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27/8/01



Educational (190 / ) Department.

ORDINARY PRINTED.

G.O., No. 477

DATED 27.8.01

INDEXED.

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ORIGINAL

[Despatch Abstract.]

Agricultural Education

Recording certain papers on the Subject of  
Agricultural Education in the  
Hindi the issue of order by the Govt  
India on the report of the Education  
Conference held at Simla in  
Sepember 1901.

N. P.



# BACK PAPERS.

| G.O. | No. | Department. | Date. | G.O. | No. | Department. | Date. |
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# FURTHER PAPERS.

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## Government {1901} of Madras. EDUCATIONAL.

Recd.

Regd.

} 1901.

Enclosures

Spare copies

ORIGINAL

G.O., No. 477, 27th August 1901.

AUGUST.

### Agricultural Education.

Recording certain papers on the subject of the — in this Presidency pending the issue of orders by the Government of India on the report of the Educational conference to be held at Simla in September 1901.



## GOVERNMENT OF MADRAS.

## EDUCATIONAL DEPARTMENT.

READ—again the following papers :—

G.O., Mis. No. 1004, Revenue, dated 10th March 1899.

Read—the following paper :—

Proceedings of the Board of Revenue (Revenue Settlement, Land Records and Agriculture), No. 47, dated 9th February 1899.

Resolution—No. 47, dated 9th February 1899.

With reference to paragraph 12 of its Proceedings, No. 362, dated 28th September 1898, the Board begs to submit the following report on the matters referred to in paragraph 7 of G.O., No. 413, Revenue, dated 27th July 1898. It has been prepared in consultation with the Director of Public Instruction.

2. The questions referred for consideration were first, how the principles laid down by the Government of India as to reform in primary education, the improvement of readers and text-books, and the training of teachers so as to provide men competent to give instruction in elementary agriculture may best be given effect to, and in addition the following specific questions, stated at paragraph 39 of the sixth of the series of resolutions dated 20th March 1897 :—

(1) What, if any, further action is necessary to enable agricultural degrees, diplomas or certificates to be placed on the same footing as corresponding literary or science degrees, &c., in qualifying for admission to Government appointments, particularly those connected with Land Revenue administration.

(2) What appointments should be included in the category of those for which the agricultural diploma should be eventually compulsory.

(3) How the practical instruction in agriculture of candidates for certain subordinate appointments at a school-class or an experimental farm could best be arranged for.

(4) How a special school course leading up to the agricultural diploma, degree, or certificate could be provided.

(5) Whether the scheme of a Government farm could be arranged so as to provide for schoolmasters passing through a course of a few months' instruction either before or after appointment.

A consideration of the last question is involved in the problem of improving the training of teachers in primary and lower secondary schools in agriculture.

3. In regard to primary education, the Government of India lay down three principles, viz. :—

(i) That elementary science should not be taught as a separate subject, but in school readers illustrated by object lessons.

(ii) That some plan under which instruction in village maps and land records and instruction in simple commercial accounts could be given should be included in the curriculum of education for schools of all classes.

(iii) That it should be considered at what stage "agriculture" and the sciences ancillary thereto should be made optional subjects of the school curriculum.

4. (a) In regard to the first point, the Board would point out that in this presidency under the system at present in force, all lessons given in primary schools that refer to natural objects must be illustrated by the object referred to, either as a model or by specimens. New readers have, in most standards, been issued since 1895 for use in primary schools, and these contain a number of lessons on natural objects. The tables of contents of the two series of readers principally used throughout the presidency are given as an appendix.

(b) As to the second point raised, the introduction into the readers of lessons involving the explanation of maps or plans can, if required, be carried out when the readers are next revised, but it must be noted that the demands as to the subjects to be treated in the readers show a steady tendency to increase and that the number of lessons must always be limited.

In the present curriculum, simple household accounts and bazaar bills are already included under a compulsory subject—arithmetic—for the fourth standard in primary schools.

(c) It should be stated with reference to the third recommendation of the Government of India that already the optional subject—elementary science—is included in the curriculum for all standards from the infant to the fourth, and that this forms an introduction to the study of agriculture and the sciences ancillary thereto; in these standards the subject is taught by object lessons. From the fourth to the sixth standard specially-prepared text-books have been introduced and in the seventh standard the scheme of study is controlled by the technical examination scheme.

5. It will thus be seen that, in this presidency, the principles laid down by the Government of India have, for the most part, already been adopted.

6. Regarding the next subject, the Government of India record their opinion that readers and text-books dealing with agriculture and allied sciences should not only be brought up to an equally high standard of arrangement, clearness and simplicity throughout India, but should not fall in these respects below the best standards in Europe. On this point, the Director of Public Instruction states that the objects of the Government of India have been and are held in view.

7. *Training Schools.*—The Government of India request the Local Government to consider the advisability of instructing schoolmasters how to teach by means of object lessons and readers and to develop training schools in this direction, and commend the policy adopted in the Central Provinces of attaching schoolmasters, after they have passed through the training schools, for a course on the Government farm at Nagpur. This latter question is again mentioned in the fifth question referred to at paragraph 7 of G.O., No. 413, Revenue, dated 27th July 1898.

For the training of teachers in giving object lessons, elementary science, which is specially taught thereby, has recently been prescribed as one of the two optional subjects that must be taught in the practising section of all Government training schools, and thus the teachers will become familiar with the method of giving object lessons. It would, no doubt, be advisable to attach to each district training school a school garden or farm, and this should be done wherever it is possible.

The Board also considers that it would be advisable to prescribe, after a certain lapse of time, that one at least of the teachers in the normal schools should be a trained agriculturist who holds the agricultural diploma and has been regularly trained in the method of teaching. This measure, whilst improving the teaching staff of these schools would, in time, improve the subordinate inspecting agency also by introducing into it a number of men whose education had been partially agricultural, and thus make them better qualified for inspecting the rural primary schools.

As will be seen below the Board sees no obstacle in the way of carrying out also the policy adopted in the Central Provinces of making primary and lower secondary schoolmasters attend a special course on such Government farms as may be started.



8. Regarding the points raised in paragraph 39 of the Government of India Resolution, the Board begs to report as follows:—

(i) Diploma-holders, for whose training alone provision exists at present, are already placed on an equal footing with graduates, so far as admission to the Land Revenue department is concerned, as they are now permitted to appear for the Revenue and Criminal Higher Special Tests. If the measure of reserving one post of teacher at each district training school advocated above be accepted, the value of the diploma will increase.

(ii) The Board considers that eventually the possession of the diploma in agriculture should be made compulsory for Land Record Deputy Collectors and Head Revenue Inspectors, if appointed; and also for—

Native Assistants to the Director of Agriculture.

Agricultural Inspectors and Farm Superintendents.

Supervisors, Assistant and Deputy Commissioners in the Settlement department.

One teacher at each Government training school.

Teachers of agriculture for classes of the intermediate standard.

The Board would also suggest that, if a course working up to an intermediate group certificate be provided, such certificate may ultimately be demanded from candidates for the post of Stock Inspector and also from a proportion of the candidates for the post of Revenue Inspector.

(iii) It appears advisable to consider the third and fourth points specified in paragraph 7 of G.O., Mis. No. 413, Revenue, dated 27th July 1898 together, and in reference thereto the Board would remark—

(a) That the provision of a special one-year course on practical agriculture at Saidapet is advisable and can be carried out if the full sanctioned staff of the college be maintained.

