials from the mufassal will be allowed travelling allowance and halting allowance in accordance with the rules.

R. G. GRIEVE—30-6-25.

LAW (EDUCATION) DEPARTMENT.

Please see the proceedings of the conference on European education held on the 30th January last and the Government Order thereon.

2. The first resolution of the conference was that a survey should be undertaken "with a view to ascertaining the needs of each section of the community in each area and the particular kind and standard of education to be imparted". On this the Inspector of European Schools was instructed to study the conditions in the mufassal, excluding the Nilgiris, and submit a preliminary report. Mr. Thompson now submits this report.

3. Mr. Thompson has not been able to obtain the information he called for from bodies, etc., interested. His report is therefore not the result of a detailed study of local conditions.

4. Both Mr. Thompson and the Director of Public Instruction suggest that the material collected might be placed before a committee, the personnel of which is dealt with above.

5. The original idea was that, with the result of a detailed survey before them, a committee would be able to advise on the nature of the education needed in any particular centre, with reference specially to the means of employment available. The statistics, etc., collected throw light on the general issues relating to European education in the Presidency but do not furnish the detailed information required for each centre.

6. The collection of this detailed information is the first requisite. I think the more useful line of action would be to set up local committees—at Trichinopoly, Bellary and Coimbatore in the first instance—of gentlemen interested in the question who would, working on the facts so far collected by Mr. Thompson, complete a detailed survey such as the committee of January had in mind. The experience of the work gained in these centres will enable Mr. Thompson to obtain statistics, etc., regarding other centres. When the results of the detailed survey are tabulated, it will be time to appoint a general committee to decide what changes in the existing system are called for to suit local conditions.

7. Madras is in many ways the most important centre for such a study. The impression of the members of the committee that met in January was that, if conditions in Madras were carefully studied, it would be possible to concentrate instruction of different kinds in a few centres and to avoid much overlapping—though the Committee did not by any means ignore the religious and other

difficulties involved. At the same time, as there are several non-official associations, etc., in Madras closely connected with European education, it would be easier to organize a study of existing conditions in Madras than in any other centre. The Inspector of European Schools may be asked to get into touch with these bodies and arrange for a study of these conditions.

8. The question of fees and boarding grants may be examined when the revised Code is received.

V. T. KRISHNAMA ACHARIYAR—9-7-25.

Before taking steps to call a conference for which I do not think that material is ready, I should like to have an opportunity of discussing this with the Director of Public Instruction. This must be after my return to Madras on 27th July.

T. E. M[OIR]—9-7-25.

I have discussed this with the Director of Public Instruction and briefly note my provisional conclusions.

2. The question of European education is concerned with about 9,500 or so pupils. There is education available for all children of the community, though of course not in all cases in the place in which they or their parents reside. That of course is impossible; in some districts there are very few members of the community: but it is admitted that almost every child is at school somewhere. That is to say, supply has followed demand as well as can be expected considering the distribution of the community. It is further very doubtful if there is any centre without a school in which the opening of one would be justified. Further, there are 33 High Schools, 29 Middle schools and 22 Primary schools—of which primary schools twelve are Railway schools. That is to say, not only is education almost universal, but the great majority of pupils are in institutions which give an education going much beyond the elementary stage. The question whether there is any centre in which there is a considerable Anglo-Indian population but no European school is one which admits of an answer on known facts. It seems clear from statements A and B that the only district to which this could apply is South Arcot where there is no school though there are about 100 children 5 to 18 years of age. But possibly they are educated in Tanjore which shows a surplus of pupils over those available in the district itself. The only district in which there is a leakage, i.e., where attendance is apparently much below the average is Godavari. Here again possibly it is because Anglo-Indians send their children elsewhere. The Inspector of European Schools ought to be able to say whether there is any distinct gap which requires filling up. There is the collateral question whether amalgamation is possible. There are two factors which militate against this—the denominational issue and the social issue. Apparently attempts at amalgamation with reference to the first issue have been a failure, and it is little use ignoring the social issue or expecting well-to-do parents to send their children to what are practically schools for paupers or destitutes. But if there is any scope for amalgamation, it is clearly greatest in Madras itself, and I should be glad to know from the Director of Public Instruction what measures of amalgamation he considers to be practicable or desirable in the City having due regard to these two issues. It might be possible then to get the parties concerned together for discussion.

3. The present file however is mainly connected with the question of *employment*—one I admit of great importance to the community; and here it seems to me that the wording of Resolution I was unfortunate and "grandiose, and more applicable to a whole province than to a small community with a school-going population of 900 or so. This community is further essentially urban and divorced from the agricultural life of the province. It is further mobile so far as towns are concerned, it seeks certain well defined avenues of occupation for which the whole Presidency and even beyond it is the field, and it cannot afford to have its opportunities restricted by the setting up of artificial areas, and to have its education in each area so cramped or manipulated as to restrict its prospects to the limited field of employment offering in such area. If European education entangles itself in this way in the bog of vocational education, of bias, and of similar neologies, it will, I am sure, have reason to regret it. The one thing it wants—the one thing indeed that emerges from this file and the

opinions expressed—is a sound general education as the passport to *all* lines of employment. Whether the present system does give a sound general education I cannot say. It is suggested that there are too many 'soft' subjects or, in other words, that the curriculum is bloated. On the other hand, such 'soft' subjects as elementary agriculture, physiology, etc., are suggested. But I understand that this question was examined carefully by a committee two years ago, and, provided that our scheme is general on sound lines and gives sufficient latitude without encouraging fads, I am not prepared to pull it up by the roots again to see how it is growing. Further, all our principal institutions are controlled by capable and experienced committees, trustees, etc., who surely know their own business. Other questions have been raised in connexion with this file, such as the standardization of fees—a matter of considerable complexity when dealing with a community which is a microcosm of social and economic distinctions; but these have, I believe, been long under consideration in connexion with the revision of our Code; so the sooner we get our revised code out the better.

4. Returning to the main question of employment, I would observe that this problem is not peculiar to the Anglo-Indian community; their problem is part of a much wider middle-class problem and I am not at all convinced that it is mainly an educational problem, or can justly be attributed to our system. The Anglo-Indian community must cast its net much more widely, and, if it is to do so, it seems to me that we are again driven back to the desideratum of a sound general education, not to attempts at a circumscribing specialisation. I am told that there are many avenues in life which, owing to the poor initial pay, are closed to the Anglo-Indian, e.g., that he cannot be expected to begin as a clerk on Rs. 35. But that is surely better than starving on nothing or being an incubus on the community. I should like to know, for example—and possibly the Director of Public Instruction could supply the information—how far Anglo-Indians utilize the opportunities for employment given in the teaching profession in European schools.

5. These are general remarks. I do not pretend to any special knowledge of the problem, but I feel that until we are much more clear in our views as to what the problem is, it is not much use elaborating further statistics or calling conferences to advise us as to how to meet it.

6. A copy of this note should go to the Director of Public Instruction with reference to points on which I have asked for information and also for general consideration. I should be glad to have an opportunity of discussing the question then with him and Mr. Kershaw with a view to meeting one or two of those best qualified to advise on the question generally.

T. E. M[OIR]—17-8-25.

Director of Public Instruction u.o.

