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[Despatch Abstract.]

Primary Education of Agriculture

Addressing the Govt of India on
Subject of the ——.

BACK PAPERS.

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

FURTHER PAPERS.

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

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ORIGINAL

G.O., &c., Nos. 172, 173, 26th March 1902.

MARCH.

Primary Education of Agriculturists.

Addressing the Government of India on the subject of the —.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

Read—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, 13th March 1902, No. Cl. 22.

I have the honour to submit the following remarks on the question of the primary education of agriculturists referred to in paragraph 16 of Mr. Hewett's letter No. 466, dated 6th November 1901, communicated with G.O., No. 678, Educational, dated 21st November 1901.

The principles applicable to the primary education of agriculturists were laid down by the Government of India in the sixth resolution on the proceedings of the agricultural conferences of 1893 and 1895–96, issued on 20th March 1897. This resolution was communicated to the Director of Public Instruction and the Board of Revenue with G.O., No. 413, Revenue, dated 27th July 1898, and a report drawn up in consultation with the Director is contained in the Board's Resolution No. 47, dated 9th February 1899, read in G.O., No. 477, Educational, dated 27th August 1901. This report showed how far the existing system of education was in accord with the principles contained in the resolution of the Government of India. As stated in the Government order, these principles have, in the main, been already accepted by the Madras Government. But much still remains to be done in order to carry them out fully. They may be stated as follows:—

(1) That the teaching of elementary science (meaning common natural truths, maps and plans, botany, zoology, &c.) should be *compulsory* in primary schools.

(2) That it should not be taught as a separate subject, but by means of school readers illustrated by object lessons.

(3) That as the illustrative objects used in primary schools would be mainly agricultural, it is not necessary to teach agriculture as a separate subject in elementary classes.

(4) That the course of instruction should include a knowledge of cadastral maps, land records, simple surveying and mensuration, and simple commercial accounts, so that the ryot may be put into a position to look after his rights.

(5) That readers should be simplified and should, as far as possible, deal only with familiar objects.

(6) That in training schools teachers should be trained to teach elementary science by means of readers and object lessons and should go through a course on a farm or in an agricultural school.

In the Madras curriculum elementary science is included as a separate *optional* subject (the title in the curriculum is "object lessons or elementary science"). It is not taught by means of school readers, but from actual objects, models and pictures. The vernacular readers commonly used do, as a matter of fact, contain many lessons on familiar objects and on elementary natural phenomena; good teachers illustrate these lessons by object lessons, but as a rule the lesson is, no doubt, regarded as one in reading and language only. It has always been intended to make instruction in elementary science ultimately compulsory, but this intention has not yet been carried into effect, as there are so many schools whose teachers have not been trained to teach

by means of object lessons. Knowledge of the method is, however, extending, and it is used to a much larger extent than it was a few years ago. In the practising schools attached to training schools it *is* compulsory and all teachers offering themselves for training are now instructed in it. The last order on the subject is that contained in G.O., No. 693, Educational, dated 7th November 1896. I think it might now be made compulsory in all schools where there is a trained teacher competent to work it, but it would be useless to declare it compulsory in schools where it cannot as a fact be practised.

I agree that there is no necessity to teach the principles of agriculture as a separate subject in rural primary schools.

There is no doubt that every boy should be acquainted with the meaning of maps and plans and it would be well if he were able to construct them in their simpler forms: but the power to understand all the entries on a cadastral map, or to understand land records, is a very special branch of knowledge, and it is hardly the province of a primary school to teach it. If good village maps exist, one may be hung in every village school and pupils may be practised in very simple surveying of parts of the village and compare the result with the map. I do not know how far the existing village maps would be suited to this process. Anyhow, simple surveying may be done with a piece of string and a few pegs of wood, so there is no reason why it should not be taught.

Simple commercial or bazaar accounts are already taught as a part of arithmetic.