(b) That a similar course may be provided elsewhere in connection with the proposed experimental farms, provided an adequate teaching staff be supplied.

(c) That in such cases the plan originally suggested of spreading the course over a long period and combining it with a course in general education should be abandoned in favour of a one-year special course similar to that proposed at Saidapet.

(d) That it is advisable in connection with such classes that the students should live on the farm, and that it is not essential that such farm should be close to any large town, and in fact the reverse arrangement would have considerable advantages.

(e) That for each such class, the teaching staff—probably two masters—should be entirely educational, and the management of the farm be under the Agricultural Department which would provide thereon for the practical work of the students.

(f) That such classes or farm schools might be established in connection with each experimental farm that may hereafter be established commencing with two and working up to a possible eight in different districts. The only special provision that would be necessary would be a class-room and a hostel in two or three sections.

(g) That the standard of teaching in such special classes should lead up to a special certificate of the intermediate group standard of the technical examination scheme.

(h) That practical instruction in a school class without a farm for demonstration and practice is impossible.

(iv) As to the training of schoolmasters in agriculture, the Board considers that it may be arranged for at any of the special classes above proposed provided that they are called upon to attend the full course after their period of training in the training school is finished.

9. In a separate proceedings the Board is submitting its proposals regarding the organisation and work of the Agricultural department, in regard to the starting of experimental farms in connection with which it is suggested above that special classes should be organised.

(True Extract.)

R. V. SRINIVASIAH,  
Secretary.

To the Secretary to Government, Revenue Department,  
with appendix in manuscript.

Copy to the Director of Public Instruction.

Order—Mis. No. 1004, Revenue, dated 10th March 1899.

The subject of agricultural education being one of great importance, the Government would be glad of the views of the Full Board on it.

(True Extract.)

F. S. FORBES,  
Secretary to Government.

To the Board of Revenue (Land Revenue).  
" " (Revenue Settlement).

Read—also the following paper:—

Proceedings of the Board of Revenue (Revenue Settlement, Land Records and Agriculture), Mis. No. 1806, dated 7th April 1899.

Read—G.O., Mis. No. 1004, Revenue, dated 10th March 1899.

Resolution—Mis. 1806, dated 7th April 1899.

As directed in the order read above, Board's Proceedings No. 47 (Settlement), dated 9th February 1899, has been considered by the Full Board and adopted by it with the remark, regarding the proposal made in paragraph 4 (b), that the Full Board considers that instruction in village maps and land records is of too specialised a character to be suitable for inclusion in the curriculum of primary schools.

(True Extract.)

C. BENSON,  
Deputy Director  
for Secretary.

To the Secretary to Government, Revenue Department.  
R. No. 1659, Revenue.

Transferred to the Educational Department.

N. E. MARJORIBANKS,  
Under Secy. to Govt.

12th September 1900.

To the Educational Department with notes in original and full copy of G.O., Mis. No. 1004, Revenue, dated 10th March 1899.



## OFFICIAL MEMORANDUM.

No. 219, Revenue.

The Superintendent, Madras Survey, is requested to be good enough to forward a specimen village map showing topographical details, and indicating the village-site and houses, and also to report for what districts such maps are available.

3rd June 1901.

N. E. MARJORIBANKS,  
Under Secy. to Govt.

From D. G. HATCHELL, Esq., Superintendent, Madras Survey, to the Secretary to Government, Revenue Department, dated Kurnool, 12th June 1901, No. 92-G.

As directed in official memorandum No. 219, dated 3rd June 1901, I have the honour to submit a photozincographed copy of the map of Agaratirumalam village No. 41, Nannilam taluk, Tanjore district. This map serves as a fair specimen of the maps published for all the villages of the Presidency, except that in maps published since 1891 trees are not shown. With the exception of some hill villages in different districts which were excluded from the operations of cadastral survey owing to the unhealthy nature of the country and the small revenue that was expected to be realised as compared with the large expenditure involved in their survey, all the Government villages in the Presidency have been surveyed, but maps for a considerable number of the villages are out of print. All the village maps show village-sites, not houses. Houses are shown in the maps prepared during the special cadastral survey of municipal towns. Such maps are or will soon be available for the towns as per list enclosed.

## ENCLOSURE.

List of Municipal Towns for which special cadastral survey maps are or will soon be available.

| District.              | Municipal towns.  | District.                              | Municipal towns. |
|------------------------|-------------------|----------------------------------------|------------------|
| <i>Maps published.</i> |                   | <i>Maps will be published shortly.</i> |                  |
| Madras .. ..           | 1. Madras.        | Tanjore .. ..                          | 1. Tanjore.      |
| Nilgiris .. ..         | 2. Ootacamund.    |                                        | 2. Kumbakonam.   |
|                        | 3. Coonoor.       |                                        | 3. Mayavaram.    |
| Chingleput .. ..       | 4. Conjeeveram.   |                                        | 4. Mannargudi.   |
| Madura .. ..           | 5. Madura.        |                                        | 5. Negapatam.    |
|                        | 6. Dindigul.      | Coimbatore .. ..                       | 6. Erode.        |
|                        | 7. Palni.         |                                        | 7. Karur.        |
|                        | 8. Periyakulam.   |                                        | 8. Coimbatore.   |
| North Arcot .. ..      | 9. Walajapet.     | Malabar .. ..                          | 9. Palghat.      |
|                        | 10. Vellore.      | Salem .. ..                            | 10. Salem.       |
|                        | 11. Tirupati.     |                                        |                  |
|                        | 12. Gudiyattam.   | South Arcot .. ..                      | 11. Cuddalore.   |
| Salem .. ..            | 13. Vaniyambadi.  |                                        |                  |
|                        | 14. Tiruppattur.  |                                        |                  |
| Trichinopoly .. ..     | 15. Trichinopoly. |                                        |                  |
|                        | 16. Srirangam.    |                                        |                  |
| South Canara .. ..     | 17. Mangalore.    |                                        |                  |

ORDER—No. 477, Educational, dated 27th August 1901.

Recorded, pending the issue of orders by the Government of India on the report of the conference to be held at Simla in September 1901.

(True Extract.)

C. J. WEIR,  
Ag. Secretary to Government.

To the Revenue Department.  
" Director of Public Instruction.

Exd. A. J. D'Monte.



6  
EDUCATIONAL DEPARTMENT.

NOTES CONNECTED WITH G.O., NO. 477, EDUCATIONAL, DATED  
27TH AUGUST 1901.

[SUBJECT.—*Agricultural Education.*]

REVENUE DEPARTMENT.

*Again G.O., No. 1004, Revenue, dated 10th March 1899.*

*From the Board of Revenue (Revenue Settlement, Land Records and Agriculture),  
Mis. No. 1806, dated 7th April 1899.*

In Board's Proceedings, No. 47, dated 9th February 1899, the Board (Settlement department) submitted a report in answer to G.O., No. 413, dated 27th July 1898, paragraph 7, communicating to the Board for report the sixth resolution of the Government of India on agricultural education (Nos. 3—39-1, dated 20th March 1897). The Board's Proceedings was remitted for the remarks of the Full Board in G.O., No. 1004, dated 10th March 1899, and was resubmitted with Board's Proceedings, Mis. No. 1806, dated 7th April 1899.