V. T. KRISHNAMA ACHARIYAR—18-8-25.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.

At the top of page 2 of his note the Hon'ble Member enquires whether there is any distinct gap which requires filling up in regard to the location of European schools. The Inspector of European Schools states that there is nothing in the nature of a gap but that it seems clear that a high school is needed at Bellary for boys whose parents cannot send them either to Bangalore or the Hills. I regret that I cannot accept this conclusion as I find that of the 50 boys in the Bellary

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NOTES TO G.O. No. , LAW (EDUCATION), MAY 1926 5
school, 10 come from Bombay, 10 from Goa, 3 from Bangalore and 2 from Madras.
In other words 50 per cent of the boys are either pupils for whom this Presidency
can accept no responsibility or come from places where there are already facilities for
education.

In the latter part of paragraph 2 of his note the Hon'ble Member raises the
question of amalgamation with special reference to Madras. In this connexion the
Inspector of European Schools reports as follows:—

"The amalgamation of Bishop Corrie's and Doveton is long overdue. The
results at the examinations have been poor at both schools—more so at Bishop
Corrie's, which draws the biggest grant; and the staff difficulty continues to exist
at Bishop Corrie's, where the Science Master is an untrained Indian graduate (who
is being paid Rs. 150 a month). Amalgamation would most certainly result in
greater efficiency and a considerable saving to Government.

"St. Andrew's Free School and St. Matthias's School should also be amalgamat-
ed, and I see no need for St. Joseph's Boys' School, Vepery, a stone's throw from
Doveton.

"I feel that if pressure is brought to bear on the schools, they will learn to
adapt themselves to the altered conditions."

I certainly think that a real effort should be made to effect the amalgamations
suggested by the Inspector. There is little justification for paying grants for an
unnecessary number of schools. There will, of course, be difficulties but I have
been informed that in Bombay City similar difficulties have been overcome and it is
suggested that it would be well to get the parties concerned to come for discussion.

As regards curricula I do not consider that any revision at once is required. I
agree that a sound general education is the main desideratum, not specialization,
'vocation education, of bias, and of similar neologies'. At the same time I think
that there is force in the opinion which has been expressed on several occasions that
the unemployment in the Anglo-Indian community is in part an educational problem.
In almost every avenue of employment open to Anglo-Indian pupils of middle
schools have to compete with the Secondary School Leaving Certificate pupils of the
Indian schools and they naturally go to the wall. The Railway, for example, requires
Secondary School Leaving Certificate or similar qualifications. To put it in another
way the problem of employment is educational in so far as it is desirable to raise the
standard of European schools where possible.

As regards the last clause of paragraph 3 of the Hon'ble Member's note the
revised Code was submitted to Government some time ago.

In paragraph 4 the question is asked 'how far Anglo-Indians utilize the
opportunities for employment given in the teaching profession in European schools'.
The Inspector reports that he knows of only two Anglo-Indian graduates who have
undergone training at Saidapet with a view to qualify themselves for posts in
European schools in the Presidency. He considers that the material in men is now
available because there is a steadily increasing number of Anglo-Indian men and
women leaving colleges, men who owe their education to the education fund of the
Anglo-Indian Association. In this connexion he stresses again the urgent need for
amalgamation as this would mean more pupils and a larger fee income, the latter
enabling the managements to offer salaries which would attract graduate men and
women to the profession.

As regards paragraph 6 of the Hon'ble Member's note I may mention that
Mr. Kershaw is at present on leave and is due to return on 25th October 1925.
Mr. Thompson is at present acting for him.

R. G. GRIEVE—27-8-25.

Statement showing the points urged at the informal conference on European Education held in Hon'ble Member C-4's room on 22nd December 1925 and the action taken thereon.

Points urged.

Remarks of the Inspector of European Schools and action taken.

1. The provision for the award of scholarships should be liberalized especially in the manner of raising the age from 17 years to 19 years for high school scholarships. One other point in connexion with scholarships that was emphasized was that it is probably desirable that scholarships should be given primarily on a poverty qualification and not primarily on merit.

Proposals are before Government. Orders have been issued thereon in connexion with the revision of the Code.

2. While it was recognized that the main essential was that all children should receive a sound general education it was decided that there should be two stages. The first was up to the end of the high school stage and the second up to a lower stage which we might provisionally accept as the end of the middle school stage. The former stage will be taken up by all pupils who propose to go on with a University education or to take up some work which demand a general education, while the latter course will be reached and deviations be made at the end of it from the former course only by those who propose possibly to enter into some industrial career or manual work.

These matters are being carefully watched and proposals will be made when conclusions are reached.

3. Incidentally we must consider whether there are any defects in our educational system in the different stages and, if so, we must ascertain what these defects are and how we must remedy these defects in order that the products of our system should be considered suitable by possible employers for the employment which they subsequently determine to take up.

These matters are being carefully watched and proposals will be made when conclusions are reached.

Such a scheme will demand the continuance of our middle school examination.

Another point is whether our educational system fits the students for suitable existing avenues of employment.

4. The next point for consideration is whether we are using our funds to the best advantage. Are we spending too much upon boarding grants especially free meals and not sufficient upon education, pure and simple? In fact, should not a large proportion of our funds go on education, for example, teaching grants and less on boarding in the shape of boarding grants.

This matter is also being carefully investigated. Applications are being considered most critically. This year, 1925-26, I saved Rs. 4,700 under boarding grants which I proposed to transfer to 'equipment grants', and under free meals Rs. 687. I anticipate more savings next year but we cannot act precipitately as orphanages and boarding schools have been led to expect year by year a certain number of grants. This can be reduced only gradually and the savings transferred to other objects. Ultimately, of course, a smaller appropriation will be applied for.

In this connexion it may be desirable for us to analyze closely every single item of our European schools budget under the head 'grants-in-aid' with a view to ascertaining whether any readjustment is desirable.

This is a difficulty and so long as District Magistrates certify children to be Europeans we have to accept them. I have always thought that our definition is too generous but it is difficult to suggest a substitute. District Magistrates might of course be instructed to exercise greater care in certification.

5. The question was discussed as to whether our grants really went *in toto* to the Anglo-Indian community or a portion of these grants was not given to those who were not Anglo-Indians. It is necessary for the Anglo-Indian community and their representatives to assist us in determining in each and every case whether the person in receipt of grants is or is not an Anglo-Indian. The suggestion made that

R. Rajagopal

Points urged.

Remarks of Inspector of European Schools and action taken.

persons who are members of the Anglo-Indian Association only should be eligible for advantages under the Code cannot obviously be accepted. At the same time it may be desirable for us to ask the Anglo-Indian Association to assist us as well as any other person or body interested in the Anglo-Indians in determining in each individual case on which a reference is necessary whether the person under consideration is of Anglo-Indian descent or is not of Anglo-Indian descent.

6. The efficiency or rather inefficiency of the primary education in European schools was referred to. It was stated that our primary sections were inefficient for want of money and that if more money was available better teachers could be employed and that instead of pauperising the community by excessive provision for meals and clothing it would be more desirable to improve the efficiency of our primary section by giving additional grants to the primary sections of European schools.

As primary schools stand at present it was stated that they do not give an education sufficiently efficient to enable boys to proceed automatically from the primary section of a school to the middle section of a European school.

I have discussed with Mr. Grieve and have drafted a Government Order. Before it issues I want it checked in order—

- (1) to insert the statistics required for paragraph 3,
- (2) to see whether any material point has been omitted.

T. E. M[oir]—20-4-26.

A statement showing the number of Anglo-Indians engaged in the principal occupations in the Presidency is put up.