Vernacular readers for primary schools have been somewhat improved of late years and, as already stated, contain lessons on familiar objects and illustrative of natural truths. I cannot say, however, that there is no room for further improvement. The composition of good readers dealing with the elements of several sciences demands a union of qualities which are not often the attribute of any one man. The writer must be able to appreciate the difficulties felt by beginners and must therefore, generally speaking, have been a teacher: he should himself be acquainted with very much more than the mere elements of the subjects he deals with: and he must be able to express his meaning in clear and simple language suited to the comprehension of children. Added to all this he ought to have sufficient acquaintance with the vernaculars to see that his book is not made obscure in the course of translation. Even in English, and in books dealing with only one subject, I have seldom come across an elementary text-book that was perfectly satisfactory: the few that are so have been written by men who are acknowledged masters of their subject. As far as I can see at present I think it will be best to proceed on the plan advocated by the Committee whose report is published with the Bengal Government's Resolution, No. 1, dated 1st January 1901, *i.e.*, to indicate generally the lines on which readers should be written and to leave it to the enterprise of publishers to provide the books. I would allow a certain amount of competition: probably none of the books would be absolutely perfect, and any which approximately complied with the conditions might be allowed to be used in Government and Board schools as well as in private schools. Experience in the use of such readers would bring to light their defects; and I believe the best publishers would always readily and promptly remedy such defects when they were pointed out.

Teachers under training are instructed in the use of object lessons in all our training colleges and schools. The general education of most of our primary teachers is, however, extremely defective and they are seldom able to do more than merely reproduce the exact lessons that they have learnt in the training school, instead of applying the *method* to any subject that they may have to teach. I have elsewhere proposed that their time at the training school should be increased from one year to two and that a large portion of this time should be devoted to increasing their general knowledge. No attempt has so far been made to put them through an agricultural course. There is, however, no difficulty except expense in devising a six months' elementary course for teachers at the agricultural college, though it would not be possible to send all the primary teachers under training for such a course on account of their numbers. Perhaps a better plan would be to attach a passed student of the Agricultural College as an extra teacher in every training school. Such students

might, after going through the Agricultural College and before proceeding to the training schools, undergo a short course at the Teachers' College. If land were available, they would be able in time to start farms, or rather gardens, at the training schools, so as to give a practical side to their teaching of the elements of agriculture. Besides the farm at Saidapet, there are only two Government farms in this Presidency, established for the purpose of experiment. The six or seven hundred teachers annually trained in this Presidency could not all be accommodated on these farms, and if their training in agriculture is to be practical, it can only be given in the neighbourhood of the training schools by some such process as that which I propose.

The course in primary schools can hardly be made shorter or simpler than it is at present. It comprises only reading, writing and arithmetic as compulsory subjects: all other subjects are optional. The course itself no doubt can be improved: this will be attended to, though I do not think there is any necessity in this Presidency for two distinct courses—one for agriculturists and one for the rest of the community.

Order—No. 172, Educational, dated 26th March 1902.

The Government of India will be addressed.

(True Extract.)

M. HAMMICK,
Secretary to Government.

Letter—No. 173, Educational, dated Fort St. George, 26th March 1902, to the Secretary to the Government of India, Home Department.

I am directed to reply to the sixteenth paragraph of Mr. Hewett's letter, No. 466, Education, dated 6th November 1901, on the subject of the primary education of agriculturists. The Government of India desire to know how far the principles advocated in their resolution of 1897 on agricultural education have been carried into practice in the Madras Presidency and to receive an explanation of the reasons for which any of them have been either rejected or ignored.

2. The principles advocated by the Government of India had reference to

(*a*) Reform in primary education;
(*b*) the improvement of readers and text-books;
(*c*) the training of teachers.

3. In regard to primary education, it was observed

(i) That the teaching of elementary science should be compulsory in primary schools;

(ii) that elementary science should not be taught as a separate subject but by means of school readers illustrated by object lessons;

(iii) that as the illustrative objects used in primary schools would be mainly agricultural, it was not necessary to teach agriculture as a separate subject in elementary classes;

(iv) that the course of instruction should include a knowledge of cadastral maps, land records, simple surveying and mensuration and simple commercial accounts.

With reference to these observations I am to state that it was from the first the intention of this Government to make instruction in elementary science compulsory, but this intention has not yet been generally carried into effect, as trained teachers are essential and there are still numerous schools whose teachers have not been trained to teach by means of object lessons. In the practising departments of training schools instruction of the kind has already been made compulsory and all teachers offering themselves for training are taught in this method. The knowledge of it is thus

extending and when the number of trained teachers is sufficiently large, instruction in the subject will be made compulsory everywhere. In the meantime His Excellency the Governor in Council will issue orders that in all schools where there is a trained teacher competent to give instruction in elementary science that subject shall in future be compulsory.

