

Education (1926) Department.

Ordinary SERIES.

Letter
G.O. No. 1609

DATED 24-8-1926

[Despatch Abstract.]

European Education.

Transfer to Central Government--reply to the Government
of India.

BACK PAPERS.

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

FURTHER PAPERS.

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

No. 1117-Edn.

Government of India.

Department of Education, Health and Lands.

Simla, the 13th May 1926.

From

J.W. Bhore, Esq., C.I.E., C.B.E., I.C.S.,
Secretary to the Government of India,

To

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

European education in India.

Sir,

A deputation of members of the Legislative Assembly has made representations to the Government of India urging that the whole question of transferring European education to the Central Government and of making European education a Central subject should be examined. For this purpose I am to request that, if there is no objection, the Government of India may be furnished with information on the following points :-

(i) Whether European education in the Madras Presidency is in a satisfactory condition, and, if not, in what manner it could be improved;

(ii) Whether by reducing the number of institutions available it would be possible to increase the expenditure on individual institutions and thus improve the character of educational facilities provided without enlarging expenditure in the aggregate; and

(iii) Whether the best use is at present being made of the charitable endowments made for the purpose of furthering the cause of European education in the country.

I have the honour to be,
Sir,
Your most obedient servant,

for Secretary.

for Secretary.

Your most obedient servant,
 Sir,
 I have the honor to be,
 of European education in the country.

chair table endowments made for the purpose of furthering the cause
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 want of using European education a central subject should be
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 A delegation of members of the Legislative Assembly has made

Sir,

European education in India.

Law (Education) Department.
 The Secretary to the Government of Madras.

To
 Secretary to the Government of India,
 J.W. Brown, Esq., C.I.E., C.B.E., I.C.S.,
 Simla, the 13th May 1926.

Department of Education, Health and Public
 Government of India.
 No. 1117-Edn.

Law (Edn) Dep^{mt}

CR/1242. From the Govt of India No. 1117
 of 13.5.26

Encl No 1242 B-1 d 24-5-26

Forwarded to the D.P. I
 who is requested to submit
 an early report on the points raised
 by the Govt of India.

8/5
 17.5.26

19/5

DESPATCHED
 22 MAY 1926

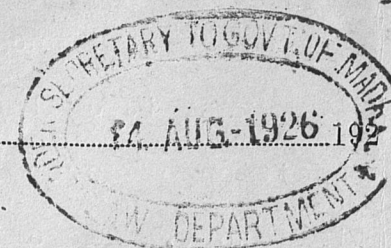
To The D.P. I (with copy)
 Reminder after 1 month.

RECEIVED
 21 MAY 1926
 DEPARTMENT OF
 PUBLIC INQUIRY TO GOVT. OF INDIA

LAW (EDUCATION)

DEPARTMENT

Received



Registered

192

Subject.

European Education in India--Transfer of--to the Central Government--Furnishing certain information in connection with the--

ENCLOSURES.

No.

Spare copies

R.C. No. 697-E/26.

Station Madras, Dated the 13th August 1926.From (Name) R.G. Grieve, Esq., M.A., F.R.G.S.,(Designation) Ag. Director of Public Instruction,
Madras.

To The Secretary to the Government of Madras,

Law (Education) Department.

Sir,

With reference to Government Endorsement No. 1242 B-1 Law (Education) Department dated 21st May 1926 on the letter from the Government of India, Department of Education, Health and Lands, No. 117 Education, dated 13th May 1926 requesting to be furnished with certain information in connection with the question of transferring European Education to the Central Government and making European Education a central subject, I have the honour to report as follows on the three specific points mentioned therein:-

(i)

44
-2-
(i) Whether European Education in the Madras Presidency is in a satisfactory condition, and if not in what manner it could be improved:-

(a) I am of opinion that the condition of European Education in this Presidency is not altogether satisfactory. The chief cause lies in the inadequate qualifications of the teaching staffs. There are very few graduate teachers in European schools with the result that much of the teaching is in the hands of persons who have neither the educational nor the professional qualifications that should be required. In the revised Code of Regulations for European Schools just issued this fact has been recognised and a higher standard of qualifications has been prescribed. Time will however be required to bring the staffs of the schools up to this standard.

(b) The accommodation provided in European schools is in most cases poor. Steps are however being taken to effect such improvements as will provide facilities for efficient work.

(c) The number of pupils in most schools is small which results in two classes being taught by one teacher and most teachers are incompetent to deal effectively with two classes simultaneously.

(ii) Whether by reducing the number of institutions available it would be possible to increase the expenditure on individual institutions and thus improve the character of educational facilities provided without enlarging expenditure in the aggregate:-

My answer to this question is in the affirmative. The difficulties to be overcome in effecting amalgamation are (i) religious differences, (ii) differences in social status, and (iii) vested interests. Amalgamations have been brought about wherever possible and others are under consideration. The chief obstacles under (i) are the Roman Catholics who claim it as an indefeasible right that they should themselves educate children of their persuasion. In the past amalgamations have generally been voluntary, but if the interests of education are to be best served, compulsion will have to be resorted to.