The figures in the draft have been checked. It has been verified that all the main points raised at the conference held in December last have been referred to in the draft.

S.K.—3-5-26.

K. RAMUNNI MENON—5-5-26.

V. T. KRISHNAMA ACHARIAR—5-5-26.

Please let Mr. Grieve see. Has he any remarks. The edit and print papers and draft. His Excellency should see before draft issues.

T. E. M[oir]—5-5-26.

Mr. Grieve u.o.

V.T.K.—5-5-26.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION.
I have no remarks to offer.

R. G. GRIEVE—7-5-26.

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7/6 (23)

Attention is being given to this matter but I don't think there is any truth in the allegation.

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The papers have been printed ²⁰are submitted
for orders as to circulation.

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22.5.26.

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[No. 1066 Law (Education), 8
7th June 1926]



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Law (Edu) Dept 30 17/5
G.O. No. 1066, 7th June May 1926

Survey of European education—Interim report.

READ—the following papers :—

Letter from R. G. GRIEVE, Esq., M.A., Acting Director of Public Instruction, to the Secretary to Government, Law (Education) Department, dated Madras the 25th May 1925, R.O.C. No. 244-E/25.

(B) With reference to paragraph 3 of G.O. No. 226, Law (Education), dated 13th February 1925, I have the honour to submit a copy of the interim report with its enclosures relating to the survey of the position of European and Anglo-Indian education submitted by the Acting Inspector of European Schools, and also a copy of his covering letter to the same R.O.C. No. 122/25, dated 11th May 1925.

2. It is evident from the report that it can be regarded only as tentative in character inasmuch as only 22 replies have hitherto been received by the Inspector of European Schools to the circular sent out by him. I am instructing him to issue reminders to those who have not yet replied so that if and when a committee is appointed, a larger body of opinion may be available for their consideration. I agree with the Inspector where he suggests the appointment of a committee. I consider however that it would be better if the committee met towards the end of July as it will be easier to get members together then and as further replies may by that time have been received by the Inspector of European Schools.

* * *
ENCLOSURES.

(1)

Letter from the Inspector of European Schools, to the Director of Public Instruction, dated 11th May 1925, R.O.C. No. 122/25.

I submit an interim report on the survey of European education based on the available material.

2. It is, I admit, an unsatisfactory document, but the response to our circular has been feeble, and though I am writing again to those who have not responded to our request for statistics and views, I am afraid I see no prospect of any great enlightenment beyond what is provided by the Census figures and what one's own experience provides and what is more or less common knowledge. Not the locality or area, but the social position seems to determine the educational needs which may be grouped under the two heads of (1) higher education and (2) some useful lower standard of education. Even this interim report shows that the chief need is for more efficient literary education at European schools, and it is nowhere expected of schools that they should provide vocational education, which to be efficient must, it is stated, be given while the learner is undergoing an apprenticeship course. The need therefore is for two external tests of the High and Middle grades, and in this connexion the proposed abolition of the Middle School examination would seem to need reconsideration. In regard to the curriculum it needs lightening with a view to more intensive and effective instruction in essentials. So far as vocational instruction is concerned, that may, I venture to recommend, be left to the Department of Industries to organize. It would be of two types in the main—for boys who have reached the lower and the higher standard of education respectively.

~~See Enclosure~~

Interim Report on a survey of European Education in the Madras Presidency.

1. *Material.*—The circular letter attached* (with its enclosures) was sent to the following Government officials, heads of concerns, etc.

(1) The Collectors of Bellary, Chingleput, Coimbatore, Malabar, Salem, Trichinopoly and Vizagapatam (the districts in which the last Census shows a fair Anglo-Indian population).

(2) The Chaplains of Calicut, Waltair, Coimbatore and Trichinopoly.

(3) The Chairman, Madras Port Trust; the Manager; Madras Tramways, the Manager, Madras Electric Supply Corporation; the Managing Director, Coimbatore Spinning and Weaving Mills; the Managing Director, Madura Mills; the Commissioner, Corporation of Madras; the Managing Director, Buckingham and Carnatic Mills; the Manager, Madras Telephone Company; the Secretary, Imperial Bank; Colonel Cartwright Reed, Engineer, Vizagapatam Harbour; Eastern Telegraph Company.

(4) The Director of Industries, the Agents, Madras and Southern Mahratta and South Indian Railways, the Director General of Indian Medical Services, the Military Works Department; the Superintendent, Government Press.

(5) The Madras Trades Association; representatives of Anglo-Indian Associations, the Chambers of Commerce, Madras, Calicut, Cochin, Tellicherry, Tuticorin, the United Planters Association of Southern India.

(6) Correspondents of twelve European schools—(Replies have been received as follows:—

- (1) From the Collectors of Malabar and Salem.
- (2) Do. Chaplain of Trichinopoly.
- (3) Do. Chairman, Port Trust, Madras.
- Do. Managing Director, Coimbatore Spinning and Weaving Mills.
- Do. Secretary, Imperial Bank.
- Do. Superintendent, Eastern Telegraph Co.
- (4) Do. Agent, South Indian Railway.
- Do. Director General of Indian Medical Services.
- Do. Commanding Royal Engineer, Madras District.
- Do. Superintendent, Government Press.
- (5) Do. Madras Trades Association.
- Do. Chairman, Chamber of Commerce, Calicut.
- Do. do. do. Cochin.
- Do. do. do. Tuticorin.
- Do. do. Anglo-Indian Association, Trichinopoly.
- Do. do. do. Podanur.
- (6) Do. Correspondents of seven of the schools. (That is, of the 61 letters sent out replies have been received up to date to (sic.) 22.

The two Collectors who have replied both state that they are not in a position to furnish full particulars under all the heads under which it was asked for. The heads of Government departments written to have furnished such particulars as were available, while the replies received from the Agent, South Indian Railway, the Chairman, Port Trust, the Chaplain of Trichinopoly and the Chairman, Anglo-Indian Association, Trichinopoly, have been very helpful. But so far there is little or no prospect of complete figures for a systematic survey, the only survey possible being a "human" survey, in which statistics do not occupy the foreground.

2. *The Census of 1921.*—The figures given in statements A and B (attached at end of report) have been called from the Census of 1921.

It will be seen from the above statements—

- (a) that in some districts there are no European schools;
- (b) that in others there are children of school age who are attending no school;
- (c) that Bellary, Chingleput, Coimbatore, Trichinopoly are educational centres; and
- (d) that educational efforts need stimulating in the circars and the Ceded Districts.

Regarding Malabar, a district that in point of the number of boys at school is educationally very advanced, the Collector writes: "The needs of the Anglo-Indian community in the matter of education are, I believe, sufficiently met by the various 'European' schools in the district."

The boys of the following schools, it will be seen, are not always drawn from the surrounding districts only:—

St. Joseph's School, Bellary.			
Bellary	... 33	Goa	... 10
Bombay	... 10	Godavari	... 2
Bangalore	... 3	Anantapur	... 8
		Kurnool	... 1
		Madras	... 2
		Chittoor	... 1
		Malabar	... 1
St. Michael's School, Cannanore.			
Malabar	... 115	Cochin	... 2
South Kanara	... 2	Coimbatore	... 1
		Mysore	... 1
		Ceylon	... 3
St. Joseph's School, Calicut.			
Malabar	... 200	Cochin	... 4
South Kanara	... 8	Tanjore	... 2
Chingleput	... 1	Mysore	... 3
Coimbatore	... 3	Mahe	... 1
		North Arcot	... 2
		Goa	... 4
		Trichinopoly	... 1
		Andamans	... 1

Stanes' High School, Coimbatore.