2. The Full Board generally approves of the suggestions and views expressed by Mr. Higgins in consultation with the Director of Public Instruction and makes only one criticism which will be noticed in its appropriate place below.

3. The record of the discussion on the subject held in 1896 at a conference at which were present—

|                     |                      |
|---------------------|----------------------|
| Sir E. Buck,        | Mr. F. A. Nicholson, |
| Hon'ble Mr. Duncan, | „ C. Benson,         |
| „ „ Winterbotham,   | „ W. Keess,          |

will be found on pages 3 to 6 of G.O., No. 490, Revenue, dated 24th September 1896. The Government reviewed the conference's recommendations in the Government Order quoted.

4. A note summarizing and commenting on the sixth resolution will be found at pages 21—25 of the office-note on the eighth resolution. The Hon'ble Mr. Grose's note will be found at pages 32 and 39.

5. The subject is one that falls mainly to the Educational department to deal with. But it is part of the general policy in agricultural matters which the Government has now pledged itself to and some of the particular proposals directly concern the proposals put forward by the Board for the future administration of the Agricultural department. The Board's views will therefore be given and commented on below.

C | I shall await the note in Educational when  
the papers have been transferred.

A. T. A[RUNDEL].  
10-3-00.

If the Honourable Member will note on the proposals directly affecting the Agricultural department, the papers will then be sent to Educational for further disposal with the notes.

The matters for consideration may be thus summarized—

“2. The questions referred for consideration were, first, how the principles laid down by the Government of India as to reform in primary education, the improvement of readers and text-books, and the training of teachers so as to provide men competent to give instruction in elementary agriculture may best be given effect to, and in addition the following specific questions, stated at paragraph 39 of the sixth of the series of resolutions dated 20th March 1897 :—

“(1) What, if any, further action is necessary to enable agricultural degrees, diplomas or certificates to be placed on the same footing as corresponding literary or science degrees, &c., in qualifying for admission to Government appointments, particularly those connected with Land Revenue administration.



"(2) What appointments should be included in the category of those for which the agricultural diploma should be eventually compulsory.

"(3) How the practical instruction in agriculture of candidates for certain subordinate appointments at a school-class or an experimental farm could best be arranged for.

"(4) How a special school course leading up to the agricultural diploma, degree, or certificate could be provided.

"(5) Whether the scheme of a Government farm could be arranged so as to provide for schoolmasters passing through a course of a few months' instruction either before or after appointment.

"A consideration of the last question is involved in the problem of improving the training of teachers in primary and lower secondary schools in agriculture.

#### I.—Reform in Primary Education.

"In regard to primary education, the Government of India laid down three principles, viz. :—

"(i) That elementary science should not be taught as a separate subject, but in school readers illustrated by object lessons.

"(ii) That some plan under which instruction in village maps and land records and instruction in simple commercial accounts could be given should be included in the curriculum of education for schools of all classes.

"(iii) That it should be considered at what stage 'agriculture' and the sciences ancillary thereto should be made optional subjects of the school curriculum.

"(a) In regard to the first point, the Board would point out that in this presidency under the system at present in force, all lessons given in primary schools that refer to natural objects must be illustrated by the object referred to, either as a model or by specimens. New readers have, in most standards, been issued since 1895 for use in primary schools, and these contain a number of lessons on natural objects.

This appendix is stitched with G.O., No. 1004, dated 10th March 1899. The tables of contents of the two series of readers principally used throughout the presidency are given as an appendix.

"(b) As to the second point raised, the introduction into the readers of lessons involving the explanation of maps or plans can, if required, be carried out when the readers are next revised, but it must be noted that the demands as to the subject to be treated in the readers show a steady tendency to increase and that the number of lessons must always be limited.

"In the present curriculum, simple household accounts and bazaar bills are already included under a compulsory subject—arithmetic—for the fourth standard in primary schools.

"(c) It should be stated with reference to the third recommendation of the Government of India that already the optional subject—elementary science—is included in the curriculum for all standards from the infant to the fourth, and that this forms an introduction to the study of agriculture and the sciences ancillary thereto; in these standards the subject is taught by object lessons. From the fourth to the sixth standard specially-prepared text-books have been introduced, and in the seventh standard the scheme of study is controlled by the technical examination scheme.

"It will thus be seen that, in this Presidency, the principles laid down by the Government of India have, for the most part, already been adopted."

6. With reference to the proposal marked A above the Full Board considers that instruction in village maps and land records is of too specialized a character to be suitable for inclusion in the curriculum of primary schools.

I think so.

H. M. W[INTERBOTHAM].  
A. T. A[RUNDEL].

This objection may perhaps be accepted as far as this department is concerned. The only other matter calling for

remark is the statement (B) that the *optional* subject, elementary science, already figures in curriculum of primary schools where it is taught by the means of object lessons. It will be seen from paragraph 2 of G.O., No. 490, dated 24th September 1896, that the Committee recommended "that agriculture should not appear as a separate subject in the curriculum of rural primary schools but that the effort should be to impart an elementary knowledge of it in the group 'object lessons and elementary science' which group should be made a *compulsory* subject." The Government accepted this recommendation. So it is not clear \* why the subject is still referred to as an *optional* one. Educational may perhaps be able to say.

No. It is not clear.

H. M. W[INTERBOTHAM].

\* Please see G.O., No. 693, Educational, dated 7th November 1896.

P. T. THARYAN.  
10-10-00.

#### II.—The improvement of readers and text-books.

##### 7. The Board reports :—

"6. Regarding the next subject, the Government of India record their opinion that readers and text-books dealing with agriculture and allied sciences should not only be brought up to an equally high standard of arrangement, clearness and simplicity throughout India, but should not fall in these respects below the best standards in Europe. On this point, the Director of Public Instruction states that the objects of the Government of India have been and are held in view."

This is for Educational to examine.

#### III.—The training of teachers so as to provide men competent to give instruction in elementary agriculture.

##### 8. Board's proposals are as follows—

"7. *Training schools.*—The Government of India request the Local Government to consider the advisability of instructing schoolmasters how to teach by means of object lessons and readers and to develop training schools in this direction, and commend the policy adopted in the Central Provinces of attaching schoolmasters, after they have passed through the training schools, for a course on the Government farm at Nagpur. This latter question is again mentioned in the fifth question referred to at paragraph 7 of G.O., No. 413, Revenue, dated 27th July 1898.

"For the training of teachers in giving object lessons, elementary science, which is specially taught thereby, has recently been prescribed as one of the two optional † subjects that must be taught in the practising section of all Government training schools, and thus the teachers will become familiar with the method of giving object lessons. It would, no doubt, be advisable to attach to each district training school a school garden or farm, and this should be done wherever it is possible.

"The Board also considers that it would be advisable to prescribe, after a certain lapse of time, that one at least of the teachers in the normal schools should be a trained agriculturist who holds the agricultural diploma and has been regularly trained in the method of teaching. This measure, whilst improving the teaching staff of these schools, would, in time, improve the subordinate inspecting agency also by introducing into it a number of men whose education had been partially agricultural, and thus make them better qualified for inspecting the rural primary schools.

"As will be seen below the Board sees no obstacle in the way of carrying out also the policy adopted in the Central Provinces of making primary and lower secondary schoolmasters attend a special course on such Government farms as may be started."

