

Colonial (189) Department.
1900

ORDINARY PRINTED.

G.O., No. 389

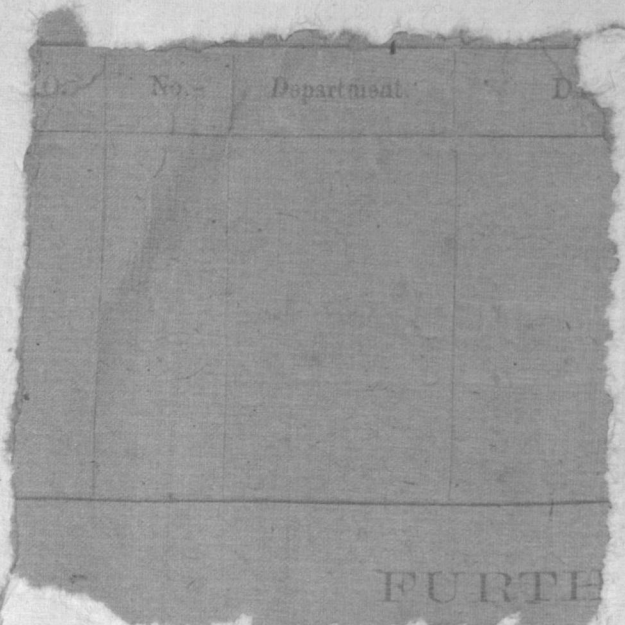
DATED 24.8.00

INDIA

[Despatch Abstract.]

Madras Educational Rules.

relating the publication in the
Fort St George gazette, with a certain
modification of a draft notification
embodying certain alterations
in Chapter 6 of the



மாதுகாபு பிரிவு -1

செப்பனிருவர் பெயர் : *L. G. ...*

செப்பனிருவதற்காக எடுத்துக் கொள்ளப்பட்ட நாள். *5/10*

செப்பனிட்டு முடித்த நாள். *6/10*

<i>9/10</i>	<i>12/10</i>	<i>27/10/10</i>
சரிபார்க்கும்	சரிபார்க்கும்	ஆராய்ச்சி
முதல் முநியாள	2ம் முநியாள	உதவியாளர்
கையொப்பம்	கையொப்பம்	கையொப்பம்

EDU

Recd.

Regd.

Edu

} 1900.

Enclosures

Spare copies

G.O., No. 389, 24th August 1900.

ST.

Madras Educational Rules.

Directing the publication in the Fort St. George Gazette, of a notification embodying certain alterations and additions in chapter V of the —.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

Read—again the following paper:—

G.O., Mis. No. 535, Educational, dated 5th September 1899.

Read—the following papers:—

From W. S. MARRIS, Esq., Under-Secretary to Government, North-Western Provinces and Oudh, to the Secretary to the Government of Madras, Educational Department, dated Naini Tal, 12th July 1899, No. 310-XV—148-A-I.

In compliance with the request contained in your letter No. 258, dated the

Resolution No. 118-XV., dated 3rd April 1899, by the Government of the North-Western Provinces and Oudh, Report, dated 17th May 1899, of the Committee appointed under the above resolution.
Resolution, No. 262-XV—148-A—8, dated 27th June 1899, by the Government of the North-Western Provinces and Oudh.

16th May 1899, I am directed to forward, for the information of the Government of Madras, the marginally-noted papers relating to the inquiry recently made into certain features of the educational system in the North-Western Provinces and Oudh.

ENCLOSURE

Resolution by the Government of the North-Western Provinces and Oudh, Educational Department, dated Allahabad, 3rd April 1899, No. 118-XV.

Read—

Representations from persons and public bodies interested in education expressing dissatisfaction with certain features of the educational system in these Provinces.

OBSERVATIONS.—For some time past representations have been made to the Lieutenant-Governor and Chief Commissioner, in some instances by native gentlemen and in others by local schools. The complaints are briefly the following:—

- 1st.—That the courses in arithmetic prescribed for the junior classes are too severe, and are calculated to overstrain the minds of the younger pupils.
- 2nd.—That the teaching of English, as at present carried on, has the effect of strengthening rather the memory than the intelligence, and that insufficient attention is given to English composition and style.
- 3rd.—That examinations are too numerous, and that this encourages the practice of "cramming," to the injury of the development of the pupils' minds.
- 4th.—That sufficient discretion and liberty are not allowed to headmasters of schools to promote pupils from class to class.

2. Sir Antony MacDonnell has during his recent tour made it his personal business to trace the course of study in the primary, middle, and high classes of several schools, with a view to ascertaining whether there was *prima facie* a substantial ground for the complaints above-mentioned; and it appears to His Honour that the existing state of things is such as calls for an enquiry and for the consideration of possible remedies for certain evils.

3. In regard to the first complaint, the Lieutenant-Governor and Chief Commissioner has seen reason to think that, more especially in the primary classes (I to IV), the children are called upon to learn too much, and that the more complex arithmetical rules which they now have to learn might with advantage be postponed till they pass beyond the upper primary stage.

4. The complaint regarding the teaching of English is well grounded. The evil referred to arises in great measure from the general use of "keys," and such unrecognised aids to the study of the language. The use of keys has long been expressly forbidden by the rules of the Education department, but the prohibition has been quite ineffectual, and His Honour is informed that, so far from observing and enforcing the rule, many schoolmasters actually encourage the use of keys and books designed simply to assist "cramming." In some cases, indeed, they are believed to write such books themselves and to derive profit from their sale. It may be confidently hoped that a better spirit will grow up with the more extensive employment of teachers supplied by the Training College and Normal schools. The operation of this remedy, however, is slow. It is the clear duty of the superior officers of the department to apply themselves to checking the use of keys by enforcing with due penalties the prohibition against them. But as apparently partial success only can be hoped from such action, and as the complaint generally with regard to the teaching of English covers wider ground, the Lieutenant-Governor and Chief Commissioner is of opinion that a careful consideration of the whole subject is required in view to taking some immediate steps to counteract an undoubted evil.

5. The next complaint refers to the number of examinations. There are at present seven departmental or public examinations that have to be passed during a complete school career: namely, the Lower Primary, the Upper Primary, the Lower Vernacular Middle, the Lower Anglo-Vernacular Middle, the English Middle, the School Final, and the Entrance. The total is six if the two last mentioned are considered to be alternative examinations. In defence of the Lower Primary examination, it may be urged that there must be some way of ascertaining whether children who have completed the lower primary course have acquired sufficient knowledge of the vernacular to enable them to commence English with advantage. At the same time it is open to doubt whether this method should be by departmental examination in all cases, or whether some other means, such as a certificate from the headmaster, could not properly be added as an alternative or substituted. It would be necessary, if the examination is not maintained, to take precautions against the grant of certificates on insufficient grounds with a view to the premature study of English by the pupils.

The next higher examination at present in force is the Upper Primary examination, the existence of which appears to be justified only on the departmental ground that it is required for ascertaining when children should pass from one educational stage to another. It is, in the Lieutenant-Governor's opinion, desirable to consider whether it is necessary to retain this examination in the educational scheme.

With regard to the Lower Vernacular Middle examination, it may be said that it marks the termination of the course in vernacular schools, and is a qualification for admission to certain branches of the public service; and that consequently there are substantial reasons for retaining this examination. This is an argument whose validity might be considered; *prima facie* it has force.

The Lower Anglo-Vernacular Middle examination seems to the Lieutenant-Governor to appeal to less weighty considerations for its maintenance, and the question of continuing it should be carefully examined.

The Upper or English Middle examination, which comes at the end of the upper middle course, gives certificates which qualify for the public service, and marks the completion of about half the course between the commencement of learning English and entrance to the University. It appears to the Lieutenant-Governor, as at present advised, to be considerable force in the arguments in favour of retaining this examination.

There can of course be no interference with the entrance and school final, as these are in the nature of University Matriculation examinations, while they also qualify for admission to some branches of the public service.

6. Besides these departmental examinations, there are school examinations conducted by the headmasters at the end of the alternate or intermediate years. The necessity or advantage of retaining any such examination calls, in His Honour's judgment, for serious inquiry and consideration.

7. The last head of complaint is that clever children are detained too long in classes in which they can derive no advantage. At the present time the rule (it is understood) is that promotion from class to class is given under the orders of the Inspectors. Promotions are sometimes allowed, notwithstanding the pupil's failure to pass at the periodical examination, and the system does not forbid occasional double promotions of clever boys. Sir Antony MacDonnell, however, thinks that more discretion might be given to headmasters of schools, who should be allowed to promote within the year from class to class, reporting to the Inspector the boy's name with the special reasons for the promotion. The Inspector could then, at the annual inspection of the school, satisfy himself that the discretion had been properly exercised, and if this were not the case, could cancel the promotion.

8. Other matters of importance have been brought to the notice of the Lieutenant-Governor and Chief Commissioner, such as the objections to the introduction of the preparatory or kindergarten classes numbered XI and XII into these schools; the necessity of giving fuller instruction in the vernacular languages (Hindi and Urdu) in the fifth and sixth classes, and removing the classical languages from the list of subjects taught in these classes; the abolition of instruction in the vernaculars in the seventh and eighth classes, and the introduction or commencement of instruction in the classical languages in these classes; and the length of the school day.

On the first point, namely, the retention of children in the preparatory classes for two years, there is considerable adverse feeling, and as children begin the alphabet and read the primer in the tenth class, the necessity for the retention of the preparatory classes calls for justification.

As at present advised, the Lieutenant-Governor is disposed to think that insufficient attention is bestowed on the vernacular languages in the fifth and sixth classes, while instruction in the classical languages is begun too soon. On the other hand, there are reasons for fearing that the study of the oriental classical languages in the seventh and eighth classes suffers from the bestowal of attention on an unnecessarily large number of subjects. The question is one which calls for careful consideration.

It is understood that the prescribed length of the school day is five hours, and that in the lower primary classes it is, in most schools, restricted to three hours. These hours do not appear excessive, but it is advisable to inquire whether there is any ground for complaint in connection with this subject.

9. The above are the several matters on which dissatisfaction has been expressed to the Lieutenant-Governor and Chief Commissioner. His Honour thinks that the best way of threshing them out, and considering what modifications, if any, of existing rules are necessary, will be to commit the examination of these complaints and the suggestion of remedies to a committee which will represent not only the views of the Education department, but those of the managers of private schools, and also independent opinion of members of the public.

Resolution.—The Lieutenant-Governor and Chief Commissioner accordingly at a committee be appointed to consider the points noticed above, which shall consist of the following gentlemen:—

President.

Mr. D. T. Roberts, Officiating Junior Member, Board of Revenue.

Members.

Mr. F. W. Brownrigg, I.C.S.
Rev. George H. Westcott, M.A.
" Caesar A. R. Janvier, M.A.
Mr. C. F. De la Fosse, M.A.
" Marlborough Crosse, M.A.

Bábu Gyanendra Nath Chakrabarti, M.A.
Maulvi Mushtak Husain.
Pandit Madan Mohan Malaviya, M.A.
Bábu Ramananda Chatterji.

Mr. De la Fosse will act as secretary to the committee, which is empowered to call for papers from the Educational department and to invite such witnesses as it may please to give evidence before it.

The committee will consider the various points noticed in the preceding paragraphs, and pass in review the entire gradation of classes and the subjects and scheme of instruction in Vernacular and English schools, and will report their conclusions to Government. It would be well if these conclusions were cast into the form of amendments to the present rules of the Educational department should the committee be of opinion that the existing rules require amendment in any way. The committee should meet as early as possible at Allahabad, and it is hoped that it will complete its sittings within the current month of April. Separate orders will be issued for defraying the travelling and other expenses of non-official members of the committee, and of non-official witnesses whose attendance from a distance the committee may invite.

Ordered that copy be forwarded to the Director of Public Instruction and to the Accountant-General, North-Western Provinces and Oudh, and to all members of the committee, for information.

(By order.)

L. M. THORNTON,
Secy. to Govt., N.W. Provinces and Oudh.

Resolution by the Government of the North-Western Provinces and Oudh, Educational Department, dated Naini Tal, 27th June 1899, No. 262—XV—148 A-8.

Read—

Resolution of this Government, in the Educational Department, No. 118—XV, dated 3rd April 1899, appointing a committee to consider certain questions connected with education in the North-Western Provinces and Oudh.
Report of the committee, dated 17th May 1899.

Observations.—As representations had been received from persons and public bodies interested in education, expressing dissatisfaction with certain features of the educational system in these Provinces, the Lieutenant-Governor and Chief Commissioner, by the resolution of 3rd April last, appointed a committee to consider the questions thus raised. The committee consisted of the following members:—

President.

Mr. D. T. Roberts, I.C.S., Officiating Junior Member, Board of Revenue.

Members.

Mr. F. W. Brownrigg, I.C.S.
Rev. George H. Westcott, M.A.
" Caesar A. R. Janvier, M.A.
Mr. C. F. De la Fosse, M.A.
" Marlborough Crosse, M.A.

Bábu Gyanendra Nath Chakrabarti, M.A.
Maulvi Mushtak Husain.
Pandit Madan Mohan Malaviya, M.A.
Bábu Ramananda Chatterji.

The committee held meetings at Allahabad during the month of April, and have now submitted a report on the questions referred for their consideration. The Lieutenant-Governor, after having considered the report and the views of the Director of Public Instruction on the points raised by it, has come to the conclusions stated in the following paragraphs.

2. The last of the questions referred to the committee was whether the courses in arithmetic prescribed for the junior classes are too severe. The Lieutenant-Governor had seen some reason to think that, more especially in the primary classes (I to IV), the children were called upon to learn too much in this branch of study. The committee agree in this view, and they have proposed to reduce the amount of arithmetic to be taught in the four lowest classes in anglo-vernacular schools, and the three lowest in vernacular schools, to simple and compound interest, and discount, and to effect a slight re-arrangement, subsidiary to this, of arithmetical subjects still to be studied in classes I to IV. They propose that in vernacular schools class IV should learn simple interest and practice. The committee's proposals on this head are sanctioned by the Government, except as regards the subject simple interest, which should be retained in the curriculum for class IV, both in anglo-vernacular and in vernacular schools. The committee's proposals for reducing the amount of mental arithmetic studied in the primary section are also approved.

3. The arithmetical subjects, of which the lowest classes are thus relieved, will, according to the committee's intention, be studied in the lower middle section (classes V and VI), and these classes will be relieved of the "revision" (i.e., going over in English work already learnt in vernacular), which is all the arithmetic that they at present do. The Lieutenant-Governor entirely concurs in the opinion that this "revision," at so early a stage in learning the English language, involves a waste of labour, and he approves the proposal to abolish it. In class V, language, involves a waste of labour, and he approves the proposal to abolish it. In class V, language, involves a waste of labour, and he approves the proposal to abolish it. His Honour considers there should be revision in vernacular, and "practice" should be studied; and he agrees with the committee as to the items of the curriculum for class VI. His Honour also approves the arithmetical curriculum proposed by the committee for the upper middle section, which will include "revision" in English.

4. With a view to shortening the whole school course, and to diminishing the amount to be learned, which they consider excessive, the committee have proposed alterations in other subjects of study, besides arithmetic. They would omit the subject "Geography" from class I, and would put the present geographical subject of each class in the next higher class up to class VI, in and above which no change is proposed. The Government approves the recommendations of the committee on this matter.

5. Passing to the study of English, the Government accepts the advice of the committee that "reading vernacular sentences written in Roman character" should be omitted from the curriculum for class III. The majority of the members considered Macmillan's Primer (lately prescribed) to be unsuitable, as the vocabulary is too extensive and difficult. It is understood that this opinion is agreed in by the departmental authorities. The Lieutenant-Governor in these circumstances directs that either a new primer shall be introduced by the Director of Public Instruction in place of Macmillan's, or a revised edition of the latter—which will be accepted by

this Government only if it is considered suitable—shall be obtained within six months. In the curriculum of class VI the committee would strike out Longman's "Ship" historical reader, which, they observe, is too easy regarded as a reader. It is believed, however, that it was deliberately intended to have, besides the class reader, an easier book in use; and the Government will leave it to the Director of Public Instruction to find a more suitable book to replace the "Ship" reader. The committee recommend that the "home lessons" included in the present course of classes V and VI, should be struck out on the ground that they result in the

use of keys. This recommendation is approved as is also the addition* which the committee desire to make to the curriculum in classes III and IV. In the upper middle section (classes VII and VIII) the majority of the

committee would shorten by one-third the literary course prescribed for each of the two years. The Lieutenant-Governor and Chief Commissioner is not certain how far the proficiency in English of boys proceeding to higher studies would be affected by this proposal, and His Honour considers it best to defer passing orders until the Director of Public Instruction reports on the matter after consulting inspectors of circles.