Coimbatore ... 57	Salem ... 3	North Arcot... 3
Madura ... 11	Tanjore ... 3	South Arcot... 3
Malabar ... 6	Tinnevely ... 4	Godavari ... 3
Madras ... 14	Trichinopoly ... 2	Nellore ... 3
Mysore ... 7	Anantapur ... 3	

3. *Avenues of employment.*—Statement C (attached at end of report) furnishes particulars of what these have been at a few important schools. The figures are for the years 1919—1924.

4. *Occupation of parents.*—Particulars of the occupation of parents have been received from seven schools (Statement D at end of report). At the Roman Catholic Boarding schools at least 20 per cent of the pupils are destitute and are in receipt of aid under articles 40 and 42 of the Code.

5. *Employers.*—The Chairman, Port Trust, Madras, stated that the chief requisite for posts under the trust are "good sound education with stress laid on Mathematics, Mechanics and Science." In the Traffic Department there are posts for well educated young men with no special technical qualifications. For those posts for which such qualifications are needed an apprenticeship has to be served and he advises attendance at a Trades school during the period of apprenticeship. He adds:

"Boys should be taught to work conscientiously, to be honest and straight-forward and to use their common sense. This is of much more use than mere book learning. A common sense, hardworking, conscientious foreman class is badly needed in present day industrial India."

At the Stanes' Cotton and Spinning Mills, Coimbatore, a sound general High school education is looked for for the better paid posts. An apprenticeship has to be served for the posts for which technical training is needed. The range of posts is from a fitter on Rs. 25 per mensem to a carding master on Rs. 300.

The Secretary, Chamber of Commerce, Tuticorin, writes: "Anglo-Indians and Europeans will have to be prepared generally to accept low salaries to begin with. The inability of these classes to do this has hitherto been a great handicap."

The greatest need is almost careful grounding in Reading, Writing, and Arithmetic. Till a boy is about 14 these subjects should occupy most of his time. History and Geography should be taught as part of the above subject. Other subjects, such as, Elementary Agriculture, Physiology and Zoology, also lectures on care of health, kindness to animals, discipline, and good manners would be a valuable training. A knowledge of one or more Indian vernaculars is necessary.

"Night schools teaching technical subjects would be necessary for young men employed in workshops, railways, etc., in day time."

"Technical training should be provided chiefly after the boy has started work. Physical training throughout the whole of a boy's school life is very desirable."

The Secretary of the Chamber of Commerce, Calicut, also comments on the Anglo-Indian's unwillingness to accept a small initial salary. He advises the inclusion of Book-keeping, Type-writing, Correspondence and Stenography in the curriculum.

The Agent, South Indian Railway, who furnishes full particulars of the posts available—though at present there are no vacancies—remarks: "Anglo-Indians may as well get into the clerical grade but this they very seldom do". As a rule men are recruited from below for the better paid posts, but sometimes training is provided, as, for example, for Permanent Way Inspectors.

The Commanding Royal Engineer furnishes full particulars of the various grades of clerical posts under him. The standard of literary education looked for is high, being either the Intermediate of an Indian University or the Cambridge School Certificate Examination. Promotions from grade to grade are made by means of departmental examinations.

The Secretary, Imperial Bank, gives particulars of the post of Probationary Assistant (Rs. 150—50—250) now being thrown open to Indians but recruits are expected to hold the diploma of Bachelor of Commerce.

There are several clerical posts and the Secretary writes: "I may add that it is open to any employee who shows outstanding ability to rise to the higher appointments."

The Chairman, Anglo-Indian Association, Trichinopoly, says that a high school education is essential for employment on the railway. He says that there is much scope for lads trained in the details of motor transport and high power electric schemes.

The Deputy Director General, Indian Medical Service, forwards particulars of the training provided for Military Sub-Assistant Surgeons. The initial qualifications are either the Intermediate of an Indian University or the School Certificate Examination (under certain conditions).

The local Superintendent of the Eastern Extension Telegraph Company states that in the past on an average of ~~six~~ eight learners have been needed per annum. Lads of between 15 and 18—preferably younger—who have passed the VIII standard are accepted as learners.

The Chaplain of Trichinopoly advises schools to prepare their pupils for Government service, the requirements for which are set down so clearly in the various notifications issued by the heads of departments.

The Superintendent, Government Press, states that one post of Assistant Superintendent on Rs. 300—20—400 has been thrown open to Indians; but technical qualifications are needed for it.

6. *Conclusions.*—(1). Statement B makes the need for central schools very evident. The present location of High schools is suitable—with the exception of Madras, where amalgamation is long overdue (Proceedings R. C. No. 1634-E/22, dated 8th September 1922). A high school is surely needed at Bellary for the Ceded Districts.

(2) Statement D shows that the financial circumstances of the parents on the East Coast are generally better than those on the West Coast, where many of the parents are tailors and carpenters. The Ceded Districts occupy an intermediate position. The majority of the parents here (statement D) and in Annual Returns Numbers 2 (b) and 4 (b) belong to Class C.

(3) Statement C somewhat strangely shows that more boys leave from Standard VII of the East Coast than on the West. The railway workshops on the East Coast may have something to do with this; also the higher fees charged.

(4) There appears to be a distinct need for more efficient instruction in the teaching of the three R's at most European schools, and the remedy seems to lie in the intensive rather than the extensive study of texts, so far as language work is concerned, and more drilling in the teaching of Arithmetic. Teachers in charge of Arithmetic should have made some study of the methods of teaching the subject—not necessarily from a book on method, but from any good modern text book. Departmental schedules of work—both as a guide and a check—are clearly needed.

(5) Vocational education cannot, as competent employees state, be combined with literary education, and beyond training pupils in practical work and such subjects as typewriting and shorthand, no direct attempt need be made to fit pupils for posts, since employers ask only for a sound general education.

(6) Vocational education should be given at Trade schools and when the pupils are doing their apprenticeship course.

(7) The need for higher education has been amply demonstrated, and the aim of European education should first and foremost be the giving of efficient High School education in the subjects generally recognized by all examining bodies of real importance. Specialization should, as in Indian schools, begin in Standard VIII and efficient teachers should be appointed by a pooling of resources. "Soft" subjects of which there are still a good few in the curriculum should be weeded out.

APPENDIX.
Statement A—Males by cities.

District.	City.	European and allied races.			Anglo Indians.		
		Total males.	Males of school-age 0-18 years.	Adult males above 18 years.	Total males.	Males of school-age 0-18 years.	Adult males above 18 years.
Godavari	Rajahmundry ..	14	3	11	159	87	68
Bellary	Cocanada	36	16	18	31	12	18
Madras	Bellary	18	2	16	123	83	29
Chingleput ..	Madras	1,619	277	1,342	4,431	1,321	2,482
Salem	Conjeevaram ..	1	..	1	..	..	..
Coimbatore ..	Salem	6	3	3	8	..	8
Tanjore	Coimbatore ..	67	24	43	110	69	30
Trichinopoly ..	Tanjore	7	..	7	29	30	47
Madura	Negapatam ..	67	8	59	258	47	173
Malabar	Kumbakonam ..	..	..	..	2	..	2
	Trichinopoly ..	78	15	63	258	102	121
	Madura	32	4	28	260	72	136
	Calicut	119	3	116	297	122	136
	Total	2,064	357	1,707	6,021	1,939	3,240

Statement B—Males by districts.