9. The Board practically repeats the third recommendation of the Committee of 1896, viz., "that the first necessary step is to provide for the training of the teachers of lower secondary and primary rural schools and that to this end every training institution where such teachers are trained should—

- (a) have on its staff a master qualified to teach agriculture, and
- (b) have attached to it a school garden."



The Government rejected the recommendation on the ground of its impracticability but approved of its principle. It is not clear in what respect the scheme is impracticable. The garden is to be provided wherever possible; the agricultural diplomaed teacher is to be prescribed only after a certain lapse of time, i.e., until a sufficient supply of men is available.

I believe such gardens would be ridiculous failures except in the rarest cases with teachers of unusual aptitude.

A. T. A [RUNDEL].

Accept the principle and let the practice follow when there is some likelihood of success.

A.T.A.

Yes in principle, but in practice how?

H. M. W [INTERBOTHAM].

10. IV.—There remain the five points referred for the Board's consideration and specified on pages 1 and 2 of this note.

"(1) What, if any, further action is necessary to enable agricultural degrees, diplomas or certificates to be placed on the same footing as corresponding literary or science degrees, &c., in qualifying for admission to Government appointments, particularly those connected with Land Revenue administration."

The Board remarks—

"(i) Diploma holders, for whose training alone provision exists at present, are already placed on an equal footing with graduates, so far as admission to the Land Revenue department is concerned, as they are now permitted to appear for the Revenue and Criminal Higher Special Tests. If the measure of reserving one post of teacher at each district training school advocated above be accepted, the value of the diploma will increase."

No action seems necessary on this point at present.

"(2) What appointments should be included in the category of those for which the agricultural diploma should be eventually compulsory."

The following are the Board's proposals:—

"(ii) The Board considers that eventually the possession of the diploma in agriculture should be made compulsory for Land Record Deputy Collectors [?] and Head Revenue Inspectors, if appointed; [?] and also for—

Native Assistants to the Director of Agriculture.

Agricultural Inspectors and Farm Superintendents.

Supervisors, Assistant and Deputy Commissioners in the Settlement Department [?].

One teacher at each Government Training school.

Teachers of Agriculture for classes of the Intermediate standard.

"The Board would also suggest that, if a course working up to an intermediate group certificate be provided, such certificate may ultimately be demanded from candidates for the post of Stock Inspector and also from a proportion of the candidates for the post of Revenue Inspector."

In the first place it is not clear how long the Board proposes to wait. Why not enforce the qualification at once and grant exemptions as long as qualified men are not available or in very special circumstances. If the diploma is not prescribed no one is likely to trouble much to get it in view of it being possibly prescribed.

In the next place, it seems, I submit, open to question whether Land Record Deputy Collectors or Head or other Revenue Inspectors should be required to have a diploma or certificate in agriculture. It will be most difficult to differentiate between those who possess the diploma or certificate and the other Deputy Collectors or Revenue Inspectors who don't. Further, as has been submitted in the land records file, it is for consideration whether the duties of the new staff to be created for land records work should not be confined to

maintenance work leaving the Divisional officers, with the help of the inspecting and investigating section of the Agricultural department, to utilise the land records, i.e., to devote more time and study to the economic and agricultural conditions of their divisions.

I have nothing better to suggest.

H.M.W [INTERBOTHAM].

I should say certainly not for Land Record Deputy Collectors and Head Revenue Inspectors. Let it be optional by all means. The rule if passed would be illustrated entirely by exceptions and exemptions for years to come. Better offer special privileges to the diploma holder as compared with other qualified men.

A.T.A [RUNDEL].

For the other appointments named above (except perhaps the Settlement department appointments), the qualifications indicated by the possession of an agricultural diploma seem essential. It is submitted that the diploma should be at once prescribed for these appointments, power being reserved to grant exemptions on special grounds.

The remaining matters relate to the provision of intermediate or secondary education in agriculture. Higher agricultural education is to be provided for at the Saidapet College which is to be one of four such colleges in India [paragraph 39 (2) of the sixth resolution]. Elementary or primary agricultural education is to be provided for by the teaching of object lessons. The question remains how to provide for secondary education in agriculture, for the training of the schoolmasters of the primary schools and for a special course to lead up to the college.

"(3) How the practical instruction in agriculture of candidates for certain subordinate appointments at a school-class or an experimental farm could best be arranged for.

"(4) How a special school course leading up to the agricultural diploma, degree, or certificate could be provided.

"(5) Whether the scheme of a Government farm could be arranged so as to provide for schoolmasters passing through a course of a few months' instruction either before or after appointment.

The Board's proposals are stated as follows:—

"(iii) It appears advisable to consider the third and fourth points specified in paragraph 7 of G.O., Mis. No. 413, Revenue, dated 27th July 1898, together, and in reference thereto the Board would remark—

"(a) That the provision of a special one-year course on practical agriculture at Saidapet is advisable and can be carried out if the full sanctioned staff of the college be maintained.

The Committee of 1896 was dead against this.

H.M.W.

A.T.A.

"(b) That a similar course may be provided elsewhere in connection with the proposed experimental farms, provided an adequate teaching staff be supplied.

"(c) That in such cases the plan originally suggested of spreading the course over a long period and combining it with a course in general education should be abandoned in favour of a one-year special course similar to that proposed at Saidapet.

"(d) That it is advisable in connection with such classes that the students should live on the farm, and that it is not essential that such farm should be close to any large town, and in fact the reverse arrangement would have considerable advantages.

"(e) That for each such class, the teaching staff—probably two masters—should be entirely educational, and the management of the farm be under the Agricultural department which would provide thereon for the practical work of the students.

"(f) That such classes or farm schools might be established in connection with each experimental farm that may hereafter be established commencing with two and working up to a possible eight in different districts. The only special provision that would be necessary would be a class-room and a hostel in two or three sections.

These boarding schools are quite impracticable I should say.

H.M.W.

Utterly useless in my opinion.

A.T.A.



"(g) That the standard of teaching in such special classes should lead up to a special certificate of the intermediate group standard of the technical examination scheme.

"(h) That practical instruction in a school class without a farm for demonstration and practice is impossible.

"(iv) As to the training of schoolmasters in agriculture, the Board considers that it may be arranged for at any of the special classes above proposed provided that they are called upon to attend the full course after their period of training in the training school is finished.

The proposals fall chiefly to the Educational department to consider.

The Committee of 1896 was unanimously of opinion that this combination would not work; and that the experimental farms should be started as separate organisations.

H. M. W[INTERBOTHAM].

I quite agree.

A. T. A[RUNDEL].  
10-3-00.

There seems no objection to attach a school to the proposed farms *provided* this is not done until after the farms have been fairly started and *provided* that the main object of the farm for experiment and demonstration is not in any way subordinated to the requirements of the schools.

N. E. MARJORIBANKS.  
6-6-99.

Honourable Member and circulate.

I wrote the report of the Committee of 1896, and the Board's Proceedings forwarding it to Government. We then unanimously resolved that the *experimental* farms must be kept entirely separate from the *demonstrational* farms required for teaching purposes. The Board now reverts to the idea that the two may be combined.