6. Under the present rules regarding class V, boys are required to take up one of the following alternative subjects, viz., Persian, Sanskrit, drawing, or science. A fifth alternative in class VI is Arabic. The majority of the committee would strike out the alternative subjects in class V, in order to allow of more careful study of the vernacular at this stage; and in class VI they would omit the subject science as too difficult. Mr. Roberts and Mr. De la Fosse dissented from the proposal about class V. The Lieutenant-Governor has decided to accept the committee's view regarding class V. The study of one of the classical languages, as an alternative subject, will henceforth commence in class VI; and the Director is authorized to carry out any modification in which this fact may render necessary in the alternative course in class VI. That officer is opposed to the omission of science as an alternative subject for class VI; but, at the alternative subjects will be wholly removed from class V, it will be necessary to make the subject science in class VI easy enough for a beginner.

7. The first twelve propositions in Euclid are prescribed to be studied in class VI. The committee's recommendation that this subject should be relegated entirely to the higher classes is sanctioned by Government.

8. Vernacular (Urdu or Hindi) is at present a compulsory subject of study in the upper middle section (classes VII and VIII). The majority of the committee recommend that it should be an alternative subject and should be retained in science and drawing, or these subjects being taken up by boys who read for the School Final examination (those reading for the Entrance examination would take up Persian, Sanskrit, or Arabic). While agreed as to the principle of bifurcation of studies, the Rev. Mr. Janvier, the Rev. Mr. Westcott, and Pandit Madan Mohan Malaviya thought that boys taking up a classical language should still read a short text-book in vernacular. In view of the fact that the vernacular will, under the arrangements above sanctioned, be thoroughly learned in class V, the Government approves the recommendation of the majority of the committee. In this (upper middle) section the committee would also strike out sanitation and book-keeping. The Lieutenant-Governor accepts the proposal as to book-keeping, but thinks it desirable to retain the small amount of sanitation at present required to be learnt.

9. The second matter which the Government referred to the committee for consideration was the complaint that the teaching of English, as at present carried on, has the effect of strengthening rather the memory than the intelligence, and that insufficient attention is given to English composition and style. In reference to this subject, the Government, in the resolution of 3rd April last, insisted upon the duty of the superior educational officers to enforce the standing prohibition against the use of "keys" and such unauthorized aids to the study of the language. The committee's recommendations, so far as they relate to changes in the curriculum of English study, have been above dealt with. In regard to "keys" the committee advise that the existing prohibition should be applied to aided and recognised as well as Government schools. The Director of Public Instruction is requested to submit definite proposals for carrying out this suggestion. The committee also advert to the low scale of pay of the teachers of the lower enquiry, though it comes within the scope of another enquiry which is being separately prosecuted.

10. The third complaint which was referred to the committee relates to the excessive number of existing examinations. The Lieutenant-Governor and Chief Commissioner accepts the committee's opinion that there is no sufficient reason for interfering with the non-public or school examinations held by headmasters at the end of the alternate or intermediate years. In those within the scope of their enquiry, viz., the lower primary, the upper primary, the lower anglo-vernacular middle, and the upper anglo-vernacular middle, in anglo-vernacular schools

should be abolished. In reference to the Lower Primary examination, however, a minority, consisting of Mr. Crosse, Mr. De la Fosse, and Babu Gyanendra Nath Chakrabarti, held that no other means will secure boys being sufficiently grounded in vernacular before they begin learning English. The Director of Public Instruction, it is understood, would retain both this examination and also the Upper Primary examination, which he regards as the necessary close to the work in the upper primary grades. The Lieutenant-Governor has no doubt that one of these two examinations should be abolished, and he has carefully considered the question whether it should be the examination following the completion of the lower primary course (classes I and II) or that following the completion of the upper primary course (classes III and IV). If the only question in issue were the fitness of the children to begin English, the proper time to hold the examination would be at the end of the lower primary course. But this is not the only consideration, nor does it apply to all to the case of vernacular schools. It is believed that an examination corresponding to the Upper Primary examination is held in all Provinces; and having regard to the fact that the age of the children is more suitable for a public examination after passing through the upper primary than the lower primary stage, and also to the allotment of State scholarships, the Lieutenant-Governor and Chief Commissioner has decided that the Lower Primary examination shall be abolished and the Upper Primary examination shall be retained.

11. The Committee were unanimously of opinion that the Lower Anglo-Vernacular Middle examination should be abolished. The chief reason against abolishing it is that the result may be that no vernacular will be read at all in the lower middle section. With regard to the Upper Anglo-Vernacular Middle examination, the Committee would discard it as a test for public employment in favour of the Entrance or School Final examination, as they say that there are plenty of candidates who have passed one of these examinations, and that their age is more suitable for employment. As to retaining this examination on other grounds, the Committee were almost equally divided: those against it maintaining that it causes "cram," and that competent examiners can hardly be obtained; and those for it urging that some schools only teach up to this standard, and that if the lower examinations are abolished it is necessary to have this one as a test of progress. In reference to vernacular schools, the Committee were agreed that the Lower (i.e., Vernacular) Middle examination, and the centre examinations held yearly for classes II and IV, should be retained, and that the centre examinations for the other classes (I, III and V) should be discontinued.

These proposals regarding vernacular schools are approved by the Government. The Governor feels no doubt that the Vernacular Middle examination should be retained. It is a valuable test for public employment and as marking the progress in vernacular schools.

The Lieutenant-Governor also has no doubt that the Upper or Anglo-Vernacular Middle examination should be retained. It marks the halfway point between the beginning of English and the entrance to the University; and its retention is necessary not only for school purposes, but for administrative reasons. The Lower Anglo-Vernacular Middle examination should be abolished.

14. There will, under the orders above conveyed, henceforward be only two public examinations during the ten years of a school course leading up to the Entrance or School Final examination, namely, the Primary (present Upper Primary) examination and the Anglo-Vernacular Middle (present Upper Anglo-Vernacular Middle) examination. The duty of seeing that in the primary section children unfit to begin English are not passed from the lower to the upper primary course will devolve upon headmasters and inspectors, and special measures will be taken to make the responsibility a real one.

15. The fourth complaint was that sufficient discretion and liberty are not allowed to headmasters of schools to promote pupils from class to class, and that consequently clever children are detained too long in classes in which they can derive no advantage. Dealing with this matter, the Committee recommend that in classes I and II the headmasters should have full discretion; that is, they should be empowered to make double promotions or to give promotion to those classes during the school year. The Committee would also give the headmaster a similar discretion in regard to promotions to class III, provided he certifies the boy's fitness in each case. The certificates would remain on record, and if they were found to be seriously incorrect, the necessary action in regard to the school would be taken by the department. Above class III the Committee would leave things as they are at present. Headmasters would be able to give promotions during the year, with the sanction of the Inspector; promotions would, for sufficient reason, be allowed, notwithstanding the pupil's failure to pass at the periodical examination; and also occasional double promotions of clever boys would be permissible. The Committee would also give to the headmasters the power of degrading boys with the Inspector's sanction. The Government, after full consideration, accepts all the Committee's proposals on the subject of promotions, and they will be carried into effect.

16. The Government also approves the Committee's recommendation on the subject of the length of time that children should spend in the preparatory classes. In the present printed curriculum the preparatory section is described as a two-year course. The Government is

informed, however, that, although the course takes two years for an ordinary boy, there is nothing to prevent a clever boy from being promoted by the teachers in a shorter time, and that such a boy might even get through the whole preparatory section and class I in a single year. The Committee, while considering it necessary to retain the preparatory classes, recommend that they should no longer be regarded as extending over two years, but that simply there should be consecutive preparatory courses known as the A and B courses, and the headmaster should decide with regard to each boy whether it was necessary for him to go through the preparatory course, and also as to his promotion in and from it. These changes will be carried out.

17. With the modifications which they have suggested, the Committee think that the whole school course could be got through in ten years in the ordinary course, while by pupils specially gifted the term might be shorter; and they would fix 15 as the minimum age for admission to the School Final and Entrance examinations. Some of the members thought this age too low, and would fix the minimum at 16 years. The Lieutenant-Governor's own preference is for the higher limit, but the question is one on which the Senate of the University must be consulted, and a reference and recommendation will accordingly be made to it.

18. In the Resolution of 3rd April last the Government observed that it would be as well to take into consideration the length of the school day, as complaints had been heard on the subject, though if, as Government understood, the prescribed length was five hours, and three hours only in the lower primary classes in most schools, the hours of work did not appear excessive. The Committee report that the length of the school day should remain as it is at present (*viz.*, five hours in the cold and four in the hot weather). At the same time they recommend that continuous instruction in school should never extend beyond three hours. This rule is obviously salutary, and if it is not already in force, the Government desires that it be observed in future by the Education Department. It also appears expedient that the rule restricting the working day to three hours in the preparatory and lower primary sections should be enforced in all Government schools.

19. The Lieutenant-Governor and Chief Commissioner entirely approves the Committee's recommendation, regarding text-books, that alternative text-books—provided they have been approved by the Text-book Committee—should be allowed in all subjects of study, and the Director of Public Instruction is requested to take any necessary steps for this purpose. Thereby the existing inducements to key makers will be diminished, and a reasonable discretion in the means of instruction will be given to the managers of private institutions.

20. The Committee have also proposed some changes (besides those in their proposals relating to Anglo-vernacular schools) in the curriculum of study in vernacular schools. In the course for classes III and IV (the upper primary section) they would strike out mensuration, as the subject is not practically useful and no geometry is taught. The Committee would give in class IV a somewhat more difficult arithmetic course (including practice and simple interest) than in the corresponding class in Anglo-vernacular schools, on the ground that the boys in the vernacular school have not so much to do, and that this is the highest class to which most of them proceed. The Committee were also unanimously of opinion that rent and revenue law should be omitted from the course for this section. The Lieutenant-Governor accepts the above proposals, but he thinks that, in lieu of the subjects removed, the department should introduce in the upper primary section an agricultural primer, in accordance with the wish which has been expressed by the Government of India. The sixth of the resolutions laying down the agricultural policy of the Government of India, which were published on the 20th March 1897, points to the introduction of an agricultural primer in vernacular schools; several such works have been published in India. The same primer might at the commencement suffice for Anglo-vernacular schools also, but eventually it is intended that a more advanced agricultural reader or manual should be used in them. The introduction of the primer would supersede, in the classes where it is used, the necessity for the agricultural lessons which are at present included in the class readers.

21. The Government of India have laid stress on the importance of introducing the teaching of drawing into all schools, and the Lieutenant-Governor and Chief Commissioner accordingly requests the Director of Public Instruction to arrange to introduce drawing as a compulsory subject at least in the primary courses of Anglo-vernacular schools. Hereafter a similar step will be taken with regard to vernacular schools. The Government understands that sufficient teachers of drawing are available, as for the last four years men have been trained in the Normal schools to teach drawing and to give object lessons. It will probably hereafter be advisable to make drawing a compulsory subject in the Upper Primary examination, but this can be ordered, if necessary, after instruction in the subject has been introduced.

22. In conclusion, the Lieutenant-Governor and Chief Commissioner offers his best thanks to the official and non-official members of the Committee for the full attention which they have given to the important educational questions referred for their consideration.

Order.—Ordered that a copy of this resolution, with a copy of the Committee's report, be sent to the Government of India for information; to the Director of Public Instruction, North-Western Provinces and Oudh, for information and guidance; and to each member of the Committee for information.

Also that the resolution, with the report, be published in the *North-Western Provinces and Oudh Government Gazette*.

By order, &c.

L. M. THORNTON,
Secy. to Govt., N.-W.P. and Oudh.

Ref. No. 380, Educational.

Forwarded to the Director of Public Instruction for remarks and a brief report as to how far the criticisms of the committee appointed by the Government of the North-Western Provinces and Oudh to enquire into certain features of the educational system of those Provinces apply to Madras and whether the adoption of any of the suggestions made by the committee is called for in this Presidency.

4th August 1899.

M. HAMMICK,
Ag. Secretary to Government.

From the Hon'ble Mr. D. DUNCAN, M.A., D.Sc., LL.D., Director of Public Instruction, to the Secretary to Government, Educational Department, dated Madras, 18th August 1899, No. 9317.

In returning memorandum, No. 380, Educational, dated 4th instant, I have the honour to make the general remark that the principal suggestions of the Committee and the resolution of the Government of the North-Western Provinces thereon will, when carried out, help to bring education in those Provinces more into line with what is done in this Presidency. When this Committee was responsible writer in one of the Madras papers held up to the North-Western Provinces as worthy of the attention of the Madras Government. This writer was evidently of opinion that educational conferences and committees for the consideration of educational questions were either unknown or extremely rare in this Presidency. He also thought that the number of public examinations was greater here than in the North-Western Provinces, and that a committee was necessary to advise the Government how to deal with them. As far as conferences and committees are concerned, both Mr. Grigg's tenure of office and my own have been specially characterized by the frequency with which we have brought together the representatives of education from all parts of the Presidency to discuss defects, suggest improvements, and generally to devise means for the development of education.

2. I presume that Government does not wish me to discuss the details of the observations made on the curricula in the North-Western Provinces by the Committee and the Lieutenant-Governor. I shall confine my remarks mainly to the four points mentioned in the resolution appointing the Committee.

(i) The curriculum in arithmetic for the several standards in this Presidency is, like the curriculum in all the other subjects, modified from time to time in the light of experience. The present curriculum underwent revision by the Standing Orders Committee in 1890-91 and again by another committee in 1895. No complaints have reached me regarding either the amount required in the several standards or the suitability of the portions studied. The instructions from this office are that the teaching of arithmetic in primary schools should, as far as possible, have a reference to the every-day transactions of the pupils.

(ii) As for the teaching of English, the curriculum here also is subjected to revision from time to time, and at the time I write, a circular is being sent out to inspecting officers and to heads of colleges and schools, inviting suggestions for the

improvement of the teaching of English and languages generally, especially the vernacular languages (*vide* Proceedings, No. 9054, dated 12th August 1899). When the replies have come in, the usual course will be followed: the various suggestions will be formulated and a committee will be formed with the approval of Government to consider these suggestions and to submit definite proposals. As in the North-Western Provinces, so here, owing to the inefficiency of the teachers in primary schools, the memory of the pupils is cultivated rather than the intelligence. But the provision of a body of efficient teachers is a work of years, I might almost say, of generations. Steady persistence in the course pursued for the past 15 or 20 years, combined with a more liberal expenditure of funds, can alone secure a supply of efficient teachers. Those who have had opportunities of judging note a steady, though slow, advance in this respect. Keys and annotations are not approved by this department; they are, on the contrary, discouraged. It has not hitherto been thought necessary to formally prohibit their use. But under the new rules recently proposed for incorporation in the Educational rules and the grant-in-aid code, the use of any key or cram book may be forbidden. The present system of allowing managers and headmasters to select text-books from a list of approved books, is the best preventive of keys and annotations. In former days when there were practically only two series of text-books—the Government series and that of the Christian Literature Society—it paid annotators to annotate both the books, knowing as they did that the one series would be used in almost all mission schools and the other in almost all non-mission schools. The North-Western Provinces Committee and the Lieutenant-Governor recognize the advantage of having more than one text-book as a check upon the manufacture of keys and annotations (see paragraph 19 of the Government Resolution).

(iii) It is thought that in the North-Western Provinces there are too many public examinations and that this has a prejudicial effect on the sound education of the young. During the school course there are five public examinations in the North-Western Provinces. In this Presidency there are only three: the first, marking the close of the primary school course (the Primary examination); the second, marking the close of the lower secondary course (the Lower Secondary examination); and the third, marking the close of the upper secondary course (either the Matriculation or the Upper Secondary examination). The Government of the North-Western Provinces has now resolved that the number of public examinations shall be three. In other words, there will be three public examinations corresponding, as nearly as possible, to the three held in Madras.

(iv) Neither the Primary nor the Lower Secondary examination is compulsory in this Presidency. It is not necessary for a pupil to pass the Primary examination before entering the lower secondary or middle school, nor the Lower Secondary examination before entering the upper secondary or high school. Promotions from class to class are left to the discretion of the headmaster. While not interfering with the liberty of the head of the school in this respect, the inspecting officers are required to note whether the pupils are fit for the classes in which they have been placed. Injudicious promotions are treated as one of the marks of inefficiency and, if persisted in by a headmaster, they would lead to the cutting down of the grant, if it is an aided school, and it might be to the withdrawal of recognition.