District.	European and allied races.			Anglo-Indians.			Number of boys at school according to Public Instruction Report for 1923-24.
	Total males.	Males of school-age 0-18 years.	Adult males above 18 years.	Total males.	Males of school-age 5-18 years.	Adult males above 18 years.	
1. Agency	15	2	13	7	1	5	..
2. Ganjam	32	4	28	51	16	28	..
3. Vizagapatam ..	113	15	98	552	275	217	198
4. Godavari	74	23	51	242	116	104	36
5. Kistna	15	2	13	72	40	23	..
6. Guntur	23	3	20	5	..	5	..
7. Nellore	36	12	24	307	114	191	51
8. Cuddapah	9	3	6	22	1	16	..
9. Kurnool	11	1	10	18	5	12	..
10. Bellary	25	3	22	140	87	38	71
11. Anantapur ..	58	9	49	164	35	114	42
12. Madras	1,619	277	1,342	4,431	1,321	2,482	1,069
13. Chingleput ..	430	63	367	1,197	483	615	460
14. Chittoor	27	7	20	63	13	47	..
15. North Arcot ..	40	8	32	335	74	232	45
16. Salem	40	6	34	54	9	41	28
17. Coimbatore ..	192	68	124	430	134	242	149
18. South Arcot ..	41	7	34	337	98	212	..
19. Tanjore	83	9	74	367	82	239	67
20. Trichinopoly ..	80	15	65	261	102	124	169
21. Madura	169	57	112	349	166	165	60
22. Ramnad	24	2	22	13	1	14	..
23. Tinnevely ..	61	5	56	33	2	22	..
24. Malabar	402	75	327	1,224	379	655	415
25. South Kanara ..	19	5	14	17	9	8	..
Total	3,638	681	2,957	10,691	3,203	5,751	2,860

M.D. 4

Employment
of pupils passing
out of European
Schools

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	
		Professional.	Industrial.	Commercial and trade.	Clerical Non-Government.	Railway Engineering.	Railway traffic.	Railway Loco.	Government.	College.	
I. St. Joseph's School, Bellary—											
High passed	..	..	1	..	..	..	..	..	..	1	
Do. failed	..	..	1	..	..	..	..	..	..	..	
Standard IX	..	..	1	..	..	1	..	2	..	..	
Do. VIII	..	..	..	1	..	..	..	2	..	..	
Do. VII	..	..	4	..	..	..	2	2	1	..	
Do. VI	..	..	4	..	..	..	..	7	..	..	
Do. V	..	..	2	..	..	..	..	7	..	..	
II. St. Michael's School, Cannanore—											
Standard VII	..	..	1	..	2	..	1	3	..	2	
Do. VI	..	..	(Tailor)	..	1	..	..	..	..	..	
Do. V	..	..	4	..	..	..	1	..	..	..	
			(Carpenters)								
N.B.—About 75 per cent of the boys continue their education at High schools. Eight boys are unemployed.											
III. Stanes' High School, Coimbatore—											
High passed	..	Mechanical training.	..	1	2	3	..	..	2	11	
Do. failed	..		..	1	..	..	1	..	1	..	
Standard IX	..		..	..	..	..	..	..	2	..	
Do. VIII	..		1	..	..	..	1	..	3	..	
Do. VII	..		2	..	..	..	..	6	5	..	
Do. VI	..		5	..	2	..	1	..	5	1	..
Do. V	..		1	..	..	..	..	4	2	..	
IV. John's Vestry School, Trichinopoly—											
Standard IX	..	..	..	..	..	..	..	7	1	2	
Do. VIII	..	..	..	..	..	..	..	5	..	2	
Do. VII	..	..	..	..	..	4	..	4	..	2	
Do. VI	..	..	..	..	..	2	1	2	..	2	
Do. V	..	..	..	..	..	..	..	2	..	2	
V. St. Joseph's School, Calicut—											
High passed	3	..	..	2	3	1	..	1	3	14	
Do. failed	..	..	..	2	2	1	..	..	..	..	
Standard IX	..	2	1	1	11	..	..	..	..	..	
Do. VIII	..	1	1	1	1	..	..	1	..	..	
Do. VII	..	1	2	2	2	..	..	..	1	..	
Do. VI	..	1	..	2	2	..	..	..	1	..	
Do. V	..	1	..	..	6	..	1	4	1	..	
VI. St. Aloysius' School, Vizagapatam—											
High passed	..	..	1	1	..	..	..	..	5	8	
Do. failed	..	..	1	1	..	..	1	2	1	..	
Standard IX	..	1	1	..	..	1	2	1	1	..	
Do. VIII	..	..	..	1	..	1	4	3	3	..	
Do. VII	..	..	2	1	..	..	7	4	2	..	
Do. VI	..	..	1	1	..	1	..	4	2	..	
Do. V	..	..	..	..	..	..	..	2	..	..	

* The Correspondent writes: "I do not think that more than 5 per cent of the boys educated at this school succeed in securing a job in the districts of Vizagapatam, Ganjam and Godavari. Unemployed, 11."

X

Particulars of the
occupation of
parents of pupils
in European Schools

STATEMENT D.

Town.	Range of salary.	Professional.	Industrial.	Commercial and Trade.	Clerical Non-Government.	Railway Engineering.	Railway Traffic.	Railway Loco.	Government.
(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
1. Bellary (St. Joseph's Boys' School).	(a) Above 500	..	..	..	..	..	..	..	..
	(b) " 301-500	..	..	..	..	1	..	..	..
	(c) " 101-300	..	..	2	..	..	7	9	..
	(d) Below 100	..	7	..	..	..	1	2	3
2. Cannanore (St. Michael's).	(a) Above 500	..	..	1	..	..	..	..	..
	(b) " 301-500	..	..	1	..	..	..	..	..
	(c) " 101-300	..	..	4	12	3	..	3	9
	(d) Below 100	..	1	34	21	..	..	..	2
3. Coimbatore (Stane's High School).	(a) Above 500	..	2	1	..	..	..	1	4
	(b) " 301-500	..	1	1	..	2	..	19	13
	(c) " 101-300	..	2	4	3	2	7	38	15
	(d) Below 100	..	3	..	2	..	..	..	6
4. Calicut (St. Joseph's).	(a) Above 500	..	..	2	..	..	..	..	..
	(b) " 301-500	..	1	..	4	..	..	..	..
	(c) " 101-300	..	7	16	16	3	6	8	18
	(d) Below 100	..	16	21	20	30	3	5	9
5. St. Thomas' Mount (Wesleyan Mission School).	(a) Above 500	..	..	..	..	..	..	..	..
	(b) " 301-500	..	..	2	..	..	..	..	..
	(c) " 101-300	..	..	1	1	1	..	1	5
	(d) Below 100	..	..	..	..	..	..	..	1
6. Visagapatnam (St. Aloysius School).	(a) Above 500	..	4	..	..	..	..	..	..
	(b) " 301-500	..	3	..	1	..	6	28	36
	(c) " 101-300	..	2	2	4	3	76	7	21
	(d) Below 100	..	1	3	2	..	..	..	..
7. Trichinopoly (St. John's Vestry).	(a) Above 500	..	..	..	..	1	..	..	..
	(b) " 301-500	..	..	..	..	..	..	..	..
	(c) " 101-300	..	1	..	..	1	8	10	16
	(d) Below 100	..	1	..	..	1	3	3	..