2. It is easy to say start a hostel and class-room at each experimental farm, but to do it is another matter.

3. I can find nothing useful to say and must send this on for the Hon'ble Mr. Arundel to read.

H. M. W[INTERBOTHAM].  
11-10-99.

I entirely agree with the view of the Committee of 1896. We have no experimental farms yet, and it would be years before such a farm could be developed into a demonstrational farm as well.

A. T. A[RUNDEL].  
10-3-00.

I accept the proposals of Honourable Members.

A. E. H[AYLOCK].  
4-9-00.

# EDUCATIONAL DEPARTMENT.

A requisition was sent to the Revenue department on the 26th ultimo for the original of G.O., No. 413, Revenue, dated 27th July 1898, containing notes by the late Mr. Grose on the question of agricultural education in this presidency. As it has not yet been complied with, it is submitted that a further requisition may now be sent. Please see form below for signature.

2. The Board's proceedings and the present notes on the subject, which have been transferred to this department for disposal, have been put in type. It is stated that the proceedings were prepared in consultation with the Director of Public Instruction. But before anything further is done, would it not be better to refer the papers u.o. to him for such remarks as he may now have to offer?

P. T. THARYAN.  
10-10-00.

The Director in consultation with whom the Board of Revenue prepared the scheme was not the present Director.

2. It would be well for Mr. Stuart to see these notes, which summarise the educational as well as the revenue questions, u.o., and to favour Government with his remarks on any points where his views may differ from the Board's and Dr. Duncan's.

A. T. PRINGLE.  
13-10-00.

It is submitted that the suggestion of the Assistant Secretary, that these papers with a printed copy of the Revenue notes may be sent u.o. to the Director of Public Instruction for his views, may be adopted. Mr. Stuart has not given his views yet and these will probably be suggestive and valuable.

M. HAMMICK.  
15-10-00.

I agree.

A. T. A[RUNDEL].  
16-10-00.

Send the papers accordingly to the Director of Public Instruction for his opinion.

M. HAMMICK.  
13-10-00.

To the Director of Public Instruction u.o.

I take the suggestions and remarks of the Board and Dr. Duncan and deal with them in order.

2. First, as regards the three principles laid down by the Government of India in respect of primary education:

(a) Elementary science is taught as a separate optional subject in schools in this Presidency, but it is also the fact that many of the lessons in the vernacular readers now commonly used deal with common objects, many of them agricultural, such as fruit trees, various kinds of grain, cattle, etc. Whether taught by readers or as a separate subject such lessons are illustrated by the actual object or by models or pictures, the latter being used in cases where the actual object (*e.g.*, a cow or an elephant) cannot conveniently be shown in the school room. Elementary science is never taught by text-books only; in fact, the full name of the subject as given in the educational curriculum is "Object lessons or elementary science."



Whether the subject is well taught is another matter. In girls' schools it generally is; in boys' schools I am afraid it generally is not. Great attention is paid to the subject in training schools, and with the gradual extension of training improvement may be expected. But it requires an intelligent teacher to give a good object lesson, and most of our teachers in primary schools are not very intelligent. We are not likely to get a better class of teachers until we can afford to pay them better.

(b) *Village maps, land records and commercial accounts.*—I have never seen a village map or a land record and do not know their peculiarities. But I imagine that any one who has been taught the nature of a map will have no great difficulty in understanding any particular kind of map. Geography is taught (as an optional subject) in almost all primary schools, and it is not, I think, taught in too great detail in this Presidency. In the second standard a boy has to learn "the meaning of scale as applied to a ground plan of the school or class room"; and in the third standard he is required to have "a knowledge of the town or village in which the school is situated, studied if possible from a map of the locality." It would not be a bad thing to have a map of the village hung up in every rural school; but until I know the nature of these maps, their scale and price, I cannot tell whether this is a feasible suggestion. All trained teachers understand the nature of maps and are generally able to draw them very well.

As to land records boys are taught to read, and they may apply the art to the reading of land records if they have nothing better to read; if, however, it is meant that they should be instructed in the meaning of land revenue terms, and to understand the legal effect of deeds dealing with the various interests in land, then I do not think a primary school, or school at all, is the place for this. We cannot instruct school boys in everything, and I doubt whether it is desirable to turn every ryot into a lawyer; also I doubt very considerably whether any ryot who can read does not already understand as much about land records as is necessary for him. But this is outside my province, and I may be wrong.

Household accounts and bazaar bills, mental arithmetic applied to bazaar transactions are already compulsory subjects in the fourth standard. If the Government of India would, as it easily could, abolish the present absurd division of the rupee and introduce a decimal system of money, weights and measures, most of the special instruction in accounts that has now to be given would become unnecessary.

(c) I have nothing to add to what the Board and Dr. Duncan have said regarding the stage at which agriculture is introduced as an optional subject. I think we are about right, and that no change is needed.

The only objection to making object lessons or elementary science a compulsory subject is the deficiency of trained teachers. Such lessons ought to be compulsory, but I think we may wait a year or two. The subject is always taught as one of the optional subjects in the practising section of training schools, so that in these schools at least it is practically a compulsory subject.

3. Secondly, as regards readers and text-books: we are fairly well off in this respect in the Madras Presidency. There is considerable competition among publishers and I do not think it necessary at present to depute special officers to prepare a series of text-books or readers. The readers in ordinary use are a great improvement on those that were used a few years ago and the improvement will go on if unrestricted competition is allowed.

4. Thirdly, as regards the training of teachers so as to provide men competent to give instruction in elementary agriculture:

There is no essential difficulty about sending teachers in training schools for a year's training at the Agricultural College. There is ample space there and the only objection is the expense consequent on increased staff at the college and the payment of acting men to take the place of the teachers sent for training. The ordinary course at the Agricultural College is three years, but it will not be difficult to draw up a

one-year's or even a six-months' course, suitable for teachers in training schools. If the expense is not considered by Government to be a serious objection, a beginning can be made by sending selected teachers at once, filling up their places temporarily by acting men. On their return to their schools they may be able to do something in the way of establishing school gardens, though ordinarily I think the surrounding fields will provide better examples of agricultural operations than any school garden. The success of a school garden will depend very much on the man who runs it. There is a good one attached to the Board High school at Chittoor, North Arcot, and several experiments in tree-growing have been carried out there, but the headmaster takes an interest in such work which is altogether exceptional.

If experimental farms are started in the districts I do not see any difficulty in making them partly demonstrational farms as well and in attaching to them students under training as teachers for a short course. The farm at Saidapet is partly demonstrational and partly experimental and the one function does not interfere with the other. The students would of course have nothing to do with the experimental part, except to look on. If one teacher in each training school is a trained agriculturist, he may with suitable facilities be able to give the students at the training school sufficient instruction in elementary agriculture without sending them to such farms; but I repeat I see no serious objection to the proposal to send them to the farms. They would at first be few in number: one teacher attached to the farm and simple arrangements for board and lodging would be all that is necessary.

A few inspecting schoolmasters (or supervisors of primary schools as they are now to be called) may also be sent for training to the College of Agriculture, taking generally the proposed one year course.

But I do not think that primary education should be made too exclusively agricultural or that teachers should be trained to think that agriculture is the only subject worth teaching. The boys must learn to read and to write and to do simple arithmetic; and even if "object lessons" are made compulsory they should not be always and only on agricultural subjects. I gather that this is also the view of the Government of India—that the training in primary schools should fit the pupils not only for agriculture but for any trade that they may have an aptitude for, and that the only reason for laying stress on agriculture is that it is the principal industry of the country, and that agricultural objects are the most easily illustrated in rural schools.