3. From the perusal of these papers, I have come to the conclusion that, while education in the North-Western Provinces is following in our footsteps, it is still a long way behind.

ENCLOSURE.

Proceedings of the Director of Public Instruction, dated 12th August 1899, No. 9054.

Read the following letter from the Rev. J. D. W. SEWELL, S.J., Manager, St. Joseph's College, Trichinopoly, to the Director of Public Instruction, Madras, dated 9th September 1898, No. 1894:—

In reference to some remarks of mine at a personal interview in the fall of last year on the subject of lower secondary and primary education viewed as preparatory to upper secondary

education, and your request that I should reduce these views to paper and submit them to you for consideration, I have the honour, in giving effect to your suggestion, to explain first that the pressure of ordinary business has hitherto prevented my attempting it.

2. To plunge without further periphrasis into my subject, I will premise that the very poor knowledge of English which a native lad of ordinary intelligence possesses, even when he has been fortunate enough to pass the University Matriculation examination, is too well known to require any demonstration. It is enough to notice the very damaging admission of the appendix to Chapters II, III and V of the Madras Educational rules, article (iv) (1) that "the practical command of English which pupils possess is much more limited than it ought to be." This defect is a constant matter of comment, and many suggestions have been offered and proposals made for remedying it more or less admirable in their way, nor can it be doubted that in every decent school where English is taught efforts have been applied to obviate it but not as yet with any very marked success.

3. As manager of this college, I have now for over sixteen years been actively engaged in educational work in this Presidency. I have watched its progress and have from time to time discussed, with those interested in the subject, the educational system at present in force. The result of my observations—a result, I may add, arrived at by others whom I have consulted—has been the persuasion that, if the present curriculum of studies which the Madras Educational rules imposes on all lower secondary and primary schools in this presidency is not wholly to blame for the defective English of the native students the rules complain of and its framers found and sought to obviate, it has nevertheless not merely done nothing to remedy the deficiency, but has, if I may make bold to assert it, mainly contributed to aggravate the evil it was designed to obviate. The general defect of English so universally complained of is to the best of my judgment attributable to the unavoidably superficial study of that language in the junior school classes which this curriculum not merely encourages but imposes and necessitates, and this superficiality of study, the effects of which happen in the case of English to be more frequently and prominently brought under the notice of English eyes and ears, is unhappily not confined to the study of English alone but is general. If then the verdict I have now set forth be just and as I believe it to be, the studies of the rising generation must continue superficial so long as the existing curriculum itself continues in force. I have the less hesitation in making this statement, inasmuch as I am so far responsible for it that I had myself drawn up the Educational Committee which drew it up and am conscious that I have done my best to make it succeed. The experience of its compilers gave me confidence that it would be successful. I have been disappointed, and I cannot hide from myself the consequence. So far as my experience goes, I regret to say that the day is too often found to be a lad cram-full of facts, but with no elasticity of mind, and his understanding not merely undeveloped but with much of its elasticity destroyed. Whence comes this?

4. As regards the prostration of mind, it used to be attributed to want of physical exercise, and at one time no doubt this want was not unaccountable for some of the mischief; but this want has now been supplied—yet the physical evil is but little diminished. The cause therefore is not to be found in want of physical exercise, at any rate, alone. It must be looked for elsewhere.

5. Now I cannot but think—and there are not wanting those to whom I have spoken on the subject who agree with me—that the unhappy result which I have tried to depict is due chiefly to three causes:—(1) The increasing multiplicity of subjects a student has to take up as he advances along the path of his primary and secondary studies. (2) The very superficial character of his primary studies in arithmetic and English, resulting in the wholly inadequate knowledge of the English language which is to form the medium of his instruction and with which he is to begin and proceed through the secondary stage. (3) The consequent inability of the student on arrival at IV form either to understand or reproduce the instruction then received and which is increasingly felt in proportion as time goes on.

6. This multiplicity of subjects, of which each is as important as the other for the student's final success in the several examinations of the primary and secondary stages and which he is required to master simultaneously, makes an intelligent study of any one of them very difficult if not impossible. The result is that a merely superficial knowledge is all that he can be expected in the vast majority of cases to reach, while his mind is blunted and often brutified in the process. How else are we to account for the crowd of lads that are stopped year after year in the successive high school classes and seem incapable of understanding anything or of making any progress? They may rise to the VI form, but never get beyond.

7. Allow me to recapitulate briefly the subjects a student is expected to get up in the course of his education from the infant to the conclusion of the lower secondary course:—

(a) In the primary department, although only the three R's are compulsory, these are split up into independent sub-subjects each carrying a quota of marks, and children are

encouraged by the temptation of grants held out to managers to take up at least two optional subjects, and we find among others a second language (English), geography, history and elementary science suggested.

(b) In the lower secondary, English being now the first language, to these are added a second language (really a third), geometry, algebra and the history of Great Britain and Ireland.

8. Now I do not object to any or all of the extra subjects for persons who purpose to stop their education at the primary or lower secondary stage, and of this I shall speak later on; but for children intended for Matriculation I contend not only that the present system necessitates very superficial primary studies—whether in the vernacular or arithmetic which are compulsory, or in English when it is taken up as is usual in results grants schools as an optional subject—but that the character and variety of these subjects in primary schools render it impossible for children at that stage of their education to grasp them and that the effort to do so strains the young mind and is detrimental to its healthy development: and I would say the same of the subjects in the lower secondary stage.

9. Taking the case of primary results schools where the majority commence their education and without entering into details of proof which it would be easy to give from the requirements of the curriculum itself—e.g., tests A and C, Third and Fourth standards, Chapter V, pages 34-35, Madras Educational rules, where a knowledge of the meaning is not required—it will suffice I think to point out that at the end of the fourth standard year, when a child is expected to appear for and pass the Primary examination, the majority of children who have undergone this course and have even passed this examination are unable, at the end, to remember, of the fourth year of their English studies, to understand such simple questions as "Where do you live?" "What are you learning?" &c., and their knowledge of the other subjects they have taken up will be found to be on a par with their knowledge of English. Surely there is something very faulty in a system of instruction which produces such results as this.

10. But it will be said: "The Primary examination requires more than this, and these children are in the hypothesis supposed to have passed the Primary examination." Granted; but if what I have stated be even generally, as I contend, true, it only proves that the Primary examination is not a genuine test. The candidates have succeeded by dint of cram, and from what I have said, will be found to run through all the subjects they have learned. A teacher in one of these schools has not time to ground his pupils in any one subject; he finds himself in this dilemma. If sufficient time be given to one subject, other subjects will be neglected. If he gives equal time to all, he finds himself in a worse position. He knows if his pupils fail, he will indirectly suffer a pecuniary loss. He has to look to the grants. He knows that if he fails, there is only one hope of success, one hope for merit, and that is to cram and he applies them; but the knowledge the students possess is superficial. Even in the primary departments of salary grant schools, the same curriculum is enjoined, the same method is practised for the Inspector's visit is before them, the tests are the same and the character of the schools depends on the annual report.

11. It is with information of this stamp that the pupil passes to the I form, and here English so superficially acquired becomes more and more as time progresses the medium for imbibing knowledge. Here in the I form he is introduced to the study of Indian history and of geography from such very elementary English texts as Duncan's little Geographies and Sinclair's shorter History of India, but he cannot understand them. What chance, I would ask, has a child who cannot comprehend very simple English sentences carefully and slowly articulated to him of understanding either of these little works? Let any one compare the sentences in these little books with the short simple sentences of a first form reader and then say: "Surely if a first form reader is to be taken to represent the level of a child's power of comprehension at this stage, it is obvious that he will be unable to guess even at the meaning of the unavoidably long sentences in Duncan and Sinclair," and my own unvarying experience tells me this is so. What hope, I have often asked myself, is there of a boy obtaining any intelligent knowledge of either history or geography under these circumstances? I see none. Nevertheless, day after day, he perseveres in these studies. If he is unable to understand these books, it may be asked once more, how does he manage to learn? Well, my answer is that he does not learn in any true sense of the word. The process adopted for teaching him these subjects is this. The teacher for an hour or so daily first reads and then translates into Tamil sentence by sentence a paragraph or two of either Sinclair or Duncan, or else relates the substance in his own words in Tamil and bids his pupils learn them. Next day the more intelligent will repeat the two paragraphs by heart, may be leaving out a word or two which somewhat annihilates the sense, but no matter: they have satisfied their obligation. Ask any of them now the meaning of any sentence he has repeated and you will find he does not know. He has in fact repeated it parrot-like as he has been taught to recite all his lessons in the primary department and without any use of his understanding. What ideas of the subject can it be supposed he has gathered from such a study? The more intelligent will retain a few names and dates, but very little of any relation between them; very little of any consecutive knowledge of history; very little beyond a mere local memory of a few geographical

names. Having no interest in a jumble of ideas he does not understand, he employs the first holidays in forgetting what little he had filled his memory with, and the work of the year in history and geography is thus really nil. The time devoted to it has been time lost.

12. The same process with the same results is continued in the II form, where the boy now learns by rote the mysteries of a point having no parts or magnitude and that a line is length without breadth.

13. In the III form he is again puzzled by $a+b+c$ added to the other unintelligent studies he has hitherto made, and he arrives at the IV form with—

(a) a very imperfect knowledge of English which does not enable him to comprehend so simple a sentence as, e.g., "I like a boy who is encouraged by commendation";

(b) a very defective and merely mechanical knowledge of arithmetic, a smattering of geometrical definitions and of a few propositions and a puzzled notion of the meaning of elementary algebra;

(c) a few dates and names in history and geography of the meaning or importance or use of which he has never been taught to think and is therefore ignorant.

14. The great evil of all this is that the boy now finds himself confronted by requirements for which he is wholly unprepared and which he is incompetent to meet, viz., the ability to reduce to writing in English his observations of scientific phenomena, or the power to render into intelligible English the thoughts expressed in another tongue or of turning into prose easy English poetry, the meaning of which his undeveloped and unreflecting mind often fails to comprehend even when it has been explained. The various subjects he has now to study are enough to occupy the whole time of a student who is well grounded in English and can read and understand the meaning of what he reads and to learn by heart without the habit of paying no attention to the sense of the words. The result is that he writes also without paying attention to the sense of the words. He is astonished and incredulous at being told that sentences are unintelligible or that, as happens at times, they express the reverse of what he intended to say, and it is found almost impossible to persuade him of the urgent necessity of using correct words and forms of expression or of trying to get at the meaning of what he reads. Not unnaturally after such training he cannot grasp the necessity for it, and this even in Matriculation, after ten years of study of English. Let us take as a test the piece of paraphrase a candidate for Matriculation is expected to deal with. It would be interesting to know the average annual number of candidates who have even understood what they have attempted to paraphrase. I believe it would be found to be lamentably small.

15. What I have said of English may be said also of arithmetic and of mathematics in general. The student has been taught to work like a machine, and he does it marvellously; but the average scholar does not work intelligently. Problems the average scholar regards as beyond him and they are so; and his defective knowledge of English often misleads him as to the meaning of the words in which a sum is stated. It is needless to go into the proof of this. It is too well known and admitted. The same of science, history and geography. I believe most of the failures in these subjects must be laid at the door of a defective English education.

16. I presume that if my statements can be proved—and I should have no difficulty in doing so—we are in possession of pretty clear evidence that with the majority of our Matriculates, foundation is wanting, that the system of education in its early stages is responsible for it, and that in great measure to it must in justice be attributed that "the practical command of English which pupils possess is much more limited than it ought to be." From first to last they have been taught to use their memory and their senses, but the understanding has been left out of reckoning. This is not true education. It is not reasonable. If I be asked why this should not be remedied in well-organized schools, I reply that the reason is the same. The curriculum is obligatory on all schools and is the guide and rule for the Inspector as well as the manager, and as before stated the multiplicity of subjects leaves no time for thorough teaching of anything.

17. Now the remedy for all this it seems to me is to confine the studies of students who intend to appear for Matriculation to the three R's with some very elementary notions of history and geography, up to and inclusive of the III form or up to the completion of the lower secondary course, and I would even shorten the period in the primary department to three years instead of four.

18. In the primary department the chief subject of study in the infant and first standards should be the vernacular and very elementary arithmetic, English being added in the second and third standards with kindergarten for an hour daily in the infant and first standards and for two hours a week in the second and the third as an interesting variety.

19. The study of English, however, when begun should always be accompanied by an instance that no word or phrase or sentence be committed to memory till it has been thoroughly understood and can be readily translated into the vernacular. Answers to questions in English should also always be exacted in short, but correct English sentences, and care should be taken that the child understands the words it uses.

20. In the lower secondary or what would be then the IV, V and VI standards or I, II and III forms, English would become the first language and instructions would be always given in English, but it should be taught thoroughly side by side with the vernacular, special attention being paid to handwriting, spelling, and neatness of execution. A second language might be taken up in the first form and arithmetic should be taught not mechanically, but so that the student may be able not merely to copy a model sum but to understand and explain the reason of each step as he proceeds. If this were done thoroughly—and I fear the difficulty at first would be to find teachers capable of it—we should hear no more of the inability of students when they come to Matriculation to work problems. In addition to the three R's I would in the lower secondary introduce object lessons once or twice a week up to and inclusive of the III form so as to develop the faculty of enquiry in the young mind with the power of correct observation and reflection. History should be taught in the form of stories orally told to the class and impressed by blackboard notes and exercises which should be similarly taught from globes and maps. Above all, it should be similar to whatever the subject of instruction be, that the teaching must be direct and clear. Above all in languages and arithmetic, so as to exercise the memory though I do not by any means mean to exclude the legitimate exercise of the memory. I would not wish to see which is not understood.

21. Drawing too should be taught once a week in the primary classes, which would serve as a recreation and take the place of the primary classes.

22. I cannot but think that if this system, which has been for centuries accepted as the legitimate and undisputed mode of education in this country, a student would be able when he reaches the end of his primary studies to read in history and geography, be capable of understanding what he reads, and of making intelligible notes for himself on the subjects of primary science which he receives, and be therefore in a position successfully to prosecute the study of these sciences. His progress would then be steady and on a sure base, his knowledge of English and arithmetic would be practical and solid, and the time and labour now lost at the beginning of every year in revising and bringing boys up again to the point at which they left off before the holidays would be gained.

23. In the V form the study of algebra might be advantageously commenced and would be followed with an intelligent interest instead of a dull and slavish imitation of model sums which are not understood. The student of science would be able to read and understand his text in the light of the experiments he sees and explanation he receives, and he would be able to restate the result of his reflection in intelligible language, while such faults as the omission of a subject or predicate now so common, from his English sentences would at once strike the early eye and render their occurrence impossible.

24. Such are the views of primary and lower secondary education for students preparing for Matriculation that I desire to advocate. They are doubtless very contrary to the notions of the committee who drew up the curriculum of the Madras Educational rules—educational men whose judgment and views in every way entitled them to the respect and attention they received. Their system, however, has had a fair trial, and the result has been eminently unsatisfactory. The curriculum has proved itself both shallow and overcharged, and there seems to be therefore no reason why its wisdom should not now be questioned. On the other hand, the views I have put forward will, I doubt not, meet with much adverse criticism as old world exploded notions, and yet I think I may claim for them a hearing as based on a method that for centuries found favour as calculated and satisfactorily proved by the experience of the past to be suited to develop the youthful mind by the gradual exercise of its reflective powers to receive later on more advanced instruction; to give the child as he grows a facility in reading, writing, and summing intelligently; and to prepare the mind for an intellectual interest in the study and cultivation of the fine arts when he arrives at early manhood and his mind is prepared to receive them.

25. There is, however, one difficulty I have left undisposed of and on which I must now say a word. A boy educated on the system I have been advocating would not be able to pass the Primary or Lower Secondary examination as they stand at the end of his primary and lower

secondary career; but then I do not think it desirable that he should. I believe these examinations in the midst of his advance towards Matriculation can only have the effect of dissipating his mind by an unhealthy excitement caused by the cramming process necessary to pass; while the anxiety of preparing for the test can only hinder the true development of his reasoning powers and stunt their growth.