(iii)

55
-3-
(iii) Whether the best use is at present being made of the charitable endowments made for the purpose of furthering the cause of European Education in the country:-

Only three schools have any considerable endowments. They are all Protestant schools situated in the City of Madras. The aggregate annual income from the endowments of the three schools is over Rs.36,000/-. The possibility of effecting further amalgamation in connection with the above schools is under consideration. Six other schools have small endowments ranging from Rs.140/- per annum to Rs.888/- but these may be left out of consideration.

2. In their letter under reference the Government of India have not called for a report on the general question of making European Education a central subject. As regards this question I desire to state for the information of Government that I cannot see how such a step would remove or alleviate the difficulties in the way of improving European Education. On the contrary, I am inclined to think that it would, by making the administration less flexible and by having so many more interests to survey and so many more and diverse opinions and conditions to consider tend rather to retard development, especially if uniformity of administration and standards were contemplated which I fear would be inevitable in a centralised subject. The only educational reason I have ever heard advanced for centralisation is that throughout, out of consideration for children who migrate from province to province, uniformity of curricula and of work in schools would be obtained. Any such uniformity would be a disadvantage as being probably opposed to the needs and interests of the individual provinces. Also boarding schools are liberally provided to reduce the necessity of such migrations.

I may further invite attention to the opening speech of the President, Sir Harcourt Butler at the Conference on European Education held at Simla in July 1912 wherein he specifically

made

made mention of this proposal but stated that the Government of India were not in favour of it (vide pages 1-2 of the printed report of the Conference).

I have the honour to be,

Sir,

Your most obedient servant,

R. N. Stallan

For Ag. Director of Public Instruction,
Madras.

Education Department

European Education in India - Transfer
to the Central Government.

[C.No.1242 B] From the G. of India, Dept. of Edn., Health
and Lands, No.1117 Edn. d.13-5-26

[Endt. to the D.P.I. No.1242 B-1 d.21-5-26]

[C.No.1892 B] From the D.P.I. No.697 E/26, d.13-8-26

A draft order embodying the information furnished
by the D.P.I. is placed below.

2. In paragraph 2 of his letter, the Director
makes certain general observations on the question
of making European Education a Central subject.
The Government ^{of India} have not asked for the views of this
Government on the general question, and no reference
need therefore be made to it in the reply to the
Government of India. *may be circulated to the 3.*

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Letter 1609 5/24. 8.26
Mis

To
The Secretary to the Govt. of India
Dept. of Edn., Health and
Lands.

European Education in India -
Transfer to the Central Government -
Your letter No.1117 Edn., d.13-5-26

Sir,

I am directed to furnish the following information on the points mentioned in your letter quoted above.

2. Point (i). Whether European Education in the Madras Presidency is in a satisfactory condition and, if not, in what manner it could be improved.

The condition of European Education in this Presidency cannot be said to be wholly satisfactory. This is mainly due to the following causes:-

(i) There are very few teachers in European schools who are graduates of Universities; consequently, much of the teaching in these schools is in the hands of persons who have neither the educational nor the professional qualifications required.

(ii) The accommodation provided in European schools is in most cases poor. quality.

(iii) The number of pupils in most schools is small which results in two

classes

12428

European Edn

Transfer to central
Govt. - Reply to the
Govt. of India.

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DESPATCHED
25 AUG 1926

The question qualifications
of the teaching staffs are
generally inadequate

In many schools the
number of pupils is small,
and this



9-2
classes being taught by one teacher; and ~~most~~ ^{few} teachers are incompetent to deal effectively with two classes simultaneously. *This drawback is in part due to the unequal distribution of the school-going population.*

Steps are being taken to remedy these defects as far as possible, particularly to improve the qualifications of the teaching staff in European Schools. In the Revised Code of Regulations for European Schools, just issued by this Government, a higher standard of qualifications has been prescribed for teachers in these schools and it is hoped that ~~this standard will be reached in the course of a few years.~~ ^{after working up to} *Considerable improvement will be effected in the next few years.* Efforts are also being made to eliminate schools the strength of which does not justify their existence or to amalgamate them with other schools. There are, however, ~~several~~ difficulties in effecting such amalgamation as explained in the succeeding paragraph below.

3. Point (ii). Whether by reducing the number of institutions available it would be possible to increase the expenditure on individual institutions and thus improve the character of educational facilities provided without enlarging expenditure in the aggregate.

The answer to this question is in the affirmative. The difficulties to be overcome in effecting amalgamation of schools are due to (i) religious differences, (ii) differences in social status and (iii) vested interests. As an instance of the difficulties due to religious differences, it may be mentioned that the Roman Catholics claim it as an indefeasible right that they should

3. 10 (8)
themselves educate children of their persuasion. In the past, amalgamations of schools have generally been voluntary but, if the interests of education are to be best served, ~~compulsion~~ ^{compulsion} will have to be resorted to.

4. Point (iii). Whether the best use is at present being made of the charitable endowments made for the purpose of furthering the cause of European Education in the country.