The parents shown under column (x) are in one or other of the following departments:—Telegraph, Post office, Excise, Jail, Marine and Military.

Order European Education 31 orders
Pres 1066 & 76 Survey of passed.

DRAFT ORDER.

At a Conference held on 30th January 1925 to consider questions connected with the education of European and Anglo-Indian children in this Presidency, the following resolution was passed:—

"Resolved that in view of the present needs of the Anglo-Indian community, it is imperative that the whole position of European education in the Province of Madras should be surveyed with a view to ascertaining—

- (i) the educational needs of each area; and
- (ii) the type of education which should be encouraged in that area;

and that the Government of Madras be asked to undertake that survey."

2. The object which the Conference had in view was to ascertain the needs of each section of the community in each area, the particular kind and standard of education to be imparted, and the co-ordination of efforts by the different managements with a view to ensure that the funds devoted to European education are expended to the best advantage of the community as a whole. In accordance with this resolution, the Inspector of European schools was instructed to carry out a preliminary survey and to submit a report. That report was submitted by the Director of Public Instruction on the 25th May 1925 and, after careful consideration by the Government, it was decided to place the tentative conclusions to which in their opinion the report pointed before an informal conference which eventually met on 22nd December 1925. After full discussion certain points were formulated to which in the opinion of the informal conference careful attention should be given and the Government are now in a position to indicate their views with reference to the material thus provided and to the opinions and the suggestions offered by the members of these conferences to whose practical knowledge of and keen interest in the problem of European education, the Government are greatly indebted. The object of the resolution passed at the Conference of January 1925

and was essentially practical. Competition in those avenues of employment to which the domiciled Anglo-Indian communities have been mainly attracted in the past is becoming more and more acute and it was felt that the economic problem was largely bound up with the educational problem and that the time had come to examine the educational system with a view to seeing whether it was properly organized and directed towards equipping the community not only to secure employment in those occupations with which it has long been connected but to find fresh avenues of employment which its members should be qualified to enter. This problem raises three questions which may be stated as follows:—

(1) To what employments is the community by association and aptitude best fitted to aspire?

(2) Is the existing system of European education, from the quantitative point of view, adequately organized to place educational facilities within the reach of all children belonging to the community?

(3) Is that system, from a qualitative point of view, so efficiently administered as to equip them for those professions or occupations in which the vast majority of its members must necessarily seek employment?

3. Before dealing further with these questions, it is perhaps advisable to consider such statistical data as are available.

The following are the figures of occupation as tabulated in the 1921 census report:—

	Males.	Females.
Total number of actual workers among Anglo-Indians	5,738	1,727
(a) Railway employees	1,168	94
(b) Those who derive income from agricultural land, owned or leased, etc.	814	78
(c) Proprietors other than of agricultural land, pensioners, etc. ...	555	252
(d) Postal and telegraph officials	306	...
(e) Officials connected with public administration	144	12
(f) Those engaged in the medical profession	141	339
(g) Teachers	111	314
(h) Business men, accountants, mechanics, etc.	941	137
(i) Other miscellaneous (including unproductive) occupations ...	1,528	501

Unfortunately, complete figures for any later year are not available and there is little doubt that in the main lines of occupation ~~there~~ indicated the Anglo-Indian community has during the last five years had to face increasing competition. Such figures, however, as are available from the tentative survey show that, while unemployment may have increased, the main occupations entrance to which is sought by the community remain unchanged. It is also clear that the community is by tradition and instinct essentially an urban and industrial community and that this fact must be accepted as fundamental. The Government are aware that various schemes have been tried or mooted from time to time for placing members of the community in agricultural settlements. But so far as they are aware, none has succeeded, and, until some such scheme has been proved a permanent success, they must regard any attempt to turn members of the community into agriculturists through the agency of education as bound to lead to failure and more likely to injure than to benefit it.

4. As regards the adequacy of the provision for education, apart from any question of its efficiency and suitability, the following figures are of interest:—

Out of total population of Europeans and Anglo-Indians (34,302) according to the 1921 census, in 1924-25 there were 10,270 pupils in different classes of institutions. The following table shows the distribution:—

	Boys.	Girls.
Arts and Professional Colleges	53	86
Secondary and High Schools	2,611	2,240
Middle Schools	1,294	1,645
Elementary and Primary Schools	951	1,057
Training and Special Schools	76	257
	4,985	5,285
	10,270	

The total number of schools recognized under the Code of Regulations for European schools is 88: 31 being high schools, 34 middle schools and 23 primary schools: 5 middle schools and 12 primary schools are railway schools. The statistics show that the percentage of children of school-going age who are not attending some institution must be very small, and the distribution of these institutions is such as would naturally be expected from the distribution of the population and from the fact that a large number of parents send their children to the many excellent institutions situated on the Nilgiris. It is doubtful if there is any centre where the opening of a new school would be justified by the number of pupils to be provided for, and the question is rather whether there are not cases of overlapping where efficiency and economy would be promoted by the amalgamation of separate schools. To this point subsequent reference will be made.

5. The remaining question is whether the actual training imparted in these institutions is efficient and really suited to equip the children of the community to secure suitable employment when they grow up. The idea underlying the resolution which gave rise to this investigation was that education should be adapted in different areas to the particular occupations available in such areas. On full consideration of the material before them, the Government are convinced that this conception of the problem is essentially mistaken and that on more than one ground it is imperative that the system of education should be directed not with a view to restricted regional opportunities but to fitting the pupils to compete in the widest possible sphere of employment whether in this Presidency or in that expansion of industrial activity which is so marked in some of the other provinces of India. In the first place, a large proportion of children of the community are educated away from home and it would be impossible, for example, in schools on the Nilgiris or in Madras to provide different curricula for children coming from different areas in the Presidency. Further, the consensus of opinion on the part of such employers of labour and others as have been consulted on this point is that the essential need of the community is a sound general education which should be continued up to that point at which the selection of a profession or occupation is made and that in all cases the minimum standard aimed at should be that of a completed middle school course; the minimum in the case of those who intend to take up a learned profession being a completed high school course. It seems clear from the reports received from various employers that the results of the present system are not altogether satisfactory and that pupils complete the middle school course without really having attained that standard of general education which such a course should imply. No specialisation at earlier stages can possibly make up for such a grave defect and it is clear that anything which interferes with the attainment of a good and sound general education must be rigorously excluded from the curricula. The age at which specialisation should begin will, of course, depend on the future avocation of a student. It may be expected that a considerable number of those who are going to find employment in railways or other industrial undertakings will receive special courses of instruction either in workshops or in technical institutions on the completion of the middle school course, that those who seek employment in commerce or trade will seek for special instruction in commercial schools or colleges after completing a high school course, while those who seek to enter the learned professions will proceed from a high school to a university course. It seems clear that the existing number and distribution of institutions is adequate to afford facilities of this kind in accordance with the community's needs. The question whether existing curricula are really adapted to afford the necessary general education is one which will be remitted to the Director of Public Instruction for further and most careful examination.