26. Some sort of Primary and Lower Secondary examinations are, however, necessary for those who do not seek to go on to the collegiate or even high school career. The question is therefore how are parents to be induced not to allow their children who are intended for these higher studies to appear for these examinations? Well, it seems to me that as these examinations are chiefly intended to provide certificates for those who intend to stay their studies at these stages and have no intention of proceeding further, whose ambition does not extend beyond the position of peons and muchies, &c., an age bar for candidates appearing for these examinations might be imposed. For the class of students I have spoken of there is no need to pass these examinations before the age of 16 or 17 as they cannot expect employment before that age, and intending Matriculates would have passed the lower secondary stage before they reached that age. Under such an arrangement those intending to go up for these examinations would follow the ordinary course up to within a year or two of the examination and then receive special instruction for the special subjects they would take up as extra or optional in order to qualify for a certificate.

27. This difficulty being disposed of, I may go on to say that I do not of course look forward with much hope to the early adoption of the views I have here propounded, but what I would ask, as a practical conclusion to my argument, would be that permission may be granted to this college to make an experiment of the scheme now propounded, either by leaving us entirely free to prepare our own curriculum according to our own methods and a curriculum of our own school with several sections in each class, I would like to have a trial in each class for an experiment and see the result at the IV form. My contention is that before the boys well grounded in English and arithmetic a larger proportion of them will pass Matriculation. I would like to see the boys brought up in accordance with the way to allowing me to make this experiment, or if the Government, I will submit to you a favourable consideration of Government, I will submit to you a way of the studies I would propose to adopt for the purpose.

Read also the following extract from the resolutions passed at the last Educational Conference of the Teachers' Guild:—

5. That the Director of Public Instruction be requested to alter the curriculum for the Lower Secondary examination in such a way as to remove the evils caused (1) by a too wide and hard course of studies, (2) by the want of prescribed text-books in English and the second language, and (3) by the recognition of partial passes.

PROCEEDINGS, No. 2054 of 1899.

As a preliminary step towards the full consideration of the questions raised in the papers read above, the Director requests Inspectors, Inspectresses, Assistant Inspectors and heads of colleges and secondary schools to be good enough to favour him with their views on the Reverend Father Sewell's criticisms on the curricula in primary and lower secondary schools, stating whether they consider the defects to be as widespread and as serious as he makes out and how far in their opinion such defects as exist are due to the overcrowding of the curriculum. They are also requested to favour the Director with their views on the following points, namely:—

(1) Whether any reduction should be made in the number of optional subjects required to be taught in the lower secondary forms and in the primary classes. Article 9, Chapter III, and article 13, Chapter IV, of the grant-in-aid code require that, in addition to the three R's, four subjects should be brought up in lower secondary forms and two subjects in primary classes.

(2) Whether they would recommend the exclusion of Euclid from the curriculum for the sixth standard or second form and of Euclid and Algebra from that for the seventh standard or third form. The Director is of opinion that Euclid and Algebra should be removed from the Lower Secondary examination. This would probably do more than anything else to check the tendency to appear for the Lower Secondary examination on the part of third form pupils who intend to proceed to the high school course.

2. As regards the want of prescribed text-books referred to in the second of the papers read above, the Director does not consider that a case was made out at the Conference in favour of prescribing text-books in the language portions of the curricula. A list of approved text-books is published by the Director from which managers may choose, unrestrained liberty, being given them in their choice.

3. The Director agrees with the Conference in considering the recognition of partial passes as inexpedient. He has recently recommended to Government the removal from the Primary Examination notification of the concession of passing the examination piecemeal; and a similar change in the Lower Secondary examination is under contemplation.

4. In regard to the scheme proposed by the Manager, St. Joseph's College, Trichinopoly, the Director sees no objection to his experimenting on the scheme propounded by him in the manner he suggests.

5. The Director would also be glad to have the opinion of those consulted on the expediency of allowing English to be studied by pupils in native schools only as a second language or optional subject up to and including the seventh standard (or such standard lower than the seventh as may seem best), the teaching and the examining in all the other subjects of the curriculum being in the vernacular language of the pupils. It is thought that by following such a course the intelligence of the pupils would be more thoroughly awakened and developed, while the command of English possessed by pupils on entering the high school course would not be less than it is under the present system.

(A true Extract.)

D. DUNCAN,

Director of Public Instruction.

To the Inspectors of Schools.

- „ Inspectresses of Girls' Schools.
- „ Assistant Inspectors of Schools.
- „ Heads of Colleges.
- „ Heads of Secondary Schools.
- „ Manager, St. Joseph's College, Trichinopoly.
- „ Secretary, Teachers' Guild.

Order—Mis. No. 585, Educational, dated 5th September 1899.

Recorded.

2. The Government awaits with interest the result of the reference made by the Director to inspecting officers and to heads of colleges and schools in his Proceedings, No. 9054, dated 12th August 1899, and trusts that no avoidable delay will occur in submitting definite proposals on the subject.

(True Extract.)

M. HAMMICK,

Ag. Secretary to Government.

To the Director of Public Instruction.

READ—also the following paper:—

From the Hon'ble Mr. G. H. STUART, M.A., Barrister-at-Law, Director of Public Instruction, to the Secretary to Government, Educational Department, dated Madras, 8th May 1900, No. 4602.

In continuation of my letter No. 1433, dated 12th February 1900, I have the honour to submit, for the approval and sanction of Government and publication in the *Fort St. George Gazette*, a draft notification embodying the alterations and additions in Chapter V of the Educational rules recommended by the conference convened by me for the consideration of the questions set forth in Proceedings, No. 9054, dated 12th August 1899, referred to in G.O., No. 585, Educational, dated 5th September 1899, and of the other points mentioned in the enclosed copy of Proceedings, No. 13238, dated 28th November 1899, bearing on the present courses of instruction

and standards of examination in Primary and Lower Secondary schools. The conference was held in this office on the 4th, 5th, 6th and 7th December 1899, and a copy of its resolutions, arrived at after a careful consideration of each question, is also enclosed for reference.

2. The sub-committee appointed under resolutions 21 and 23 of the conference to bring the curricula into harmony with its resolutions was not able to meet till the 19th February, and its recommendations were received in this office on the 30th March. No member of the sub-committee being competent to draw up a scheme for the practical test in Agriculture recommended by the conference, the work was entrusted to the Principal of the College of Agriculture, and his draft scheme reached me on the 25th April.

3. I now proceed to offer brief remarks on the changes recommended in the draft notification:—

(1) The additions to the preamble to Chapter V are in accordance with resolutions 1 and 18. Without wishing in any way to restrict the freedom of managers to adopt whatever language they please as the medium of instruction, the conference strongly recommends that in the Primary and Lower Secondary standards that medium should be in the vernacular of the pupils. The second part simply brings prominently to the notice of managers, in order to remove existing misapprehensions, the fact that it is not obligatory on them to train pupils in such a way as to lead up to a University course, but that they are at liberty to choose such subjects as may be adapted to the needs and status of the pupils.

(2) The conference considers (resolution 4) that the present course in Kindergarten should be shortened in boys' schools, and hence it is proposed to allow them to bring up either the first or the third sub-division under the subject in addition to "stories."

(3) In the third form the course in Arithmetic includes "recurring decimals," and it is considered sufficient if pure decimal fractions are taught in the form.

(4) The proposed footnote under "Second Language—English," on page 34 of the Educational Rules, specifies the dates from which the revised courses in the subject will come into force in the different standards. The sub-committee would fix different periods for the introduction of the change in each of the different standards. This seems unnecessary and would complicate matters. I would accordingly recommend that the revised course be introduced in 1901 as regards the third standard and in 1902 as regards the higher standards—fourth to seventh.

(5) Revised courses in "Second Language—English"—

The abolition of the present course in the first and second standards is in accordance with resolution 2, viz., that English should not be recognized as an optional subject until the third standard, and that the teaching of it for the first year be mainly oral. "Ability to converse in simple language" is accordingly inserted in the course for the third standard and further ability in that direction is expected of pupils in the fourth, fifth and sixth standards. No marks are entered against the sub-divisions of this subject as, chiefly on account of the difficulty of examining individually in conversation, the sub-committee is of opinion that English as a second language under the revised curricula should be treated as a class subject as Kindergarten and Object Lessons are now treated.

(6) All reference to Geography has been omitted in the curriculum for the second standard (resolution 6) and the course for the third standard has been recast.

(7) *Singing—For pupils in Native Schools.*—The syllabus in this subject for the third, fourth, fifth and sixth standards was drawn up by M.R.Ry. C. Nagoji Rau, Inspector of Schools, Southern Circle, and may be approved. At present "Singing" is a sub-division under "Music" in the Technical Examination scheme, and the syllabus in the subject is applicable only to European schools. The question of prescribing a separate test under the Technical Examination scheme for the seventh standard of native schools will be considered later on.

(8) In resolution 10, it is recommended that Hygiene be not begun before the fourth standard. The subject is omitted from the course for the third standard. In

Hygiene be not begun before the fourth standard. The subject is omitted from the course for the third standard. In

in Indian History for the fourth standard is recommended in resolution 15 which was passed with reference to question (vii), viz., "at what stage and by what method History and Geography should be taught."

(10) The syllabus for the practical test in Agriculture (resolution 22) for the fourth, fifth and sixth standards was drawn up by the Acting Principal, College of Agriculture, in consultation with his assistants.

(11) With a view to ensure that the vernacular knowledge of the pupils in the Lower Secondary classes bringing up Sanskrit, Persian or Arabic as a separate subject is not neglected, the conference recommends (resolution 9) that such pupils be required to bring up vernacular reading and composition also, and hence the additions proposed in the course in the subject for the fifth and sixth standards.

(12) *Geometry and Algebra*.—The course for the sixth and seventh standards has been omitted in accordance with resolutions 7 and 8.

(13) Book-keeping and Commercial Correspondence have been added to the list of optional subjects for the seventh standard (resolution 10) and the course is to be the same as that prescribed for the Elementary Technical examination.

(14) As under the revised course Geometry and Algebra are to be begun in the fourth form, the curriculum in the subjects for the Upper Secondary forms has been recast.

4. In the preceding paragraphs reference has been made to conference resolutions Nos. 1, 2, 4 to 10, 15, 18 and 21 to 23. Resolutions 3, 12, 13 and 14 need no comment. The attention of the Inspecting officers will be drawn to the recommendations contained in resolutions 11 and 16, and managers will be informed in terms of resolution 17. With reference to resolutions 19 and 20, I beg to invite the attention of Government to this office notification (copy enclosed) in the *Fort St. George Gazette*, dated 30th May 1899, stating in clear terms that the presentation or non-presentation at the Primary and Lower Secondary examinations of pupils of schools other than results grant schools is left entirely to the discretion of managers and teachers of such schools; and now that Lower Secondary and Primary schools on the permanent section are to be aided only on the fixed grant system, the reservation in respect of these schools applied at present only to results schools in the temporary section of the general school list. I do not consider that any further action in the matter is necessary.

ENCLOSURES.

Primary and Lower Secondary Examinations.

Managers of schools formerly aided on the results grant system, but now admitted to aid on the fixed grant system, are informed that pupils need not in future be presented for the Primary or the Lower Secondary examination. Under the revised Grant-in-Aid Code grants for the above schools will not depend on the results of those examinations.

2. Notwithstanding the oft-repeated declarations from this office to the effect that in schools other than those on the results system it is not obligatory to present pupils for the Primary or the Lower Secondary examination, misapprehension appears still to prevail. The Director takes this opportunity of again drawing the attention of the managers and teachers of schools other than results grant schools as well as the parents of the pupils of such schools, to the fact that the presentation or non-presentation of pupils at the Primary and Lower Secondary examinations is left entirely to their discretion. If funds were available to increase the inspecting agency, it would no longer be necessary to require pupils of the fourth and seventh standards, respectively, of results grant schools to appear at these examinations.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION,
MADRAS, 29th May 1899.

D. DUNCAN,
Director of Public Instruction

President.

The Director of Public Instruction.

Official Members.

E. Marsden, Esq.
Mrs. I. Brander.
Rao Bahadur C. Nagoji Rao.
M.R.Ry. L. C. Williams Pillai.
" A. C. Pranartihara Aiyar.
Muhammad Azam Sahib.
Diwan Bahadur V. Krishnamachariyar.

Non-Official Members.

Rev. J. Boyland, to represent the Roman Catholic Mission.
" E. Sell, to represent the Church Mission Society.
" J. Cooling, to represent the Wesleyan Mission.
" J. Aberly, to represent the A. E. L. Mission, Guntur.
" A. A. Dignum, to represent the London Mission.
" J. Stewart, to represent the Free Church Mission.
" K. Ernst, to represent the Basel German Mission.
" E. M. Macphail, to represent the Madras Christian College.
" J. D. W. Sewell, S. J., to represent the St. Joseph's College, Trichinopoly.
M.R.Ry. K. Ramanujachariyar, to represent the Pachaiyappa's College.
Mr. C. M. Barrow, to represent the Palghat Municipality.
M.R.Ry. S. Venkobachariar or A. Rajaram Aiyar, to represent the Native College, Madura.
" P. T. Srinivasa Aiyangar, to represent the Mrs. A. V. Narasinga Rao's College, Vizagapatam.
" N. Vaidyanadha Aiyar, to represent the Town High School, Kumbakonam.

The Secretary, S.P.G. Mission, the Chairman, Municipal Council, Salem, the Secretary, Teachers' Guild, and the Managers, Coimbatore College, have not yet intimated the names of their representatives; these will also attend the conference.

3. It is proposed to hold the conference on the 4th proximo and the following days at the office of the Director of Public Instruction, Old College, Madras. The conference will meet at 11 A.M. on the opening day.

4. The following questions will be referred to the committee for discussion and decision: any connected question will also be considered:—

- (i) Whether in schools other than those for Europeans, the pupils' vernacular should be made the first language and thus the medium of instruction, and, if so, under which standards.
- (ii) Whether in such schools English should be taught as the second language, and, if so, in what standard it should be begun.
- (iii) The lowest form or standard in such schools in which English should be the first language and the medium of instruction.
- (iv) Whether any reduction should be made in the number of optional subjects, required to be taught in the primary and lower secondary standards.
- (v) Whether the present course in Kindergarten needs revision, and, if so, in what direction.
- (vi) The importance of Hygiene and Object Lessons in the school curriculum and from what standard and how they should be taught.
- (vii) At what stage and by what method History and Geography should be taught.
- (viii) Whether Euclid should be removed from the curriculum for the sixth standard and Euclid and Algebra from that of the seventh standard in all Secondary schools or in the lower secondary departments of upper secondary schools.
- (ix) The stage at which Sanskrit and other classical languages should be begun.
- (x) The expediency of having two courses of instruction—one for those who stop with the lower secondary course and the other for those who go beyond it.
- (xi) The importance which should be given to Translation and Composition in institutions for general education.
- (xii) The importance of Mental Arithmetic in primary classes.
- (xiii) Whether schools should be forbidden to bring up for grant examination more than two optional subjects.
- (xiv) The advisability of primary school course to three or four years.
- (xv) Whether D
- (xvi) Whether

- upon which foreign languages should be taught.
5. The members from the mofussil will receive the usual travelling and daily allowances.

G. H. STUART,
Director of Public Instruction.

To the officers mentioned in paragraph 1.
" Secretary, S.P.G. Mission, Madras.
" Chairman, Municipal Council, Salem.
" Manager, Coimbatore College.
" Secretary, Teachers' Guild.

RESOLUTIONS adopted at the Conference held on the 4th, 5th, 6th and 7th December 1899.