^{three}
In this Presidency only ~~3~~ ^{three} European schools have any considerable endowments. ~~They are all~~ ^{These are} Protestant schools situated in the City of Madras. ~~The aggregate annual income from the endowments of these three schools is over Rs. 36,000.~~ ^{The aggregate annual income from the endowments of these three schools is over Rs. 36,000.} The possibility of co-ordinating the work of these schools is under ~~the~~ ^{the} consideration of the Govt.

I have etc.

17.8.26

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V.T.K.
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it will probably be necessary to adopt a much more strict policy in respect of recognition & aid. The whole question is under consideration.

Education Department.

No. 1609.

From

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

Secretary to the Government of Madras,

To

The Secretary to the Government of India,

Department of Education, Health and Lands.

Dated Fort St.George, the 24th August 1926.

Sir,

European Education in India--Transfer to the Central Government--Your letter No.1117-Edn./,dated 13th May 1926..

I am directed to furnish the following information on the points mentioned in your letter quoted above.

2. Point(i). Whether European Education in the Madras Presidency is in a satisfactory condition and, if not, in what manner it could be improved.

The condition of European education in this Presidency cannot be said to be wholly satisfactory. This is mainly due to the following causes:-

(i) The qualifications of the teaching staffs are speaking generally, inadequate. There are few teachers in European schools who are graduates of Universities; consequently, much of the teaching is in the hands of persons who have neither the educational nor the professional qualifications required.

(ii) The accommodation provided is in most cases of a poor quality.

(iii) In many schools the number of pupils is small and this results in two classes being taught by one teacher; few teachers are competent to deal effectively with two classes simultaneously. This drawback is in part due to the unequal distribution of the school going population.

Steps are being taken to remedy these defects as far as

possible particularly to improve the qualifications of the teaching staff in European schools. In the revised Code of Regulations for European schools, just issued by this Government, a higher standard of qualifications has been prescribed for teachers in these schools and it is hoped that considerable improvement will be effected in the next few years. Efforts are also being made to eliminate schools the strength of which does not justify their existence or to amalgamate them with other schools. There are, however, difficulties in effecting such amalgamation as explained below.

3. Point (ii). Whether by reducing the number of institutions available it would be possible to increase the expenditure on individual institutions and thus improve the character of educational facilities provided without enlarging expenditure in the aggregate.

The answer to this question is in the affirmative. The difficulties to be overcome in effecting amalgamation of schools are due to (i) religious differences, (ii) differences in social status and (iii) vested interests. As an instance of the difficulties due to religious differences, it may be mentioned that Roman Catholic Missions claim it as an infeasible right that they should themselves educate children of their persuasion. In the past, amalgamations of schools have generally been voluntary but, if the interests of education are to be best served it will probably be necessary to adopt ^a much stricter policy in respect of recognition and aid. The ^whole question is under consideration.

4. Point (iii). Whether the best use is at present being made of the charitable endowments made for the purpose of furthering the cause of European Education in the country.

In this Presidency only three European schools have any considerable endowments. These are Protestant schools situated in the City of Madras and the aggregate annual income from their endowments exceeds Rs.36,000. The possibility of co-ordinating the work of these

schools

schools is under the consideration of the Government.

I have the honour to be,

Sir,

Your most obedient servant,

[Signature]

Secretary to Government.

S.P.R.24-8-26.



14

11

The Office of the Director of Public Instruction,
The old College, Nungambakkam, Madras,

D.O. 69/28.

15th June 1928.

Dear Sir Muhammad Usman,

You asked me the other day about the question of European Education being a central subject. I ~~will~~ suggest that you might request the Secretariat to put up for your information Pamphlet No.23 of the Bureau of Education, India. This pamphlet deals with the conference of educational administrators in India in 1927 and on page 19 and in appendix B, page 43, the question of the centralisation of European Education is discussed. You will see from the discussion that the majority of those who attended the conference considered that the disadvantages attaching to centralisation greatly out-weighed the advantages. In these circumstances it is possible that you may not desire to pursue the matter further.

*Like this
15/6/28*

yours sincerely,

R. A. Triew

The Hon. Sir Muhammad Usman,
Member of Council,
Coaty.



*LS 1430 B
18.6.28.*

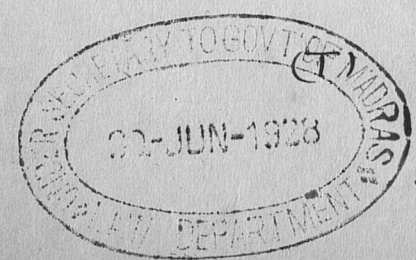
(Copy became available on 25/6)



Ed. Dept.

(and 43-44)

Please see pages 19-24 of the pamphlet put up. Attention is also invited to Letter No. 1609 of 24.8.26.



*cur
25.6.28*

*S/A
25.6.28.*

26-6-28

*Mh.
25/6/28 C2*

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192

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

CURRENT No.

ENCLOSURES TO C. No.

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A A A A A A A

LETTER OF GOVERNMENT.

STATEMENT WITH DUTY.

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