5. As regards the five points specially referred to the Board for consideration:

On the first and second I have nothing to add to the remarks and proposals of the Board except that it is too soon to think of reserving a teachership at each district training school for a man who holds the Agricultural College diploma. This may however be held up as an ideal to be attained at some future epoch.

On the third point I agree with the Board if it is intended that the special one year course shall be for teachers. For men who intend to be practical agriculturists the present course at the college is not too long or too elaborate.

On the fourth point I do not think that any special school course leading up to the Agricultural diploma either can or should be provided in ordinary schools. The great defect of the students in the Agricultural College is not their want of preliminary technical qualifications but their want of general education. A boy who is fairly acquainted with English and who has gone through the ordinary school course with credit is much better fitted to begin the agricultural course at the college than one who has spent all his time dabbling with elementary agriculture, learnt generally out of a text-book that he has not learnt how to read.

On the fifth point, I have already remarked that there is no difficulty except the money difficulty in making teachers of training schools attend for a year's course at the Agricultural College; there is also no difficulty except the above in making students under training attend a similar course at the college, or a shorter course at any farm that may hereafter be started.

G. H. STUART.  
21-1-01.



## EDUCATIONAL DEPARTMENT.

The present Director's remarks on pages 7, 8 and 9 above may be submitted to the Hon'ble Mr. Arundel with reference to his note at C on page 1. Mr. Stuart's views may, I think, be accepted as stated at a, b, c and e on pages 8 and 9 of the proof. With regard to d, Government cannot at present, it is thought, move in the matter. Much of this discussion is necessarily of an unpractical character.

A. T. PRINGLE.  
4-2-01.

Personally, I am inclined to think that the readers might be made more to lend themselves to object lessons. But the present readers are an immense improvement on the older ones, and it would seem sufficient if, in the order, the Director's attention was drawn to the advisability of keeping in view the fact that the readers used should be such as to be specially of use to the teacher trained to give object lessons. It is of no use training a teacher to give object lessons and then making him teach in the main from readers containing lessons chiefly extracted from history books and fables. The authorized readers used in Government schools do not contain historical stories, but it is believed that in private schools such books are used. I am told that the teachers who come now from the training schools are fairly efficient as regards capacity to teach object lessons, that they do take with them to school minerals, grains and seeds commonly planted and objects common in village life, and have a fair idea of the ordinary agricultural practices of the country, which they can talk about in a fairly interesting manner to their pupils. In a few years things will improve immensely in this way, and with a gradual reduction of examination for individual results we may hope for a great improvement. The encouragement of object lessons both by training and the provision of good text-books or readers should be, and no doubt is, a constant end kept in view by the Director.

2. As regards maps, the suggestion of having a village map hung in every school is a good one. Twenty boys may get no advantage out of it, but the twenty-first may be sharp and inquisitive enough to learn to use it and he will get great

Very good.

A. T. A[RUNDEL].

mental advantage by doing so. I believe in England in almost every school now there is hung a map of the school and play-ground and the adjoining neighbourhood. I am told that in the Central Provinces the boys are taken out and shown on the ground the map and get to know how to identify fields and their boundaries; they are also shown the chief village records—the *adangal* in fact—of several

Yes—on a map of the village. The survey village map is usually too big unless the scale has been reduced.

A.T.A.

Board, Municipal and Government schools there seems no objection to ordering that the village map should be purchased and hung in each school and that map reading should be taught from it as far as possible.

It seems unnecessary to go further, and lay down any rules about teaching village records. Probably most ryots know

Map reading is excellent training. If the entire village map is too large and unwieldy for the school, the section containing the village site, etc., can be used.

A.T.A.

that they are to be taught. Here in Madras the ryots do not, as a rule, need this teaching and the matter is not of importance. It stands on altogether a different footing from the teaching of the village map, which is in itself a most excellent mental training.

3. As regards the point at which "agriculture" should become an optional subject, Mr. Stuart, Dr. Duncan and the Board appear to be right and nothing more need be said. It certainly should not be introduced before the fourth standard.

A. T. A[RUNDEL].

4. As regards the definite proposal of teaching agriculture at Saidapet to (1) some of the masters in training schools and (2) some of the inspecting schoolmasters (supervisors of primary schools), it seems very doubtful whether the measure would do any good. It is difficult to see what practical use would be derived from having in each training school one master who had taken a year's course at the College of Agriculture, or what good a supervisor of primary schools would do if he had had a year's training at Saidapet. They would hardly be able to teach much themselves after such a smattering. The proposal, however, to send a few of the masters under

I am very doubtful as to the utility of either plan. The men would have nothing to do, as Mr. Stuart says, but "to look on" and their time would be wasted. It would be better to have a diplomaed or trained agriculturist on the staff of the training college and let him take the schoolmasters over to the farm for object lessons and teaching.

A.T.A.

from training schools, so that a certain number might undergo the training, and the experiment be tried.

Mr. Stuart sees no reason why these men should not be trained at the experimental farms to be started shortly, but it is at all events too early to talk about that and the experimental farms must first be started and worked for some years as experi-

As to training men at experimental farms it is years too soon to arrange for it. We have no experimental farms and we don't know yet that they may not be warnings instead of examples!

A.T.A.

mental farms before schools can possibly be attached to them. If it subsequently seems feasible, it may be possible some years hence to make these experimental farms of use also as schools, but it is submitted it is much too early to talk about that at present.

5. As regards the five points referred to in paragraph 5 of Mr. Stuart's note, it is submitted that the Government may agree with Mr. Stuart, and in connection with the suggestions Mr. Stuart might be asked

See above.

A.T.A.

satisfactory as shown above selected training pupils might be made to undergo that course, if found feasible. We should then see after a few years whether in the schools, which had a master who had been trained in this way, any results in the way

As to the rest I agree with Mr. Stuart subject to notes above.

A.T.A.

of improved teaching could be seen. The masters would of course not teach agriculture, but it might be expected that their object lessons on the readers would be better than those given by masters who had had no agricultural training.

A.T.A.

On the whole question, it is submitted, it will not do to hurry the pace. We are making apparently good progress in getting our masters better trained. The system of teaching by object lessons is rapidly being introduced in all our training schools and the readers in use are being improved. We cannot expect to do much more in the next few years. If the experimental farms prove a success some years hence it may be possible to attach to them schools. Meanwhile, if the Director can submit a definite year's course of education at the Saidapet College advantage might



be taken of it by a certain number of training college teachers and schoolmasters undergoing training and that will be a step in the right direction. But it must be remembered most particularly that it is not the teaching of agriculture in our primary schools that is wanted, but the improvement of general mental training.

Quite true.

A. T. A[RUNDEL].

It is no doubt quite true that, in this country especially, that improvement is principally to be looked for in the improvement of the teaching by means of object lessons in the ordinary common agricultural methods of the country. But it is at the same time true that this improvement is to be looked for quite as much from the general better training of the schoolmasters as from any special training that may be given them in our agricultural schools.