1. Resolved that, while this conference thinks that perfect liberty should be left to managers to adopt whatever language they please as the medium of instruction, it is of opinion that managers of schools, other than those for Europeans, should be strongly advised to adopt the vernacular as the medium of instruction up to and including the third form.
2. Resolved that English should not be recognized as an optional subject until the third standard, and that the teaching of it for the first year be mainly oral.
3. Resolved that, considering that the obligation to teach the optional subjects is only upon those schools that are aided on the fixed grant and on the salary grant systems, the present number of two optional subjects required to be taught in the primary and four in the lower secondary standards be maintained.
4. Resolved that, under the optional subject Kindergarten boys' schools be allowed to omit either No. 1 or No. 3 of the sub-divisions.
5. Resolved that Hygiene be not begun before the fourth standard.
6. Resolved that the teaching of geography begin in the third standard instead of the second standard. This was carried by a vote of 11 to 10.
7. Resolved that Euclid be removed from the sixth and seventh standards.
8. Resolved that Algebra be omitted from the seventh standard.
9. Resolved that pupils in lower secondary classes bringing up Sanskrit, Persian or Arabic as a separate subject be required to bring up along with it vernacular reading and composition.
10. Resolved that Book-keeping and Commercial Correspondence be added to the list of optional subjects in the lower secondary course.
11. Resolved that the greatest importance be attached to Translation and Classical Vernacular and English Composition.
12. Resolved that, sufficient importance being already attached to the subject of Mental Arithmetic in the curriculum, no change is required.
13. Resolved that, as at present, schools be not restricted in the number of optional subjects they bring up for grant examination.
14. Resolved that, seeing that managers have now liberty at the end of every term to promote pupils to any higher class, no change be made in the length of the primary course.
15. Resolved that the Indian History to be brought up for examination by pupils of the fourth standard be about 20 easy stories from the History of India as in any approved book, such stories being fairly representative of the whole of Indian History.
16. Resolved that the Vernacular Poetry set for primary standards be simple and intelligible to young children.
17. Resolved that Drawing be not made a compulsory subject in lower secondary classes.
18. Resolved that this conference believes that there exists a widespread misapprehension that a course of study which leads up to a University course is practically prescribed by the present courses of instruction and standards of examination and that managers have little or no option in determining what subjects shall be taught, and that it, therefore, suggests that there be inserted in the Educational Rules a paragraph pointing out that the only compulsory subjects in the courses of instruction are reading, writing and arithmetic, there being a very wide choice of other subjects adapted to the needs of all classes of the community and all grades of schools, and also that managers of such schools as are intended for pupils who are not likely to continue their studies beyond the primary or lower secondary stage should be recommended to choose such optional subjects as will be of use in life.
19. Resolved that this conference is of opinion that it is eminently undesirable for

eminently

No. 389, EDUCATIONAL, 24TH AUGUST 1900.

21

21. Resolved that a sub-committee consisting of the undermentioned members be appointed to bring the curricula into harmony with the resolutions passed by this conference:—

Mrs. Brander.	Rao Bahadur C. Nagoji Rao.
Rev. J. Cooling.	M.R.Ry. L. C. Williams Pillai.
Mr. E. Marsden.	

22. Resolved that, with a view to give the study of agriculture a more practical character, the question of introducing a practical test in the fourth and higher standards be referred to the sub-committee.

23. Resolved that M.R.Ry. Pranatartihara Aiyar's suggestion regarding certain changes in the curricula be referred to the sub-committee.

G. H. STUART,
President.

ORDER—No. 389, Educational, dated 24th August 1900.

Some individuals and public bodies interested in education having expressed dissatisfaction with certain features of the educational system in the North-Western Provinces and Oudh, His Honour the Lieutenant Governor of those provinces appointed a committee in April 1899 to consider the questions thus raised. The committee submitted its report in the following month and orders were passed on it in June. Copies of the papers were then obtained by this Government and forwarded to the Director of Public Instruction for remarks, and for a brief report as to how far the criticisms of the committee applied to Madras and whether the adoption of any of the suggestions made by them was called for in this presidency. In reply the Director, after discussing the whole question, stated that the principal suggestions of the committee and the resolution of the Government of the North-Western Provinces and Oudh thereon would, when carried out, only help to bring education in those provinces more into line with what had been done and was being done in the south of India.

2. Before the enquiry in the North-Western Provinces and Oudh was set on foot, the Rev. Father Sewell, of St. Joseph's college, Trichinopoly, had laid before the Director an interesting and valuable communication, in which he summed up his experience by stating that "the ordinary passed matriculate" was "too often found to be a lad cram-full of undigested and unassimilated odds and ends of information of various kinds, his memory fagged with the strain" it had undergone, and "his understanding not merely undeveloped but with much of its elasticity destroyed." He attributed this to various causes and suggested remedies.

3. The Teachers' guild, Madras, also drew attention to the evils caused by a too wide and hard course of studies, the want of prescribed text-books in English and in the second language, and the recognition of partial passes, and recommended the alteration of the curriculum for the lower secondary examination.

4. In August 1899, the Rev. Father Sewell's paper and the resolution of the Teachers' guild were referred by the Director for the criticism of numerous educational officers, heads of colleges and schoolmasters, whose views were also invited on certain questions connected with education in schools. A conference was subsequently held to consider the various points raised.

5. With his letter read above the Director submits the resolutions of this conference and a draft notification embodying the alterations and additions which are recommended in chapter V of the Educational rules. The words "The curricula of the other subjects remain unaltered" will be inserted at the end of the last paragraph, and the draft as thus altered published in the *Fort St. George Gazette*.

6. The Director will convey to the members of the conference the thanks of Government for their services and the valuable advice which they have given.

(True Extract.)

M. HAMMICK,
Ag. Secretary to Government.

To the Director of Public Instruction.
Gazette.

[Annexure.]

Exl. W. D' Moss.

ANNEXURE.

NOTIFICATION.

The following alterations and additions in Chapter V of the Madras Educational rules are sanctioned :—

Preamble.

After the addition sanctioned in Government Notification No. 15, published in the *Fort St. George Gazette* Extraordinary, dated 31st March 1900, insert—

“*Medium of Instruction.*—While managers of schools have perfect liberty to adopt whatever language they please as the medium of instruction they are strongly advised to adopt the vernacular of the pupils as that medium up to and including the third form or seventh standard.

“Managers are specially invited to note that the only compulsory subjects in the following courses of instruction are reading, writing and arithmetic, and that there is a wide choice of optional subjects adapted to the needs of all classes of the community and all grades of schools. Managers of such schools as are intended for pupils who are not likely to continue their studies beyond the primary or the lower secondary stage are recommended to choose such optional subjects as will best fit their pupils for the duties of practical life.”

On page 28 after the footnote marked †, add the following :—

“Boys' schools are allowed to omit (1) occupations, or (3) action songs of the three subdivisions under ‘Kindergarten.’”

On page 29 for “(e) Vulgar and decimal fractions” under the seventh standard, read “(e) Vulgar and pure decimal fractions.”

On page 34 insert the following as a footnote :—

“The revised standards of examination in English as a second language shall come into force in 1901 as regards the third standard and in 1902 as regards the fourth and higher standards.

For the present curricula in the undermentioned subjects for the primary and lower secondary standards and upper secondary forms, substitute the following. The curricula of the other subjects remain unaltered.

Subjects.	Lower Primary Schools.				Upper Exams. schools.		Lower Secondary or Middle Schools.		
	Infant Standard or Class.	First Standard or Class.	Second Standard or Class.	Third Standard or Class.	Fourth Standard or Class.	Fifth Standard or First Form.	Sixth Standard or Second Form.	Seventh Standard or Third Form.	
Second Language (English);— (1) Conversation.				Ability on the part of the pupils to converse in simple language with the teacher and with one another. [The vocabulary to consist of not less than 100 easy and useful words.]	Ability on the part of the pupils to converse fairly correctly with the teacher and with one another in any ordinary subject familiar to the pupils. [The vocabulary to consist of not less than 300 common and useful words.]	Ability on the part of the pupils to converse in correct and idiomatic language on ordinary subject familiar to the pupils.	Ability on the part of the pupils to describe orally in correct and idiomatic language a familiar object or picture of some familiar object placed before the class, the pupils being aided, if necessary, by questions from the examining officer.	.....	
(2) Reading, Recitation, Grammar, Composition and Transliteration.				[a] To point out and pronounce all the capital and small letters of the alphabet and to read very easy sentences of not more than 4 words of one syllable from above-mentioned vocabulary. [b] To recite at 20 lines of very easy verse.	[a] 1. To read easy sentences composed of words from the above-mentioned vocabulary. 2. To read a few lines from any Reader approved for the standard. [b] To answer orally in English easy questions on the subject-matter of the Standard Reader in use. [c] To repeat 30 lines of easy verse.	[a] To answer in English questions on the meaning and subject-matter of the Standard Reader in use. [b] To translate into the vernacular language of the pupil a short passage from the Standard Reader in use. [c] To translate from the vernacular language of the pupil into English very easy sentences.	[a] To read with ease and correctness a few lines from any Reader approved for the standard. [b] To answer in English questions on the meaning and subject-matter of the Standard Reader in use. [c] To translate into the vernacular language of the pupil a passage from the Standard Reader in use. [d] To translate from the vernacular language of the pupil into English an easy passage of not more than 10 lines. [e] To repeat 100 lines of verse.	[a] To read with ease, correctness and intelligence a few lines from any Reader approved for the standard. [b] To answer in English questions on the meaning and subject-matter of the Standard Reader in use. [c] To translate into the vernacular language of the pupil a passage from the Standard Reader in use. [d] To translate from the vernacular language of the pupil into English an easy passage of not more than 10 lines. [e] To repeat 100 lines of verse.	
				[e] To answer orally in English easy questions on the subject-matter of the subject-matter of the verse.	[a] To answer orally in English easy questions on the subject-matter of the subject-matter of the verse.	[a] To answer in English questions on the meaning and subject-matter of the verse.	[a] To answer in English questions on the meaning and subject-matter of the verse.	[a] To answer in English questions on the meaning and subject-matter of the verse.	

* The vocabulary of words taught should be shown to the examining officer by the teacher on the day of examination.

Subjects.	Lower Primary Schools.			Upper Primary Schools.		Lower Secondary or Middle Schools.		
	Infant Standard or Class.	First Standard or Class.	Second Standard or Class.	Third Standard or Class.	Fourth Standard or Class.	Fifth Standard or First Form.	Sixth Standard or Second Form.	Seventh Standard or Third Form.
(3) Writing and Spelling.				[a] To copy in large hand, on paper, with pencil, all the capital and small letters of the alphabet. [b] To write to dictation the small letters of the alphabet and 6 easy words from the syllabary and the vocabulary.	[a] To write a line in large hand in a copy-book of any approved series of which to write shall have been written in the same hand, in ink, by the pupil previous to the day of examination. [b] To transcribe in large hand, on paper, a sentence from the Standard Reader in use. [c] To write to dictation a passage of not more than 25 words from the Standard Reader in use. As at present	[a] To write a line in middle-sized hand in a copy-book of any approved series of which to write shall have been written in the same hand, in ink, by the pupil previous to the day of examination. [b] To transcribe in small hand, on paper, a sentence from the Standard Reader in use. [c] To write to dictation a passage of not more than 50 words from the Standard Reader in use. As at present	[a] To write a line of small hand in a copy-book of any approved series of which to write shall have been written in the same hand, in ink, by the pupil previous to the day of examination. [b] To write to dictation eight lines from the Standard Reader in use. As at present	[a] To write, in a copy-book of any approved series of which to write shall have been written in the same hand, in ink, by the pupil previous to the day of examination. [b] To write to dictation a passage of not more than 100 words from the Standard Reader in use. As at present.
Geography				[a] The meaning of scale as applied to a globe or map. [b] A knowledge of the town or village in which the school is situated, studied, if possible, from a map of the locality. [c] Geographical terms as far as they can be illustrated by the locality in which the school is situated. [d] A general acquaintance with the geography of the district as illustrated by the map of the district. [e] To sing the <i>Sanskrit</i> and <i>Thuli</i> ragams (ascending or descending order), the key note being given.	[a] To sing the notes in <i>Kad-gani</i> and <i>Thuli</i> ragams (ascending and descending order). Note.—In <i>Kad-gani</i> F is sharp; in <i>Thuli</i> D, E, A and B are all flat. [b] To sing from sight small groups of notes in these ragams of the necessary notation being taught. [c] Additional time measures. [d] Easy time and tune exercises to be sung.	[a] To sing the notes in other familiar ragams. [b] A further knowledge of notation. [c] To sing from sight easy time and tune measures in the familiar ragams. [d] To sing six songs learnt by the ear in correct time.	[a] To sing the notes in 12 ragams in ascending and descending order. [b] To sing from sight any simple melody chosen by the inspecting officer. [c] To sing some of the more difficult time exercises, marking time. [d] To sing six songs previously learnt in correct time.	[To be notified here after.]
Singing				[a] To name and sing from sight small groups of notes in the diatonic scale (2-3-4-5-6-7-8) being taught. [b] The easier time measures, such as 2-3-4-5-6, 3-4-5-6-7-8, 4-5-6-7-8-9, 5-6-7-8-9-10. [c] To sing six songs learnt by imitation.	.....	.....	.....	.....

Science, History of India.	.....	.....	.....	.....	.....	.....	.....	.....
Agriculture (for boys only).	.....	.....	.....	.....	.....	.....	.....	.....
Second Language (Sanskrit, Arabic, Latin, Persian, French, and German).	.....	.....	.....	.....	.....	.....	.....	.....
(2) Writing and Spelling (as at present).	.....	.....	.....	.....	.....	.....	.....	.....
Book-keeping	.....	.....	.....	.....	.....	.....	.....	.....
Commercial Correspondence.	.....	.....	.....	.....	.....	.....	.....	.....

In schools preparing for the Matriculation Examination of the Madras University.						Remarks.
Subjects.	Fourth Form.	Fifth Form.	As at present.	As at present.	Sixth Form.	
Algebra	The four simple rules, including interpretation of signs. Resolution into factors, L.C.M. and G.C.M. Simple identities and substitutions, Very easy fractions.	As at present	As at present	As at present		
Geometry	Euclid, Book I Easy deductions	Euclid, Books I and II, and Book III, Propositions 1-15. Easy deductions	Euclid, Books I, II and III Deductions.			Deductions to be done in class on the board and not only as home work.

Educational

(189)

Department.

CURRENT No.

600



From

The Dir. of Public Instruction,
Madras.

No 4602

Dated 8 May 1900.

Received

Registered

Enclosures

Spare copies

SUBJECT.

Revised Courses of Instruction and
standards of examination—
Submitting a draft notification of
the in accordance with the
recommendations of the Conference
held in December 1899.

BACK PAPERS.

G.O.	No.	Department.	Date.

FURTHER PAPERS.

G.O.	No.	Department.	Date.

[E.]
3
500-1, 11-00.

13

Educational DEPARTMENT.

C. No. 600.

SUBJECT.

Alterations in the Educational Rules.

FOR ORDERS.

Mr. The Govt. In 1899 this Govt. obtained the Govt. of the North Western Provinces and Oudh the papers relating to an enquiry made into certain fears of the Educational system in those provinces and forwarded to the D.P.I. for remarks and brief report as to how far the criticisms of the Committee which conducted the enquiry, as to the admissibility, and whether the adoption of any of the suggestions made by the Committee was called for in this Presidency. In the Director stated that the principal suggestions of the Committee and the resolutions of the Govt. were as follows:

Ref: No 380 d 14.8.99. A.

Enc 1296. D.

in carried out only help to bring
 action in those Provinces more
 to line with what had been
 and was being done in
 Presidency.

The Complaints against
 system in the North Western
 and South were briefly
 following:-

That the courses in Arithmetic
 too severe and were calculated
 to restrain the minds of the
 poor pupils.

That the teaching of English
 at present carried on had the
 effect of strengthening rather than
 the intelligence and
 insufficient attention was
 given to English composition and

That examinations were too
 hasty and that this encourages
 the system of cramming to the
 development of
 minds and
 without discretion and

of schools to promote pupils from
 class to class.

In regard to these Dr. Duncan
 said

(1) The Curriculum in arithmetic is
 like the curriculum in all the other
 subjects modified from time to time
 and no complaints have reached
 him regarding either the amount
 required in the several stages
 or the suitability of the
 studies. The instruction
 Director's Office was that
 of arithmetic in primary
 should as far as possible have
 reference to the every day trans-
 actions of the pupils.

(2) Here also the curriculum is
 subjected to revision from time to
 time. At present owing to the
 inefficiency of the teachers in
 primary schools the memory of
 the pupils is cultivated rather
 than the intelligence ^{was cultivated} but the
 provision of a body of efficient
 teachers is a work of time. There
 has been a steady though slow ad-
 vance in this respect.

(3) There are only three

amulations in this Presidency
ving a pupils' school course and
- Gomb. of the North Western
Provinces had now reduced its
number to this.

2. Promotions from class to
class in this Presidency are left
to the discretion of Headmasters.

3. Before the enquiry in the
term Provinces and Oudh
on foot, Father Sewell,
of St. Joseph's College,
had in a well thought
laid before the

J.

P.S. Madras. his experience of
Madras educated youths. viz. that
the ordinary passed matriculate
the day is too often found
be a lad's brain full of undigested
& unassimilated odds and ends
information of various kinds,
memory fogged with the strain
has undergone and his under-
standing not merely undeveloped
but with much of its elasticity
destroyed. He attributed this to
three causes,

1. increasing multiplicity of
Student has to take
up

up as he advances along the
of his primary and secondary &
(2) The very superficial character
of his primary studies in arith-
metic and English, resulting in
the wholly inadequate knowledge
of the English language which
is to form the medium of
instruction and with which
he is to begin and proceed
through the secondary stage.