6. The examination of this problem further raises financial issues which cannot be disregarded. According to the figures of expenditure for 1923-24 and 1924-25,

the total expenditure on the European schools is in the neighbourhood of 25½ lakhs of which, roughly speaking, 10 lakhs is provided from public funds, 10 lakhs from other sources such as endowments and 5½ lakhs from fees. The provision which approximates to Rs. 250 per pupil cannot be said to be inadequate, but, if full benefit is to be derived from it, a watchful economy must be enforced. There are two matters in respect of which wasteful or unnecessary expenditure is likely to manifest itself. The curricula or the equipment of schools may contain items which may either encroach on the time which ought to be devoted to general education or must be regarded in the light of luxuries which encroach on funds which could be better utilised; or there may, in certain areas, be an unnecessary multiplication of schools of different kinds competing with each other and thus absorbing funds on the maintenance of inefficient institutions where the interests of the community and of economy could be better served by their amalgamation in one institution with a much higher degree of efficiency. These are points which the Director of Public Instruction will be requested to examine and report upon in consultation with those concerned, and qualified to advise. The Government are entitled to demand that the considerable sums contributed from general revenues are utilised in the most economic and efficient manner possible. All expenditure on this branch of education must be scrutinised with reference to whether it serves the general interests of the community which ought not to be made subservient to particular interests.

7. As regards the question of unemployment the Government desire to make their attitude clear. They are anxious to do all they can with the funds at their disposal to regulate the system of European education in such a way as best to help the economic interests of the community, but they feel bound to point out that, while they are willing to give due weight to the claims and aptitudes of the community in so far as employment under Government is concerned, they cannot possibly guarantee either employment or the concession of special terms nor can they expand administrative establishments as a measure of unemployment relief or with regard to considerations other than administrative needs; the solution of the problem of unemployment must rest largely with the community itself. It seems clear, for example that more members of the community could be absorbed in the teaching profession in institutions under the Code of European Education. The Government further observe that few members of the community seek to enter the clerical branches of the different departments under Government. They understand that the initial pay in these services is not regarded as an adequate remuneration for members of the Anglo-Indian community. It may be pointed out however, that the pay of these services has been largely improved and that as a result of the revision of salaries they open out considerable prospects to intelligent and capable men and that both the emoluments and prospects are, in many cases, superior to those attainable in other occupations which are more largely sought by the members of the community. The same remarks apply to employment in the clerical establishments of mercantile houses. The Government are anxious to do all they can to enable members of the community to compete for such appointments. But a mere adaptation of the educational system to this end is not the only essential; in their opinion, the attitude of the community towards the problem of employment must undergo a change. It must be prepared to compete in a much wider field and to rely less on quasi-monopolies or restricted spheres of employment. There are occupations to which the community brings peculiar aptitudes, but is not possible that these should provide for all their requirements.

8. At the informal Conference held in December 1925 the statement of the position in respect of European education and of its essential aims indicated above was generally accepted. It was agreed that the main essential was a sound general education and that this implied that such education should be continued either to the end of the middle school course or of the high school course according to the profession or avocation upon which pupils propose to enter. It was also agreed that greater attention must be paid to the warnings issued by prospective employers as to the

defects in the existing system. It was also recognized that, if the educational system was to be adapted to these requirements, it would demand the continuance of the middle school examination. Instructions have been issued to Director of Public Instruction to examine these points and to submit such proposals as may be necessary to give effect to the conclusions arrived at.

The Conference further drew attention to questions of great importance affecting the utilisation of funds. It was urged that the provision for the award of scholarships should be liberalised more especially by raising the maximum age for high school scholarships from 17 to 19 years. It was also urged that scholarships should be given with reference primarily to poverty and not primarily to merit. The Government concur in the views thus expressed and the necessary instructions have been incorporated in the revised code. The funds which have been devoted to scholarships are limited and it is only when the requirements of poor but promising pupils have been met that these funds can be utilized as awards for merit and attainments alone. It was also urged that in other respects funds were not being used to the best advantage; and that the expenditure on boarding grants, free meals and other measures merely pauperised the community to its detriment and to the serious prejudice of education pure and simple. The Conference suggested that the whole provision for grants-in-aid should be carefully scrutinised with a view to ascertaining what adjustments are desirable. In the views thus expressed, the Government entirely concur. It is not in the interests of the community that funds intended for education should be diverted into eleemosynary channels and so administered as to weaken the self-respect and enterprise of the community. The Director of Public Instruction reports that this matter is under careful investigation and that something has already been done to redress the balance. The Government believe, however, that more can be done to meet the pressure which is brought to bear upon the department to show laxity in this respect, and the Director of Public Instruction will be instructed in this respect also further to investigate the matter and to submit the results of his scrutiny to the Government.

10. It was also suggested that the grants and other provisions for European education were being utilized for the benefit of individuals who had no claim to be recognised as Anglo-Indians or to come within the purview of the Code for European education: and it was suggested that these advantages should be restricted to the children of parents who are members of the Anglo-Indian Association. That suggestion the Conference was unable to accept, but the Government agree that the Association might well give useful assistance in cases in which investigation is required and they propose to examine the existing system of certification in order to see whether it cannot be rendered more effective.

11. It was also urged at the Conference that primary schools and the primary sections of schools were inefficient and that, as result, pupils were passed on from the primary stage to the middle stage of school education when they were really quite unfitted to proceed to that stage. Here too it was urged that the reason for this was undue expenditure in primary schools and sections on purely eleemosynary objects. The Government consider that this matter calls for very full enquiry. For a majority of pupils general education must cease at the close of the middle school course; and, if education in the primary sections is inefficient and unsuitable, it is impossible to rectify these defects in the middle school course. It is possible that these defects are, as already stated, also due in part to the attempt to maintain an unnecessary number of schools where the correct policy would be one of amalgamation and concentration. The attention of the Director of Public Instruction has already been drawn to this issue and he will be requested to bear it in mind when reporting on the question here raised as to the efficiency of primary schools and sections.

12. The Government trust that the action which it is proposed to take with reference to the important discussions and criticisms now under review will result in European education being placed on a more efficient, practical and economical basis and they desire again to express their gratitude to all those who, as members of these Conferences and otherwise, have materially assisted them in their deliberations.

By order of the Governor in Council
V. T. K

To the D.P.I.
E.T. (order only)

ORDINARY.

PRESS SLIP.

PREFERENCE.

URGENT (a).

DEPARTMENT.

INSTRUCTIONS FOR THE SECRETARIAT.

Current No. dated 191

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Brief subject.

European Education

(c) Number of copies required when struck off (not including copies for volumes and "stors" table which are retained in the Press).	E. T. copies to supply requisitions for purchase by the public.	Complete correspondence and orders.	No.
FOR RECORD.*			
Madras Records ...	4	20	10
Ooty Records ...		5	5
For filing with original		1	1
Total ..		26	16

FOR ISSUE.†

Letter only.	Complete G.O.	Special issue copies of G.O.		Notes.
		No.	Papers.	
Signature copies	3			
India Office	4			
Govt. of India				
Revenue Department				
Public Works Department				
Local and Municipal Department				
Educational Department				
Dept.				
Public Dept.				
Judicial Dept.				
Political				
Financial Dept.				
Marine Dept.				
Ecclesiastical Dept.				
Total				
Spare copies {				
The ... D.O. 2		50		
The ... Reserve		100		
The ...				
The ...				
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The ...				
The ...				
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The ...				
Total ...		157		

Copies distributed on (Press Clerk).

† Copies distributed on (Press Despatcher).

† To be initialled and dated.