A. T. A.  
13-2-01.

M. HAMMICK.  
10-2-01.

As regards the proposal to hang a village map in every school—

(1) I don't know what number would be required, but only 30 copies of each village map are issued. If I remember right, only 30 copies can be struck off (I don't know the right word) in a day, and at this rate the issue of maps urgently required is very slow.

There may be a difficulty in sparing the maps.

(2) But I question whether the maps (if available) are at all suitable for the instruction of children. There is very little topographical detail, often none at all. The village map is divided into survey fields (and sub-divisions in some cases). Each survey field is denoted by a number, but the number conveys no information without the field register. On the ground the survey field is demarcated by stones, which are often extremely hard to find, and there would be nothing for the teacher to point to to show the child that the shape of the field on the ground was the same as on the map. For a child's instruction the map should show hills, topes, threshing floors, burial-grounds, paths and other topographical features, which are absent in our village maps. The smaller water channels are not shown. Only the outer boundary of the village-site is surveyed and the details of houses, streets, etc., if shown, would be largely incorrect.

I am against the proposal to use our village maps for teaching geography.

The new town maps might, no doubt, do well. The survey is in detail and costs Rs. 3,000 a mile instead of Rs. 40, and the streets, etc., are visible on the ground.

From a village map you can't teach main features, because the only features are demarcation stones which can only be found and identified with trouble by a trained hand.

Certainly the map by itself will be entirely useless, for there is nothing to indicate what the field numbers mean.

I have no other observations to make and am prepared to follow.

H. M. W[INTERBOTHAM].  
2-3-01.

I agree generally with the Honourable Mr. Arundel and I should like to see the draft Government Order before it issues.

2. I am also for having the village map hung up as the Honourable Mr. Arundel suggests. It can do no harm and it may do good. I do not see why the teacher

should not himself make a tracing of the survey map and give more prominence in it to those topographical features referred to by the Honourable Mr. Winterbotham.

A[MPHILL].  
22-3-01.

Assistant Secretary—

Have we any information as to the competency of schoolmasters to make tracings of survey maps and fill in topographical details? I see Mr. Stuart says at page 8 of the printed notes that trained teachers can make maps very well. But this is a different thing from taking tracings to plotting in topographical details. Many village karnams could do this work now.

C. J. WEIR.  
23-3-01.

It has been ascertained from the Revenue department that without special training schoolmasters are not likely to be able to make tracings of survey maps and fill in topographical details.

P. T. THARYAN.  
9-4-01.

For "are not likely" one might substitute "could not possibly." There is all the difference between the skeleton and the finished details.

A. T. PRINGLE.  
9-4-01.

I think the village karnam assisted by the revenue inspector or by district or assistant surveyors could take tracings from village maps and fill in the topographical details referred to by the Honourable Mr. Winterbotham.

The Revenue department may be asked if they agree and if there is any objection to getting such maps prepared by this agency.

C. J. WEIR.  
10-4-01.

To Revenue department u.o.

REVENUE DEPARTMENT.

To Under Secretary—

In connection with the subject of "reform in primary education," the Government of India laid down the principle, among others, that "some plan under which instruction in village maps and land records and instruction in simple commercial accounts could be given should be included in the curriculum of education for schools of all classes."

2. In order to give effect to this principle, it has been suggested in the Educational department that a village map should be hung up in every school. The Honourable Mr. Arundel has accepted this suggestion. His Excellency is also in its favour. But, with reference to the difficulty pointed out by the Honourable Mr. Winterbotham, namely, that a village map does not show the topographical details, such as hills, topes, threshing floors, burial-grounds, paths, &c., and could not therefore be useful in a school, His Excellency questions why the teacher should not himself make a tracing of the survey map and give more prominence to these topographical details.

3. But as teachers could not possibly (so it is said) be able to make tracings of survey maps and fill in topographical details, the Secretary (Local and Municipal department) considers that the village karnam assisted by the revenue inspector or by district or assistant surveyor could take tracings from village maps and fill in the topographical details referred to by the Honourable Mr. Winterbotham, and enquires whether this department has any objection to getting such maps prepared by this agency.



## REVENUE.

4. Village karnams and revenue inspectors *are* trained in survey work and with the assistance of surveyors may be able to prepare the maps required; orders are, however, requested as to whether the fact may be ascertained by a reference to the Superintendent of Survey.

A. APPATHURAI.  
21-4-01.

On what scale are our village maps? Get specimens.

N. E. MARJORIBANKS.  
27-4-01.

To Under Secretary—

Please see Satyavaram village map put up below for a specimen. The map has been drawn to scale 8 inches to 1 mile.

A. APPATHURAI.  
15-5-01.

Secretary—

This is a *re-survey* map. Those originally issued for some districts at all events show a great deal of topographical detail: for example the Tanjore Vattam maps are most excellent and remarkably accurate in this respect. However, it seems clear that circumstances vary in different districts and so the safest course will be, it is submitted, to refer to the Board the suggestion on page 13 of the notes above.

N. E. MARJORIBANKS.  
21-4-01.

I do not clearly understand what is referred to by a tracing? Of course a tracing or copy can be made of the village map on tracing paper; the operation is purely mechanical. Also whence is it intended that the details of hills, topes, &c., are to be taken—from nature or from some other map?

2. It is a pity a copy of a village "map" was not circulated with the file in the first instance. The "map" put up contains no village-site and therefore is more of a skeleton than most village maps. Please put in file a village map with the village-site and houses shown. It will be a fairer example at any rate of what at best is little better than a mere diagram of field boundaries.

G. S. FORBES.  
30-5-01.

To Under Secretary—

Please see draft official memorandum to the Superintendent of Survey submitted below.

A. APPATHURAI.  
31-5-01.

Issue.

N. E. MARJORIBANKS.  
1-6-01.

To Under Secretary—

Please see the village map of \* Agaratirumalam village, Nannilam taluk, Tanjore district, received from the Superintendent in reply to official memorandum No. 219, dated 3rd June 1901. This map is said to be a fair specimen of the maps published for all the villages of the Presidency except that in maps published since 1891 trees are not shown. Though all the villages have been surveyed (with the exception of a few *hill* villages excluded from original cadastral survey) maps for a considerable number of the villages are, it would appear, out of print.

\* Map marked No. II.

## REVENUE AND EDUCATIONAL.

2. It will be noted that village maps show village-sites but not houses—these latter are shown in the maps prepared during the cadastral survey of municipal towns. The Superintendent has forwarded a list of the towns for which such maps are or will soon be available.

A. APPATHURAI.  
19-6-01.

Secretary—

Submitted with reference to Secretary's note above.

N. E. MARJORIBANKS.  
20-6-01.

I put up a specimen of as good a village map as will ordinarily be met with. None of these maps are topographical maps, but mere *revenue* survey maps, and I think that even if a village schoolmaster were competent to do so, the insertion of topographical features over the survey field lines could not be made very intelligible to a school boy. The Trigonometrical Survey of India maps for parts of the country which have been topographically delineated by them, would however be suitable, but they are expensive.

2. I have shown His Excellency our Revenue Survey maps. It is understood the file will return to His Excellency.

G. S. FORBES.  
8-7-01.

To Educational department u.o.

## EDUCATIONAL DEPARTMENT.

For the Assistant Secretary—

Should the draft be prepared now or only after the file goes to His Excellency once more? He has asked for the draft Government Order—*vide* note on page 13.

P. T. THARYAN.  
10-7-01.

With a draft.