(3) The consequent in-
of the student on a
form etc.

produce the narrowness there
received and which is increa-
singly felt in proportion as
goes on.

As a remedy, he suggested that
(1) The studies of students who
intend to appear for the matricu-
lation examination should be
confined to the three "R's" with
some very elementary notions
of history and geography up
and inclusive of the III form
or up to the completion of the
lower secondary course.

(2) In the primary Deptt.

? Grammar was
The grammar was
corrected before
circ. 1854
2.8

Object of study in the infant
first standards should be
vernacular and very ele-
mentary arithmetic, English being
taught in the second and third
standards with ¹² handwriting for
one hour daily in the infant
first standards and for
two hours a week in the second
and the third standard as an
"of variety."

Study of English when
he is
at home

Phrase or sentence
committed to memory till it
has been thoroughly understood
can be readily translated
to the vernacular. Answers
to questions in English should also
always be exacted in short but
correct English sentences and care
should be taken that the child
understands the words it uses.

In the II, IV and VI standards
the I, II and III forms English
which would be the first language
should be taught thoroughly side
by side with the vernacular, special
attention

18
7 15
attention being paid to hand-
writing and neatness of ex-
ecution. A second language might be taken
up in the I form and arithmetic
should be taught not mecha-
nically but so that the student
may be able not merely to
copy a model sum but to
understand and explain the
reason of each step as he
proceeds. In addition
his object lesson
a week should be introduced
up to and inclusive of the
III Form. History should be
taught in the form of short
stories orally told to the class
and impressed by black-board
notes and questioning while geogra-
phy should be similarly taught
from globes and maps. Whatever
be the subject of instruction
teaching must be directed to the
understanding of the child es-
pecially in languages and arith-
metic and nothing should be
allowed to be learnt by heart
which is not understood.

(6) Drawing too should be

Matani -
may have
ear for

4. The Teachers field also questioned that the Curriculumⁱⁿ the Lower Secondary Examination should be altered in such way as to remove the evils caused (1) by a too wide and hard course of studies (2) by the want of prescribed text books in English and the second language and (3) by the recognition of partial passes.

5. In August 1899, Father Samuell's
 paper and the resolution of the
 teachers' guild were referred by
 the Director for the remarks of
 the Inspectresses, Assistant
 Inspectors

E.

Inspectors and heads of colleges and secondary schools. Their views were also invited on the following questions:—

- (1) Whether any reduction should be made in the number of optional subjects required to be taught in the Lower Secondary forms and in the primary classes
- (2) Whether the exclusion of Euclid from the Curriculum for the II form and of Euclid and Algebra from that for the III form was advisable.
- (3) Whether it was expedient to allow Euclid to be studied by pupils in native schools only as a second language or optional subjects and including the 7th Standard or 8th Standard lower than the 7th as may seem

6. The D.P. has not submitted for the opinion received from those concerned but as is usual on such occasions he called for an educational conference to consider these opinions. The various queries referred for the consideration of the conference and its resolutions thereon are given below:-

and Lower Secondary examinations are not compulsory except in the case of schools aided by the results system and nothing more is now considered necessary.

With reference to the standard now prescribed for singing in native schools it is for consideration whether it is advisable to expect little natives

to sing from notes. The standard would be too high & difficult attainment.

As regards the ~~Low~~ Primary & Lower Secondary examinations, the circular already by the D.P. will no doubt keep back pupils from appearing for them. The ~~of~~ Geometry from the course of studies 5th & 7th standards and of Algebra from the 7th standard will also take away incentive from many pupils intended for matriculation examination ~~for~~ to ~~for~~ the Lower Secondary examinations. It is now for consideration whether as recommended by Father Sewell an Algebra is fixed for these examinations. This will have the effect of showing the public in a practical manner that Govt. does not expect pupils in schools intending to proceed to higher studies to appear for these examinations, which is far more effective than any circular issue.

* If this is so, it will be discouraged in practice. Govt. cannot, it is thought, pronounce on the ~~subject~~ ^{matter} may be department.

29.6.1900

8th C

Govt. will be ready to reconsider the standard if found too difficult.

4700

MA

H.S.H.

4700 Yes MA 5.7.00

This is probable enough but Govt. may be guided by the D.P. & the Hon. Mr. Stuart considers that more need

The draft notification may be approved by Government & published in the Port St. George Gazette, unless either of the points raised on p. 12 of the office note is considered to require present attention.

2. Now that several documents for appearing for the primary & lower secondary examinations have been taken away, it is probable that the number of pupils presenting themselves will largely diminish.

3. Father Sewell's age has may not be found necessary. Perhaps some acknowledgment of the services rendered by the members of the Conference may be desirable.

Yes. There is little sympathy with the proposed change.

Supra: 26 of his letter (p. 7) P. 23 p. 10: No. 9054 of 1899, dated in G.O. No. 585, 5th (1899)

MA 5.7.00

The resolves of the conference seem sound enough. As this been to Sewell

Subjects.	Lower Primary Schools.			Upper Primary Schools.			Lower Secondary or Middle Schools.	Seventh Standard or Third Form.
	First Standard or Class.	Second Standard or Class.	Third Standard or Class.	Fourth Standard or Class.	Fifth Standard or First Form.	Sixth Standard or Second Form.		
2. Second Language (English). (1) Reading, Grammar, Composition and Translation.	[a] Ability to point out and pronounce all letters of the Alphabet and to read easy words of one syllable.—15 marks.	[a] To read correctly the first or compulsory language under the First Standard and that has not been studied in the class during the year—5 marks. [b] To translate into the Vernacular language of the pupil a passage from the Standard Reader in use—10 marks.	[a] To read correctly the first or compulsory language under the Second Standard and that has not been studied in the class during the year—5 marks. [b] To translate into the Vernacular language of the pupil a passage from the Standard Reader in use—10 marks. [c] To repeat 20 lines of easy verse—5 marks.	[a] To read with ease, correctness and intelligence a few lines from any Reader approved for the first or compulsory language under the Third Standard and that has not been studied in the class during the year—5 marks. [b] To translate into the Vernacular language of the pupil a passage from the Standard Reader in use—10 marks. [c] To repeat 50 lines of easy verse—5 marks.	[a] To read with ease, correctness and intelligence a few lines from any Reader approved for the first or compulsory language under the Fourth Standard and that has not been studied in the class during the year—5 marks. [b] To translate into the Vernacular language of the pupil a passage from the Standard Reader in use—10 marks. [c] To repeat 50 lines of easy verse—5 marks.	[a] To answer questions on the meaning and subject-matter of the portions studied in the Standard Reader in use—15 marks. [b] To point out the meaning and subject-matter of the portions studied in the Standard Reader in use—15 marks. [c] To point out the meaning and subject-matter of the portions studied in the Standard Reader in use—15 marks.	[a] To read with ease, correctness and intelligence a few lines from any Reader approved for the first or compulsory language under the Fifth Standard and that has not been studied in the class during the year—5 marks. [b] To translate into the Vernacular language of the pupil a passage from the Standard Reader in use—10 marks. [c] To repeat 75 lines of verse—5 marks.	The same as under the first language with the following additions:— [d] To translate from English into the first language a passage from the portions studied in the Standard Reader in use—15 marks.
(2) Writing and Spelling.	[a] To copy out in large hand on a slate or board all the capital and small letters of the Alphabet—5 marks. [b] To write to dictation all the small letters and easy words of one syllable—5 marks.	[a] To transcribe in large hand on a slate or board a short sentence from the Standard Reader in use—5 marks. [b] To write to dictation six words of one syllable from the Standard Reader in use—5 marks.	[a] To transcribe in middle-sized hand on paper a sentence from the Standard Reader in use—5 marks. [b] To write to dictation ten words from the Standard Reader in use—10 marks.	[a] To transcribe in small hand on paper a sentence from the Standard Reader in use—5 marks. [b] To write to dictation five words and five lines from the Standard Reader in use—15 marks.	[a] To transcribe in small hand on paper a sentence from the Standard Reader in use—5 marks. [b] To write to dictation ten words and eight lines from the Standard Reader in use—15 marks.	[a] To answer questions on the meaning and subject-matter of the portions studied in the Standard Reader in use—15 marks. [b] To point out the meaning and subject-matter of the portions studied in the Standard Reader in use—15 marks. [c] To point out the meaning and subject-matter of the portions studied in the Standard Reader in use—15 marks.	[a] To read with ease, correctness and intelligence a few lines from any Reader approved for the first or compulsory language under the Fifth Standard and that has not been studied in the class during the year—5 marks. [b] To translate into the Vernacular language of the pupil a passage from the Standard Reader in use—10 marks. [c] To repeat 75 lines of verse—5 marks.	The same as under the first language with the following additions:— [d] To translate from English into the first language a passage from the portions studied in the Standard Reader in use—15 marks.

23

Particular 2.

Subjects	Lower Primary Schools				Upper Primary Schools		Seventh Standard or Third Form
	Infant Standard or Class	First Standard or Class	Second Standard or Class	Third Standard or Class	Fourth Standard or Class	Fifth Standard or First Form		Sixth Standard or Second Form
Second Language (English) Conversation				Ability on the part of the pupils to converse fairly correctly with the teacher and with one another on any ordinary subject familiar to the pupils. [The vocabulary consists of not less than 300 common and useful words.] [a] To point out and pronounce all capital and initial letters of the alphabet and to read very easily words of more than 4 words and syllable from above-mentioned vocabulary. [b] To repeat of very easy verse. [c] To answer in English questions of subject-matter verse.	Ability on the part of the pupils to converse fairly correctly with the teacher and with one another on any ordinary subject familiar to the pupils. [The vocabulary consists of not less than 300 common and useful words.] [a] 1. To read easy sentences composed of words from the above-mentioned vocabulary. 2. To read a few lines from any Reader approved for the standard. [b] To answer orally in English easy questions on the subject-matter of the Standard Reader in use. [c] To repeat 30 lines of easy verse. [d] To answer orally in English easy questions on the subject-matter of the Standard Reader in use.	Ability on the part of the pupils to converse in correct and idiomatic language on any ordinary subject familiar to the pupils. [The vocabulary consists of not less than 300 common and useful words.] [a] To read a few lines from any Reader approved for the standard. [b] To answer in English questions on the meaning and subject-matter of the Standard Reader in use. [c] To translate into the vernacular language of the pupil a short passage from the Standard Reader in use. [d] To translate from the vernacular language of the pupil into English very easy sentences. [e] To point out the parts of speech in any easy simple sentence and also the subject, predicate and object. [f] To repeat 50 lines of easy verse. [g] To answer in English questions on the meaning and subject-matter of the verse.	Ability on the part of the pupils to converse in correct and idiomatic language on any ordinary subject familiar to the pupils. [The vocabulary consists of not less than 300 common and useful words.] [a] To read with ease and correctness a few lines from any Reader approved for the standard. [b] To answer in English questions on the meaning and subject-matter of the Standard Reader in use. [c] To translate into the vernacular language of the pupil a passage from the Standard Reader in use. [d] To translate from the vernacular language of the pupil into English an easy passage of not more than 10 lines. [e] To repeat 100 lines of verse. [f] To answer in English questions on the meaning and subject-matter of the verse. [g] Exercises in etymology, parsing of words and analysis of sentences with especial reference to the Standard Reader in use. [h] To write a letter or composition on a subject familiar to the pupils; correct language, spelling and handwriting to be considered. [i] The simple parsing of words and analysis of short and simple sentences from the Standard Reader in use. [j] To write a line of small hand in a copy-book of any approved series, of which 15 pages shall have been written in the same hand, in ink, by the pupil previous to the day of examination. [k] To write to dictation eight lines from the Standard Reader in use.
(2) Reading, Recitation, Grammar, Composition, and Translation.				[a] To copy and on the small hand and small the alphabet. [b] To write to dictation the small hand of 6 easy words and syllable from above-mentioned vocabulary.	[a] To write a line in large hand in a copy-book of any approved series, of which 15 pages shall have been written in the same hand, in ink, by the pupil previous to the day of examination. [b] To transcribe in large hand on paper a sentence from the Standard Reader in use. [c] To write to dictation a passage of not more than 25 words from the Standard Reader in use.	[a] To write a line in middle-sized hand in a copy-book of any approved series, of which 15 pages shall have been written in the same hand, in ink, by the pupil previous to the day of examination. [b] To transcribe in small hand on paper a sentence from the Standard Reader in use. [c] To write to dictation a passage of not more than 50 words from the Standard Reader in use.	[a] To write a line of small hand in a copy-book of any approved series, of which 15 pages shall have been written in the same hand, in ink, by the pupil previous to the day of examination. [b] To write to dictation a passage of not more than 60 words from any Reader approved for the standard, which has been studied in class during the year.
(3) Writing and Spellings.				[a] To copy and on the small hand and small the alphabet. [b] To write to dictation the small hand of 6 easy words and syllable from above-mentioned vocabulary.	[a] To write a line in large hand in a copy-book of any approved series, of which 15 pages shall have been written in the same hand, in ink, by the pupil previous to the day of examination. [b] To transcribe in large hand on paper a sentence from the Standard Reader in use. [c] To write to dictation a passage of not more than 25 words from the Standard Reader in use.	[a] To write a line in middle-sized hand in a copy-book of any approved series, of which 15 pages shall have been written in the same hand, in ink, by the pupil previous to the day of examination. [b] To transcribe in small hand on paper a sentence from the Standard Reader in use. [c] To write to dictation a passage of not more than 50 words from the Standard Reader in use.	[a] To write a line of small hand in a copy-book of any approved series, of which 15 pages shall have been written in the same hand, in ink, by the pupil previous to the day of examination. [b] To write to dictation a passage of not more than 60 words from any Reader approved for the standard, which has been studied in class during the year.

* The vocabulary of words taught should be shown the examining officer by the teacher on the day of examination.

Insert.

Optional Subjects

Subjects.	Lower Primary Schools.				Upper Primary Schools.				Lower Secondary or Middle Schools.			
	Infant Standard or Class.	First Standard or Class.	Second Standard or Class.	Third Standard or Class.	Fourth Standard or Class.	Fifth Standard or First Form.	Sixth Standard or Second Form.	Seventh Standard or Third Form.	Fourth Standard or Class.	Fifth Standard or First Form.	Sixth Standard or Second Form.	Seventh Standard or Third Form.
7. Geography.*			[a] The meaning of scale as applied to a map or plan of a school or class room.	[a] A knowledge of the town or village in which the school is situated, studied if possible from a map of the locality.	[a] Maps and size of the earth, simple notions of the relations of sun, moon and earth.	[a] The situation of the chief rivers and mountain chains and of the important countries of the world.	[a] Latitude and Longitude and the Zones.	[a] Circumstances which determine climate and the seasons.	[a] The meaning of scale as applied to a map or plan of a school or class room.	[a] A knowledge of the town or village in which the school is situated, studied if possible from a map of the locality.	[a] Maps and size of the earth, simple notions of the relations of sun, moon and earth.	[a] The meaning of scale as applied to a map or plan of a school or class room.
			[b] The four cardinal points.	[b] A general acquaintance with the physical features of the district as illustrated by the map of the district.	[b] The oceans and continents of the world.	[b] The situation of the chief rivers and mountain chains and of the important countries of the world.	[b] A knowledge of the chief physical features of the world.	[b] Outlines of general geography as in any approved book.	[b] The meaning of scale as applied to a map or plan of a school or class room.	[b] A knowledge of the town or village in which the school is situated, studied if possible from a map of the locality.	[b] Maps and size of the earth, simple notions of the relations of sun, moon and earth.	[b] The meaning of scale as applied to a map or plan of a school or class room.
			[c] Geographical terms as far as they can be explained by the physical features of the locality in which the school is situated.	[c] Geographical terms relating to the physical features of the district as illustrated by the map of the district.	[c] The geographical features of the district as far as they can be explained by the physical features of the locality in which the school is situated.	[c] A knowledge of the chief physical features of the world.	[c] Map-drawing.—To insert the chief physical features of the district on an outline map.	[c] Map-drawing.—To insert the chief physical features of the district on an outline map.	[c] The meaning of scale as applied to a map or plan of a school or class room.	[c] A knowledge of the town or village in which the school is situated, studied if possible from a map of the locality.	[c] Maps and size of the earth, simple notions of the relations of sun, moon and earth.	[c] The meaning of scale as applied to a map or plan of a school or class room.