(a) If a paper is marked to be printed urgently, the Superintendent of the section concerned should sign the Press slip. The Superintendent should exercise a careful discretion in the matter.

(b) Each letter, memorandum, or order, or set of orders, in the file of correspondence should be headed in succession with the Roman numeral I, II, III, etc., the number being written in red ink or blue chalk above the item. The particular papers to be printed in the special issue-copies should be indicated by the Roman numeral (I, II, etc.) by which that item has been headed in the correspondence file. All matter, including marginal remarks or references, to be printed should be written in ink and matter which should not be printed should be encircled. Initials and signatures that are not quite legible should be re-written distinctly.

(c) For rules regarding printing of notes, see rule 315 of the office Manual.

(d) The number of copies and the details of distribution should be filled in by the Superintendent or Referencer concerned.

(e) In the absence of special instructions to the Press to keep matter standing for a specified period, ordinary papers of 8 pages and under will be kept standing for one week, and larger papers for two weeks only. The type of notes and of all confidential papers is distributed immediately after striking.

(f) This slip, properly and completely filled in, should accompany every paper sent to Press; it will be returned by the Press when proofs are furnished; it should be sent to the Press when a call is made for revised proofs or when a corrected proof is sent for striking. When finally returned by Press it should be filed with the original order or letter.

INSTRUCTIONS FOR THE PRESS.

(a) If, in the opinion of the Superintendent of the Press, a paper has been marked urgent unnecessarily, he should send the Press slip to the Registrar with a remark to that effect.

(b) Unless a note to the contrary is made against the matter, pencil entries should not be printed. The Superintendent of the Press may bring to the notice of the Registrar any instance of incomplete or careless editing.

(c) Signature copies of letters to the Secretary of State or to the Government of India should be printed on hand-made paper.

(d) This slip should be returned by the Press to the Secretariat when proofs are furnished; it will be sent back to the Press when proofs are returned corrected and should be finally returned to the Secretariat when struck-off copies are supplied.

(e) The names of the Secretary and Members should be printed in full when they occur on the right hand side, only the first time when they appear on the left side, the initials alone being printed later.

44/2

Law (Edm)

D.O. No. 22 (Camp.)-1 & 10.6.26

My dear Grieve,

It is proposed to issue ~~is~~ a go. on the report relating to the survey of the position of European and Anglo-Indian education submitted with your letter R.O.C. No. 244 E/25 & 25.5.25. The previous go. on the subject (go. 226 L.E. & 13.2.25) was placed on E.T. and also communicated to the members of the conference held in Jan 1925. The govt. have decided to place the present go. also on E.T. and to furnish a copy to the Rt. Revd. the Bishop of Madras. I am to enquire to whom else copies of the go. may be sent.

Yours sincerely

[Signature]
10/6

cur
9.6.26



DESPATCHED with encl.
154 JUN 1926 (D.O. signed by Secy)

R. G. Grieve Esq., M.A.
Ag. D.P.J.

Reminder.

Law[Ed^y]

D.O. 22 (Camp) - 28.6.26

My dear friend,

Please let me
 have an early reply to my
 D.O. 22 (Camp) - 18.6.26
 enquiring to whom copies
 of 2. 1066, Law[Ed^y], 7.6.26,
 regarding the survey of
 the position of European
 and Anglo-Indian education
 should be sent.

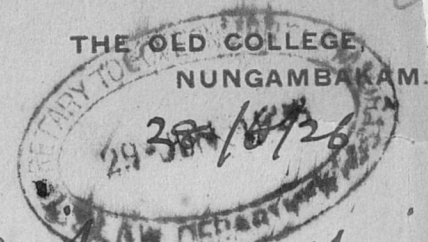
Yours sincerely

cur
26.6.26

26/6

R. G. Griev

R. G. Griev Esq, M.A.
 Ag. D. P. J.



Dear Mr. [unclear]
I will send the list of
persons to whom the
T.O. re European Education
should be sent as soon
as I get the list back
from my office which
I sent the names without
the addresses.

I have just received a
reminder re refund of
Excess grant St George's
Homes - I have not

5
 Seen the paper at all
 The reference is L226-
 Camps - 14.6.26. I am
 asking my office about
 it.

Very sincerely
 R. G. Irvine.



Office of the Director of Public
 Instruction, Camp Ootacamund.

My dear Krishnamachari,

Ref. Your D.O. No. 22 (Camp) dated 10th June 1926

(J) regarding G.O. No. 1066 Law (Education) dated 7th June 1926 regarding European Education. I consulted the Inspector of European schools and he considers that it would be a good thing to communicate the G.O. to the managements of European schools so that they may be in a position to know the attitude of Government towards the various problems involved in European Education. If this is done the number of copies required would be 110. If, however, it is not possible to provide a sufficient number of copies the G.O. may be sent to the members of the Original Conference and to the Anglo-Indian Association. If this course is adopted copies will be sent as follows:-

<u>N a m e.</u>	<u>A d d r e s s.</u>
1. The Rev. Fr. A.J. Van der Burg	Correspondent, St. Mary's High school, Madras.
2. The Rev. Mother Xavier Murphy	Late Correspondent, Presentation Convent, Kodaikanal.
3. The Rt. Rev. The Lord Bishop of Madras	Bishop's House, Mowbrays Road, Madras
4. The Rev. N.Y. Necker M.A.	Correspondent, Bishop Corrie School, Madras
5. Mr. E.E. Berry	Correspondent, Stanes High school, Coimbatore
6. Mr. E.H.M. Bower	Inspector General of Registration.
7. Mr. G.G. Armstrong	Deputy Traffic Manager, M & S.M. Ry
8. The Agent S.I. Ry	
9. Mr. W.A. Hobson	Correspondent, St. Mathias Free school, Vepery.
10. Principal, Lawrence Memorial R.M. school, Lovedale.	
11. Principal, St. George's Homes, Keti.	
12. Mr. W. Hindle	Y.M.C.A. Madras
13. The Rev. T.H. Butlin B.A.	Correspondent, Civil Orphan Asylum, Kilpauk.

14. Miss Worcestor

Secretary Y.W.C.A. Bangalore.

15. Secretary to the Anglo-Indian Association, White
Memorial Hall, Egmore.

Yours sincerely

R. Narayana

To

M.R.Ry. Rao Bahadur,
V.T. Krishnama Achariyar Avl., C.I.E.,

Secretary to Government,
Law (Education) Department,
Ootacamund.

Law Dept.

For orders whether it will not
suffice if the go. is sent to the 15 individuals
noted above. The previous go. was commu-
nicated to them only.

cur
1.7.26

Plus S.
h

I think we have decided to place
the G.O on the E.T. 2 of this is so,
we had better send the D.P-1
all the 110 copies he wants
It will be useful to managers
to know the policy.

V.T.K.
(1-1)



C.F. 304-1,88,103-23-9-24

OFFICE OF THE

Dated

192

Hours Minutes

TELEPHONIC MESSAGE.

From

B-8-3

To

Secy Law Dept.

Repa G.O no. 1066 Law Secy 7/6
passing order on the Survey of European
Education.

110 spare copies of the above
go have been received. Kindly let me
know when the distribution of the above
copies as proposed in the Director's D.O.
of 30.6.26 has been accepted
by Govt.

Ed. Dept.

Please see the Secy's note
on p. 7 ante. The reply is

'yes'. Copies may be
distributed as proposed
by the Director.

cur
27.7.26

8/8
27.7.26

Plus
27/7