A. T. PRINGLE.  
11-7-01.

A draft is placed below which Revenue may be asked to accept before circulation.

P. T. THARYAN.  
17-7-01.

Alter the draft as shown please, and let me have a fresh copy in type-writing.

A. T. PRINGLE.  
22-7-01.

A fresh copy as altered is submitted.

C. R. VIJAYARAGHAVACHARI.  
23-7-01.

Secretary—

I am not sure whether this should issue as it stands. The point of "maps" has been dropped. This is intended?

A. T. PRINGLE.  
23-7-01.



## Assistant Secretary—

I think it is too curt, and might with advantage be amplified, the reasons for decisions being indicated—*vide* pencil notes. Paragraph 3 I don't follow. The Government of India say "elementary science should not be brought as a separate subject but in school readers illustrated by object lessons." Did Government of India intend to make it compulsory?

2. The Director of Public Instruction says it cannot yet be made compulsory on account of deficiency of trained teachers. He admits that it is being brought as a *separate* optional subject, but says it is also brought in the lessons in the readers (which are I presume compulsory), and that in either case it is illustrated by object lessons. What is the Director "to keep in view"? The paragraph wants amplification. It would be well to show in margin in pencil on what orders the draft is based.

C. J. W<sup>FIR</sup>.  
24-7-01.

As it was decided in Council yesterday, the subject of this file should not be pursued until orders were passed on the report of the conference to be held at Simla next month, the revised draft placed below may issue.

P. T. THARYAN.  
10-8-01.

A. T. PRINGLE.  
10-8-01.

Revenue (189) Department.

CURRENT No. 1275

## Order

HNDT. R. No. 1659 Rev. d/12.9.1900.

Transferred to the Educational Department.

Under Secretary to Government.

The Board of Revenue,  
Revenue Settlement.

Misc. No. 1806.

7<sup>th</sup> April

Dated ~~10/10/1900~~ 1900.

Received

Registered in *ad* 18.9.00

Enclosures

Spare copies.

## SUBJECT.

Informing Government that the full Board has adopted the proposals made in S.P. No. 47 d/9.2.99 re. agricultural education with in remarks regarding the proposals made in para 4(b) thereof.

To the Educational Dept.

With notes in origl. and *full copy of* ~~S.P.~~

Mis: No. 1004 Rev. d/10.3.99  
(with appendix of the *ad* in original)

*115.*  
*13.5.00*



BACK PAPERS.

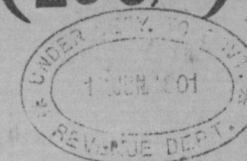
| G.O. | No. | Department. | Date. |
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FURTHER PAPERS.

| G.O. | No. | Department. | Date. |
|------|-----|-------------|-------|
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3,000-6-2-01.

Revenue (190/) Department.



CURRENT No. 3524

From

[Name] D. G. Hatchell Esq.

[Designation] Superintendent, Madras Survey

[Station] Kurnool

No. 92

Dated 12<sup>th</sup> June 190/.

Enclosures Two.

Received 17-6 190 !

Registered 17-6 190 !

SUBJECT.

Specimen photostereographed copy of the  
map of a village

Submits a

W. H. A.  
17/6

BACK PAPERS.

FURTHER PAPERS.



16

Cur: No. 1275, from the Revenue Deptt., Enat. R. No. 1653, dated 12-2-00.

Order (Press)

In their proceedings No. 413 Rev., dated 27th July 1898, the Government communicated with instructions to the Board of Revenue (Rev. Sett., Land Recds. and Agri.) and all heads of departments concerned ~~the~~ eight resolutions of the Government of India on the proceedings of the agricultural conferences of 1893 and 1895-96. The sixth of these resolutions dealt with the subject of agricultural education and in regard to it, the Government requested the Board to report how effect could best be given to the principles laid down by the Government of India. The Board submitted this report with their proceedings No. 47, dated 28th February 1899 and the Government will now pass final orders upon it.

2. The questions for consideration are enumerated in the Board's proceedings above quoted. The Government

The Secretary to Government,

Revenue Department.

Sir,

As directed in Official Memo - Randam No 219 dated 3 June 1901, I have the honor to submit a photozincographed copy of the map of Agaratimallan Village No 41, Nannilam Taluk, Tanjore District - This map serves as a fair specimen of the maps published for all the villages of the Presidency, except that in maps published since 1891, trees are not shown - With the exception of small villages in different districts which were excluded from the operations of Cadastral Survey owing to the unhealthy nature of the country and the small revenue that was expected to be realised as compared with the large expenditure involved in their survey, all the Crown villages in the Presidency have been surveyed, but maps for a considerable number of the villages are out of print.



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Government will deal with them in order.

3. Reform in primary education. With reference to the first principle laid down by the Government of India, the Director states that elementary science is at present taught as a separate optional subject in the schools of this presidency, and also in school readers, illustrated by the actual object or by models or pictures. The Director will keep the matter constantly in view and will also see that the readers used are such as to be specially of use to teachers trained to give object-lessons.

In regard to the second principle the Government agree with the Board that instruction in village maps and land records is of too specialized a character to be suitable for inclusion in the curriculum of primary schools. Household accounts and bazaar bills, and mental arithmetic applied to them are already compulsory subjects in the fourth standard.

As regards the third principle, the Governor in Council agrees with the Director that agriculture should not be made an optional subject before the fourth standard.

4.

AGA

*But say what action, & vide note in margin on p. 3. of notes.*

*Pluse*

*agriculture*

*of training schools*

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4. Improvement of readers and text-books. The Government do not think it necessary to make any special arrangements for the preparation of readers and text-books. They are informed that the readers now in use are a great improvement on those which existed a few years ago, and it may be expected that the standard will continue to rise.

5. Training schools. As observed by the Board, some action has already been taken for training teachers in giving object-lessons. As a further step in the development of training schools in this direction, it has been suggested to Government that teachers in these institutions and supervisors of primary schools should be sent one by one to the Agricultural college for a year, and that the same course should be adopted in the case of students under training. The Governor in Council is however doubtful as to the utility of either plan and would prefer to attach a trained person to the staff of the Teachers' College who could take the students to the farm for object-lessons and teaching. The Director will submit on this.



objection to attach a school garden wherever possible to district training schools.

6. No special course leading up to the diploma of the Agricultural College should be provided in ordinary schools.

7. The proposal to reserve a teachership at each district training school for a person holding the diploma cannot be entertained nor are the Government prepared to make the obtaining of that diploma compulsory on land record deputy Collectors and head revenue inspectors.

8. In other respects the proposals of the Board commend themselves to Government and the Commissioner for Government examinations will submit the draft of the necessary alterations in the public service notification.

*MSD*  
23.7

AGAIN G.O., No. , dated 190 .

" " " " 190 .

Also:—

275 , From the Revenue departt , No. 1659 , dated 12<sup>th</sup> September 1900 .

" " " " 190 .

" " " " 190 .

ORDER No. 477 , dated 27.8. 1901 .

PS.

*Revised draft)*

*deop*  
27/8/1

*rainup notes*

*Recorded pending the issue of orders by the G.O. on the report of the conference to be held at Simla in September 1901.*

*PS*  
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*departt 3*  
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Presented for the purpose of  
the report of the conference to be held  
at Simsbury in September 1901.