* Map-drawing.—Outline maps to be provided by the Inspecting officer or Examining Board.

Proposed.

Subjects.	Lower Primary Schools.				Upper Primary Schools.				Lower Secondary or Middle Schools.			
	Infant Standard or Class.	First Standard or Class.	Second Standard or Class.	Third Standard or Class.	Fourth Standard or Class.	Fifth Standard or First Form.	Sixth Standard or Second Form.	Seventh Standard or Third Form.	Fourth Standard or Class.	Fifth Standard or First Form.	Sixth Standard or Second Form.	Seventh Standard or Third Form.
Geography.*				[a] The meaning of scale as applied to a map or plan of a school or class room.	[a] A knowledge of the town or village in which the school is situated, studied if possible from a map of the locality.	[a] Maps and size of the earth, simple notions of the relations of sun, moon and earth.	[a] The situation of the chief rivers and mountain chains and of the important countries of the world.	[a] Circumstances which determine climate and the seasons.	[a] The meaning of scale as applied to a map or plan of a school or class room.	[a] A knowledge of the town or village in which the school is situated, studied if possible from a map of the locality.	[a] Maps and size of the earth, simple notions of the relations of sun, moon and earth.	[a] The meaning of scale as applied to a map or plan of a school or class room.
				[b] The four cardinal points.	[b] A general acquaintance with the physical features of the district as illustrated by the map of the district.	[b] The oceans and continents of the world.	[b] The situation of the chief rivers and mountain chains and of the important countries of the world.	[b] Outlines of general geography as in any approved book.	[b] The meaning of scale as applied to a map or plan of a school or class room.	[b] A knowledge of the town or village in which the school is situated, studied if possible from a map of the locality.	[b] Maps and size of the earth, simple notions of the relations of sun, moon and earth.	[b] The meaning of scale as applied to a map or plan of a school or class room.
				[c] Geographical terms as far as they can be explained by the physical features of the locality in which the school is situated.	[c] Geographical terms relating to the physical features of the district as illustrated by the map of the district.	[c] The geographical features of the district as far as they can be explained by the physical features of the locality in which the school is situated.	[c] A knowledge of the chief physical features of the world.	[c] Map-drawing.—To insert the chief physical features of the district on an outline map.	[c] The meaning of scale as applied to a map or plan of a school or class room.	[c] A knowledge of the town or village in which the school is situated, studied if possible from a map of the locality.	[c] Maps and size of the earth, simple notions of the relations of sun, moon and earth.	[c] The meaning of scale as applied to a map or plan of a school or class room.

Resolution.

By the Inspecting officer or Examining Board.

1. *Utricularia*
Utricularia

3

This is by way of
supplying the
mission & without
reference to any
individual now

5

4-CONT.

Subjects	Lower Primary Schools			Upper Primary Schools			Lower Secondary or Middle Schools		
	Infant Standard or Class	First Standard or Class	Second Standard or Class	Third Standard or Class	Fourth Standard or Class	Fifth Standard or First Form	Sixth Standard or Second Form	Seventh Standard or Third Form	
2. Hygiene and Elementary Sanitary Science.				Elements of Hygiene as in any approved book containing every lesson on the subject of health.	Elements of Hygiene as in any approved book.	Elements of Hygiene as in any approved book.	Elements of Hygiene as in any approved book.	The test as prescribed for the Elementary Technical Examination.	

Subjects	Lower Primary Schools			Upper Primary Schools			Lower Secondary or Middle Schools		
	Infant Standard or Class	First Standard or Class	Second Standard or Class	Third Standard or Class	Fourth Standard or Class	Fifth Standard or First Form	Sixth Standard or Second Form	Seventh Standard or Third Form	
Hygiene and Elementary Sanitary Science.					Elements of Hygiene as in any approved book.	As at present ..	As at present ..	As at present.	

Resolution 5.

Part.
Optional—cont.

Subjects.	Lower Primary Schools.				Lower Secondary or Middle Schools.		
	Infant Standard or Class.	First Standard or Class.	Second Standard or Class.	Third Standard or Class.	Fourth Standard or Class.	Fifth Standard or First Form.	Sixth Standard or Second Form.
19. History of India.						The leading facts of the History of India to the death of Aurangzeb, such a knowledge of geography as may be necessary for the intelligent study of the subject.	The outlines of the History of India to the fall of Aurangzeb, such a knowledge of geography as may be necessary for the intelligent study of the subject.
							The outlines of the History of India to the present time, with such knowledge of geography as may be necessary for the intelligent study of the subject.

Resolution 15.

Subjects.	Lower Primary Schools.			
	Infant Standard or Class.	First Standard or Class.	Second Standard or Class.	Third Standard or Class.
History of India				

(5)

Subjects.	Lower Secondary or Middle Schools.		
	Fourth Standard or First Form.	Fifth Standard or Second Form.	Sixth Standard or Third Form.
History of India	At present	As at present	As at present.

Subjects--cont.

Subjects.	Lower Primary Schools.				Upper Primary Schools.			Lower Secondary or Middle Schools.		
	Infant Standard or Class.	First Standard or Class.	Second Standard or Class.	Third Standard or Class.	Fourth Standard or Class.	Fifth Standard or First Form.	Sixth Standard or Second Form.	Seventh Standard or Third Form.		
11. Agriculture (for boys only).					The elements of Agriculture, as in any approved book.	The elements of Agriculture, as in any approved book. [Practical test to be prescribed.]	The elements of Agriculture, as in any approved book. [Practical test to be prescribed.]	The elements of Agriculture, as in any approved book. [Practical test to be prescribed.]	The test as prescribed for the Elementary Technical Examination.	

Read by Mr. [Signature]

Approved by [Signature]
[Signature]
[Signature]

Subjects.	Lower Primary Schools.				Upper Primary Schools.			Lower Secondary or Middle Schools.		
	Infant Standard or Class.	First Standard or Class.	Second Standard or Class.	Third Standard or Class.	Fourth Standard or Class.	Fifth Standard or First Form.	Sixth Standard or Second Form.	Seventh Standard or Third Form.		
Agriculture (for boys only).					The elements of Agriculture, as in any approved book. [Practical test to be prescribed.]	The elements of Agriculture, as in any approved book. [Practical test to be prescribed.]	The elements of Agriculture, as in any approved book. [Practical test to be prescribed.]	The elements of Agriculture, as in any approved book. [Practical test to be prescribed.]	The test as prescribed for the Elementary Technical Examination.	

39

Optiona

Lower Primary Schools.				
Subjects.	Infant Standard or Class.	First Standard or Class.	Second Standard or Class.	Third Standard or Class.
15. Second Language (Sanskrit, Arabic, Latin, Persian, French, German). (1) Reading, Recitation, Grammar & Translation.				
(2) Writing and Spelling.				

* In the Devanagari character. † In the Gothic character.

Primary Schools.	Lower Secondary or Middle Schools.		
Fourth Standard or Class.	Fifth Standard or First Form.	Sixth Standard or Second Form.	Seventh Standard or Third Form.
	[a] To read a few lines from any Reader in use approved for the Standard—10 marks. [b] Exercises on etymology as in any approved elementary grammar—20 marks. For Latin.—Declension of regular nouns, adjectives and pronouns; regular comparison of adjectives; conjugation of regular verbs in the active and passive voices; concords of noun and adjective and of noun and verb—20 marks. [c] To translate into English or the Vernacular language of the pupil a passage selected from the portions studied in the Standard Reader in use—15 marks. [d] For Persian, French and German.—To translate from English or the Vernacular language of the pupil into the second language ten very easy simple sentences—15 marks. [e] To repeat fifty lines of verse—5 marks. [f] To answer questions on the subject-matter of the portions studied in the Standard Reader in use—10 marks. [a] To write in the presence of the Inspecting officer three lines in a copy-book of any approved series, of which fifteen pages shall have been written in ink by the pupil previous to the day of examination—6 marks. [b] To write to dictation ten words from the portions studied in the Standard Reader in use—9 marks.	[a] To read a few lines from any Reader approved for the Standard that has not been studied in the class during the year—10 marks. [b] Exercises on etymology and syntax as in any approved elementary grammar—20 marks. For Latin.—As in the Fifth Standard, with irregular comparison of adjectives; conjugation of deponent and anomalous verbs; principal parts of more common irregular verbs remaining; concords and government by prepositions—20 marks. [c] To translate into English or the Vernacular language of the pupil a passage selected from the portions studied in the Standard Reader in use—15 marks. [d] For Persian, French and German.—To translate from English or the Vernacular language of the pupil into the second language ten lines of very easy narrative prose—15 marks. [e] To repeat seventy-five lines of verse—5 marks. [f] To answer questions on the subject-matter of the portions studied in the Standard Reader in use—10 marks. [a] To write in the presence of the Inspecting officer three lines in a copy-book of any approved series, of which fifteen pages shall have been written in ink by the pupil previous to the day of examination—6 marks. [b] To write to dictation ten words and eight lines from the portions studied in the Standard Reader in use—9 marks.	[a] To read a few lines with ease and correctness, from any Reader approved for the Standard that has not been studied in the class during the year—10 marks. [b] Exercises on etymology and syntax as in any approved elementary grammar: the formation of nouns, adjectives, adverbs, and the analysis of easy sentences—20 marks. For Latin.—As in the Sixth Standard, with easy numerals; principal parts of irregular verbs, and the common rules of syntax as contained in any approved grammar—20 marks. [c] To translate into English or the Vernacular language of the pupil a passage selected from the portions studied in the Standard Reader in use—15 marks. [d] For Persian, French and German.—To translate from English or the Vernacular language of the pupil into the second language ten lines of very easy narrative prose—15 marks. [e] To repeat seventy-five lines of verse—5 marks. [f] To answer questions on the subject-matter of the portions studied in the Standard Reader in use—10 marks. [a] To write in a good clear hand from a printed or lithographed paper—6 marks. [b] To write to dictation a passage from a book equal in difficulty to the Standard Reader in use and also a few separate words of moderate difficulty—9 marks.

* When French or German is brought up the answers must be in the language brought up.

Resolution 9.

Lower Primary Schools.				
Subjects.	Infant Standard or Class.	First Standard or Class.	Second Standard or Class.	Third Standard or Class.
Second Language (Sanskrit, Arabic, Latin, Persian, French, and German). (1) Reading, &c.				
(2) Writing and Spelling (as at present).				

Primary Schools.	Lower Secondary or Middle Schools.		
Fourth Standard or Class.	Fifth Standard or First Form.	Sixth Standard or Second Form.	Seventh Standard or Third Form.
	[a] to [d] As at present. [e] To read with ease, correctness and intelligence a few lines from any vernacular Reader approved for the standard that has not been studied in the class during the year and also from an ordinary manuscript. [f] To write from memory in the vernacular language of the pupil the substance of a short story read out or told twice; spelling, grammar and hand-writing to be considered.	[a] to [f] As at present. [g] To read with ease, correctness and intelligence a few lines from any vernacular Reader approved for the standard that has not been studied in the class during the year. [h] To write in the vernacular language of the pupil a short letter descriptive of some place known to, or even within the experience of, the pupil; spelling, grammar and hand-writing to be considered.	As at present.

There is nothing corresponding
to this at present.

See (13) in B.P.S.
of page (13-2) ✓

Resolution 10.

Subjects.	Lower Primary Schools.			
	Infant Standard or Class.	First Standard or Class.	Second Standard or Class.	Third Standard Class.
Book-keeping				
Commercial Correspondence.				

ent.

vet

Optic

Subjects.	Lower Primary Schools.			Third Standard Class.
	Infant Standard or Class.	First Standard or Class.	Second Standard or Class.	
16. Geometry and Algebra.				

Resolutions 708

Subjects.	Lower Primary Schools.			Third Standard Class.
	Infant Standard or Class.	First Standard or Class.	Second Standard or Class.	
Geometry and Algebra.				

ent.

Subjects—cont.

or	Lower Secondary or Middle Schools.			
	Upper Primary Schools.	Fourth Standard or Class.	Fifth Standard or First Form.	Sixth Standard or Second Form.
				
				Euclid, Book I, Props. 1-16
				Euclid, Book I, with very easy deductions, Algebra, the four Binomial Rules.

85

Subjects—cont.

or	Lower Secondary or Middle Schools.			
	Upper Primary Schools.	Fourth Standard or Class.	Fifth Standard or First Form.	Sixth Standard or Second Form.
				
				The present curriculum shall be omitted.
				

85

ent.

or	Lower Secondary or Middle Schools.			
	Upper Primary Schools.	Fourth Standard or Class.	Fifth Standard or First Form.	Sixth Standard or Second Form.
				
				
				The test as prescribed for the present Primary Technical Examination. Do.

85

Government {1900} of Madras. 40
EDUCATIONAL.

Recd.

Regd.

1900.

Enclosures

Spare copies

G.O., No.

August 1900.

AUGUST.

*This may be
now H. W.
M. 100*

Current no 600

*He. show proof
P.H.
24/8/00*

389/

24th/

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

READ—again the following paper:—

G.O., No. 585, Educational, dated 5th September 1899.

READ—also the following paper:—

From the Hon'ble Mr. G. H. STUART, M.A., Barrister-at-Law, Director of Public Instruction, to the Secretary to Government, Educational Department, dated Madras, 8th May 1900, No. 4602.

In continuation of my letter No. 1433, dated 12th February 1900, I have the honour to submit, for the approval and sanction of Government and publication in the *Fort St. George Gazette*, a draft notification embodying the alterations and additions in Chapter V of the Educational Rules recommended by the conference convened by me for the consideration of the questions set forth in Proceedings, No. 9054, dated 12th August 1899, referred to in G.O., No. 585, Educational, dated 5th September 1899, and of the other points mentioned in the enclosed copy of Proceedings, No. 13238, dated 28th November 1899, bearing on the present courses of instruction and standards of examination in Primary and Lower Secondary schools. The conference was held in this office on the 4th, 5th, 6th and 7th December 1899, and a copy of its resolutions, arrived at after a careful consideration of each question, is also enclosed for reference.

2. The sub-committee appointed under resolutions 21 and 23 of the conference to bring the curricula into harmony with its resolutions was not able to meet till the 19th February, and its recommendations were received in this office on the 30th March. No member of the sub-committee being competent to draw up a scheme for the practical test in Agriculture recommended by the conference, the work was entrusted to the Principal of the College of Agriculture, and his draft scheme reached me on the 25th April.

3. I now proceed to offer brief remarks on the changes recommended in the draft notification:—

(1) The additions to the preamble to Chapter V are in accordance with resolutions 1 and 18. Without wishing in any way to restrict the freedom of managers to adopt whatever language they please as the medium of instruction, the conference strongly recommends that in the Primary and Lower Secondary standards that medium should be in the vernacular of the pupils. The second part simply brings prominently to the notice of managers, in order to remove existing misapprehensions, the fact that it is not obligatory on them to train pupils in such a way as to lead up to a University course, but that they are at liberty to choose such subjects as may be adapted to the needs and status of the pupils.

(2) The conference considers (resolution 4) that the present course in Kindergarten should be shortened in boys' schools, and hence it is proposed to allow them to bring up either the first or the third sub-division under the subject in addition to "stories."

(3) In the third form the course in Arithmetic includes "recurring decimals," and it is considered sufficient if *pure* decimal fractions are taught in the form.

(4) The proposed footnote under "Second Language—English," on page 34 of the Educational Rules, specifies the dates from which the revised courses in the subject will come into force in the different standards. The sub-committee would fix different periods for the introduction of the change in each of the different standards. This seems unnecessary and would complicate matters. I would accordingly recommend that the revised course be introduced in 1901 as regards the third standard and in 1902 as regards the higher standards—fourth to seventh.

(5) Revised courses in "Second Language—English"—
The abolition of the present course in the first and second standards is in accordance with resolution 2, viz., that English should not be recognized as an optional subject until the third standard, and that the teaching of it for the first year be mainly oral. "Ability to converse in simple language" is accordingly inserted in the course for the third standard and further ability in that direction is expected of pupils in the fourth, fifth and sixth standards. No marks are entered against the sub-divisions of this subject as, chiefly on account of the difficulty of examining individually in conversation, the sub-committee is of opinion that English as a second language under the revised curricula should be treated as a class subject as Kindergarten and Object Lessons are now treated.

(6) All reference to Geography has been omitted in the curriculum for the second standard (resolution 6) and the course for the third standard has been recast.

(7) *Singing—For pupils in Native Schools.*—The syllabus in this subject for the third, fourth, fifth and sixth standards was drawn up by M.R.Ry. C. Nageji Rau, Inspector of Schools, Southern Circle, and may be approved. At present "Singing" is a sub-division under "Music" in the Technical Examination scheme, and the syllabus in the subject is applicable only to European schools. The question of prescribing a separate test under the Technical Examination scheme for the seventh standard of native schools will be considered later on.

(8) In resolution 5 it is recommended that Hygiene be not begun before the fourth standard. The subject has accordingly been omitted from the course for the third standard. In the opinion of the sub-committee the *note* under the fourth standard is unnecessary.

(9) The amended course in Indian History for the fourth standard is recommended in resolution 15 which was passed with reference to question (ii), viz., "at what stage and by what method History and Geography should be taught."

(10) The syllabus for the practical test in Agriculture (resolution 22) for the fourth, fifth and sixth standards was drawn up by the Acting Principal, College of Agriculture, in consultation with his assistants.

(11) With a view to ensure that the vernacular knowledge of the pupils in the Lower Secondary classes bringing up Sanskrit, Persian or Arabic as a separate subject is not neglected, the conference recommends (resolution 9) that such pupils be required to bring up vernacular reading and composition also, and hence the additions proposed in the course in the subject for the fifth and sixth standards.

(12) *Geometry and Algebra.*—The course for the sixth and seventh standards has been omitted in accordance with resolutions 7 and 8.

(13) Book-keeping and Commercial Correspondence have been added to the list of optional subjects for the seventh standard (resolution 10) and the course is to be the same as that prescribed for the Elementary Technical examination.

(14) As under the revised course Geometry and Algebra are to be begun in the fourth form, the curriculum in the subjects for the Upper Secondary forms has been recast.

4. In the preceding paragraphs reference has been made to conference resolutions Nos. 1, 2, 4 to 10, 15, 18 and 21 to 23. Resolutions 3, 12, 13 and 14 need no comment. The attention of the Inspecting officers will be drawn to the recommendations contained in resolutions 11 and 16, and managers will be informed in terms of resolution 17. With reference to resolutions 19 and 20, I beg to invite the attention of Government to this office notification (copy enclosed) in the *Fort St. George*

Gazette, dated 30th May 1899, stating in clear terms that the presentation or non-presentation at the Primary and Lower Secondary examinations of pupils of schools other than results grant schools is left entirely to the discretion of managers and teachers of such schools; and now that Lower Secondary and Primary schools on the permanent section are to be aided only on the fixed grant system, the reservation in respect of these schools applied at present only to results schools in the temporary section of the general school list. I do not consider that any further action in the matter is necessary.

ENCLOSURES.

Primary and Lower Secondary Examinations.

Managers of schools formerly aided on the results grant system, but now admitted to aid on the fixed grant system, are informed that pupils need not in future be presented for the Primary or the Lower Secondary examination. Under the revised Grant-in-Aid Code grants for the above schools will not depend on the results of those examinations.

2. Notwithstanding the oft-repeated declarations from this office to the effect that in schools other than those on the results system it is not obligatory to present pupils for the Primary or the Lower Secondary examination, misapprehension appears still to prevail. The Director takes this opportunity of again drawing the attention of the managers and teachers of schools other than results grant schools as well as the parents of the pupils of such schools, to the fact that the presentation or non-presentation of pupils at the Primary and Lower Secondary examinations is left entirely to their discretion. If funds were available to increase the inspecting agency, it would no longer be necessary to require pupils of the fourth and seventh standards, respectively, of results grant schools to appear at these examinations.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION, (Signed) D. DUNCAN,
MADRAS, 29th May 1899. Director of Public Instruction.

PROCEEDINGS of the Director of Public Instruction, No. 13238, dated 28th November 1899.

Government will be informed of the constitution of the following committee to consider certain suggestions regarding the courses of instruction and standards of examination laid down in the Educational Rules and other connected questions:—

President.

The Director of Public Instruction.

Official Members.

E. Marsden, Esq.
Mrs. I. Brander.
Rao Bahadur C. Nagoji Rau.
M.R.Ry. L. C. Williams Pillai.
" A. C. Pranatartihara Aiyar.
Muhammad Azam Sahib.
Diwan Bahadur V. Krishnamachariyar.

Non-Official Members.

Rev. J. Boyland, to represent the Roman Catholic Mission.
" E. Soll, to represent the Church Mission Society.
" J. Cooling, to represent the Wesleyan Mission.
" J. Aberly, to represent the A. E. L. Mission, Guntur.
" A. A. Dignum, to represent the London Mission.
" J. Stewart, to represent the Free Church Mission.
" K. Ernst, to represent the Basel German Mission.
" E. M. Macphail, to represent the Madras Christian College.
" J. D. W. Sewell, S. J., to represent the St. Joseph's College, Trichinopoly.
M.R.Ry. K. Ramanujachariyar, to represent the Pachaiyappa's College.
Mr. C. M. Barrow, to represent the Palghat Municipality.
M.R.Ry. S. Venkobachariar or A. Rajaram Aiyar, to represent the Native College, Madura.
" P. T. Srinivasa Aiyangar, to represent the Mrs. A. V. Narasinga Rau's College, Vizagapatam.
" N. Vaidyanadha Aiyar, to represent the Town High School, Kumbakonam.

2. The Secretary, S.P.G. Mission, the Chairman, Municipal Council, Salem, the Secretary, Teachers' Guild, and the Manager, Coimbatore College, have not yet intimated the names of their representatives; these will also attend the conference.

3. It is proposed to hold the conference on the 4th proximo and the following days at the office of the Director of Public Instruction, Old College, Madras. The conference will meet at 11 A.M. on the opening day.

4. The following questions will be referred to the committee for discussion and decision: any connected question will also be considered:—

- (i) Whether in schools other than those for Europeans, the pupils' vernacular should be made the first language and thus the medium of instruction, and, if so, under which standards.
- (ii) Whether in such schools English should be taught as the second language, and, if so, in what standard it should be begun.
- (iii) The lowest form or standard in such schools in which English should be the first language and the medium of instruction.
- (iv) Whether any reduction should be made in the number of optional subjects, required to be taught in the primary and lower secondary standards.
- (v) Whether the present course in Kindergarten needs revision, and, if so, in what direction.
- (vi) The importance of Hygiene and Object Lessons in the school curriculum and from what standard and how they should be taught.
- (vii) At what stage and by what method History and Geography should be taught.
- (viii) Whether Euclid should be removed from the curriculum for the sixth standard and Euclid and Algebra from that of the seventh standard in all Secondary schools or in the lower secondary departments of upper secondary schools.
- (ix) The stage at which Sanskrit and other classical languages should be begun.
- (x) The expediency of having two courses of instruction—one for those who stop with the lower secondary course and the other for those who go beyond it.
- (xi) The importance which should be given to Translation and Composition in institutions for general education.
- (xii) The importance of Mental Arithmetic in primary classes.
- (xiii) Whether schools should be forbidden to bring up for grant examination more than two optional subjects.
- (xiv) The advisability of shortening the length of the primary school course to three or four years.
- (xv) Whether Drawing should be made a compulsory subject in lower secondary classes.
- (xvi) Whether any reduction in quantity in the subjects under each standard is expedient.
- (xvii) The principles upon which foreign languages should be taught.

5. The members from the mofussil will receive the usual travelling and daily allowances.

(Signed) G. H. STUART,
Director of Public Instruction.

To the officers mentioned in paragraph 1.
" Secretary, S.P.G. Mission, Madras.
" Chairman, Municipal Council, Salem.
" Manager, Coimbatore College.
" Secretary, Teachers' Guild.

RESOLUTIONS adopted at the Conference held on the 4th, 5th, 6th and 7th December 1899.

1. Resolved that, while this conference thinks that perfect liberty should be left to managers to adopt whatever language they please as the medium of instruction, it is of opinion that managers of schools, other than those for Europeans, should be strongly advised to adopt the vernacular as the medium of instruction up to and including the third form.
2. Resolved that English should not be recognized as an optional subject until the third standard, and that the teaching of it for the first year be mainly oral.
3. Resolved that, considering that the obligation to teach the optional subjects is only upon those schools that are aided on the fixed grant and on the salary grant systems, the present number of two optional subjects required to be taught in the primary and four in the lower secondary standards be maintained.
4. Resolved that, under the optional subject Kindergarten boys' schools be allowed to omit either No. 1 or No. 3 of the sub-divisions.
5. Resolved that Hygiene be not begun before the fourth standard.
6. Resolved that the teaching of geography begin in the third standard instead of the second standard. This was carried by a vote of 11 to 10.

7. Resolved that Euclid be removed from the sixth and seventh standards.
8. Resolved that Algebra be omitted from the seventh standard.
9. Resolved that pupils in lower secondary classes bringing up Sanskrit, Persian or Arabic as a separate subject be required to bring up along with it vernacular reading and composition.
10. Resolved that Book-keeping and Commercial Correspondence be added to the list of optional subjects in the lower secondary course.
11. Resolved that the greatest importance be attached to Translation and Classical Vernacular and English Composition.
12. Resolved that, sufficient importance being already attached to the subject of Mental Arithmetic in the curriculum, no change is required.
13. Resolved that, as at present, schools be not restricted in the number of optional subjects they bring up for grant examination.
14. Resolved that, seeing that managers have now liberty at the end of every term to promote pupils to any higher class, no change be made in the length of the primary course.
15. Resolved that the Indian History to be brought up for examination by pupils of the fourth standard be about 20 easy stories from the History of India as in any approved book, such stories being fairly representative of the whole of Indian History.
16. Resolved that the Vernacular Poetry set for primary standards be simple and intelligible to young children.
17. Resolved that Drawing be not made a compulsory subject in lower secondary classes.
18. Resolved that this conference believes that there exists a widespread misapprehension that a course of study which leads up to a University course is practically prescribed by the present courses of instruction and standards of examination and that managers have little or no option in determining what subjects shall be taught, and that it, therefore, suggests that there be inserted in the Educational Rules a paragraph pointing out that the only compulsory subjects in the courses of instruction are reading, writing and arithmetic, there being a very wide choice of other subjects adapted to the needs of all classes of the community and all grades of schools, and also that managers of such schools as are intended for pupils who are not likely to continue their studies beyond the primary or the lower secondary stage should be recommended to choose such optional subjects as will best fit their pupils for the duties of practical life.
19. Resolved that this conference desires to express its opinion that it is eminently undesirable that pupils should appear for the Primary examination.
20. Resolved that this conference desires to express its opinion that it is eminently undesirable that pupils in boys' schools should appear for the Lower Secondary examination.
21. Resolved that a sub-committee consisting of the undermentioned members be appointed to bring the curricula into harmony with the resolutions passed by this conference :—

Mrs. Brander. Rev. J. Cooling. Mr. E. Marsden.	Rao Bahadur C. Nagoji Rao. M.R.Ry. L. C. Williams Pillai.
--	--
22. Resolved that, with a view to give the study of agriculture a more practical character, the question of introducing a practical test in the fourth and higher standards be referred to the sub-committee.
23. Resolved that M.R.Ry. Pranatarihara Aiyar's suggestion regarding certain changes in the curricula be referred to the sub-committee.

(Signed) G. H. STUART,
President.

ANNEXURE.

NOTIFICATION.

The following alterations and additions in Chapter V of the Madras Educational Rules are sanctioned :—

Preamble.

After the addition sanctioned in Government Notification No. 15, published in the Fort St. George Gazette Extraordinary, dated 31st March 1900, insert—

"Medium of Instruction.—While managers of schools have perfect liberty to adopt whatever language they please as the medium of instruction, they are strongly advised to adopt the vernacular of the pupils as that medium up to and including the third form or seventh standard.

"Managers are specially invited to note that the only compulsory subjects in the following courses of instruction are reading, writing and arithmetic, and that there is a wide choice of optional subjects adapted to the needs of all classes who are not likely to continue their studies beyond the primary or the lower secondary stage are recommended to choose such optional subjects as will best fit their pupils for the duties of practical life."

On page 28 after the footnote marked †, add the following :—
"Boys' schools are allowed to omit (1) occupations, or (3) action songs of the three subdivisions under 'Kindergarten.'"

On page 29 for "(e) Vulgar and decimal fractions" under the seventh standard, read "(e) Vulgar and Pure Decimal Fractions."

On page 34 insert the following as a footnote :—
"The revised standards of examination in English as a second language shall come into force in 1901 as regards the third standard and in 1902 as regards the fourth and higher standards."

For the present curricula in the undermentioned subjects for the primary and lower secondary standards and upper secondary forms, substitute the following. The curricula of the other subjects remain unaltered.

PFD

Subjects.	Lower Primary Schools.			Upper Primary Schools.			Lower Secondary or Middle Schools.		
	Infant Standard or Class.	First Standard or Class.	Second Standard or Class.	Third Standard or Class.	Fourth Standard or Class.	Fifth Standard or First Form.	Sixth Standard or Second Form.	Seventh Standard or Third Form.	
Second Language (English) :- (1) Conversation.				Ability on the part of the pupils to converse in simple language with the teacher and with one another on one subject only. The vocabulary to consist of not less than 100 easy and useful words.* [a] To point out and pronounce all the capital and small letters of the alphabet and to read not more than 20 words of one syllable from the above-mentioned vocabulary. [b] To repeat 20 lines of very easy verse. [c] To answer orally in English very easy questions on the subject-matter of the verse.	Ability on the part of the pupils to converse fairly correctly with another on any ordinary subject familiar to school children. [The vocabulary to consist of not less than 300 common and useful words.]* [a] 1. To read easy sentences composed of words from the above-mentioned vocabulary. 2. To read a few lines from any Reader approved for the standard. [b] To answer orally in English easy questions on the subject-matter of the Standard Reader in use. [c] To repeat 30 lines of easy verse.	Ability on the part of the pupils to converse in correct and idiomatic language on any ordinary subject familiar to the pupils. [a] To read a few lines from any Reader approved for the standard. [b] To answer in English questions on the meaning and subject-matter of the Standard Reader in use. [c] To translate into the vernacular language of the pupils a short passage from the Standard Reader in use. [d] To translate from the vernacular language of the pupil into English very easy sentences. [e] To point out the parts of speech in any easy simple sentence and also the subject, predicate and object. [f] To repeat 50 lines of easy verse. [g] To answer in English questions on the meaning and subject-matter of the verse.	Ability on the part of the pupils to describe orally in correct and idiomatic language a familiar object or picture of some familiar object placed before the class, the pupils being aided, if necessary, by questions from the examining officer. [a] To read with ease and correctness a few lines from any Reader approved for the standard. [b] To answer in English questions on the meaning and subject-matter of the Standard Reader in use. [c] To translate into the vernacular language of the pupil a passage from the Standard Reader in use. [d] To translate from the vernacular language of the pupil into English an easy passage of not more than 10 lines. [e] To repeat 75 lines of fairly easy verse. [f] To answer in English questions on the meaning and subject-matter of the verse. [g] Exercises in etymology, parsing of words and analysis of sentences; correct language, by implication and writing to be considered. [h] To write a letter or composition on a subject familiar to the pupils; correct language, spelling and handwriting to be considered.	.....	[a] To read with ease, correctness and intelligence a few lines from any Reader approved for the standard. [b] To answer in English questions on the meaning and subject-matter of the Standard Reader in use. [c] To translate into the vernacular language of the pupil a passage from the Standard Reader in use. [d] To translate from the vernacular language of the pupil into English an easy passage of not more than 10 lines. [e] To repeat 100 lines of verse. [f] To answer in English questions on the meaning and subject-matter of the verse. [g] Exercises in etymology, parsing of words and analysis of sentences; correct language, by implication and writing to be considered. [h] To write a letter or composition on a subject familiar to the pupils; correct language, spelling and handwriting to be considered.
(2) Reading, Dictation, Grammar, Composition and Translation.									

* The vocabulary of words taught should be shown to the examining officer by the teacher on the day of examination.

Annexure

In schools preparing for the Matriculation Examination of the Madras University.				
Subjects.	Fourth Form.	Fifth Form.	Sixth Form.	Remarks.
Algebra	The four simple rules, including interpretation of signs. Resolution into factors, L.C.M. and G.C.M. Simple identities and substitutions. Very easy fractions.	As at present	As at present.	
Geometry	Euclid, Book I Easy deductions	Euclid, Books I and II, and Book III, Propositions 1-15. Easy deductions	Euclid, Books I, II and III Deductions.	Deductions to be done in class on the board and not only as home work.