It is now taught as a separate optional subject in this presidency from actual objects, models and pictures, but not by means of school readers. The vernacular readers commonly used do, as a matter of fact, contain many lessons on familiar objects and on elementary natural phenomena; good teachers illustrate these lessons but as a rule they are regarded as reading and language lessons rather than as lessons in elementary science.

Agriculture is not now taught as a separate optional subject until the fourth standard has been reached by the pupil.

There is no doubt that every boy should be acquainted with the meaning of maps and plans, and it would be well if he were able to draw them in their simpler forms, but the Governor in Council 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. In this presidency village maps have not been prepared for all villages and in a great number of cases where they have been made they are now out of print. It is, moreover, doubtful whether these maps, where they exist, are suitable for the instruction of children. They show few topographical details and are difficult to understand without the assistance of the field registers. His Excellency the Governor in Council will, however, order that where the maps are available a copy shall be hung up in the village school, and as regards some of the more intelligent pupils map-reading may be taught from it. Household accounts and bazaar bills, and mental arithmetic applied to them, are already compulsory subjects in the standard just named.

4. As regards readers and text-books, the Government of India recorded their opinion in 1897 that such books, dealing with agriculture and allied sciences, should not only be brought up to a high standard of arrangement, clearness and simplicity throughout India, but should bear a favourable comparison in these respects with the best compilations of the kind in Europe. In regard to this point the Governor in Council is informed that the readers now in use are a great improvement on those of a few years ago. It may therefore be expected that the standard will continue to rise. I am to observe, however, that the composition of good readers dealing with the elements of several sciences demands a combination of qualities which is not often found in any one person. The writer must be able to appreciate the difficulties felt by beginners, and should therefore, as a rule, have been a teacher: he should be acquainted with much more than the mere elements of the subjects he deals with, and should be able to express his meaning in clear and simple language, suited to the comprehension of children. Moreover, it would be an advantage to him to possess a sufficient acquaintance with the vernacular languages to be in a position to judge whether the work had been in any respect made obscure in the course of translation. On the whole the Governor in Council is disposed to favour the recommendation of the Committee whose report is published with the resolution of the Bengal Government, No. 1, dated 1st January 1901, namely, to indicate generally the lines on which readers should be written and to leave it to the enterprise of publishers to provide the material. The use of books which complied approximately at least with the conditions might be allowed in schools, and in this way a high standard would gradually be reached. Orders on these lines will shortly issue with reference to paragraph 1 of Mr. Williams' letter No. 543 of the 27th November last.

5. With regard to training schools the Government of India requested this 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. The plan adopted in the Central Provinces of attaching schoolmasters, after they have passed through the training schools, to the Government farm at Nagpur was at the same time commended. With reference to these suggestions I am to state that teachers under training in the various training schools and colleges in this presidency

are instructed at present in the use of object lessons. The general education of most of the primary school teachers is, however, extremely defective, so that they are seldom able to do more than merely reproduce the exact lessons which they were taught in the training school and are unable to apply the method. As the course in training schools will soon be increased from one year to two, a large portion of the additional time may be devoted to the improvement of the general knowledge of the students.

6. As a further step in the development of training schools, it has been suggested to this Government that the teachers in these institutions and the supervisors of primary schools should be sent one by one to the agricultural college for a year, and that a similar course should be adopted in the case of students under training in those institutions. Hitherto no attempt has been made to put teachers under training through an agricultural course and the Governor in Council is, doubtful as to the utility of either plan, and would prefer to attach a passed student of the agricultural college as an additional teacher to every training school, after he had undergone a short course at the Teachers' College. Besides the agricultural farm at Saidapet there are only two experimental farms in this presidency and neither of these has advanced to such a stage as would make it a suitable field for the education of students of training schools; the training of schoolmasters or students of training schools at such experimental farms is not therefore feasible at present, but, wherever it is possible to do so, a school garden will be attached to the district training school. It must be borne in mind that the number of teachers annually trained in this Presidency is from six to seven hundred, far in excess of any number which could be accommodated on the existing farms.

7. The Government of India also raised the following specific questions :—

(i) what, if any, further action was necessary to enable the placing of agricultural degrees, diplomas or certificates on the same footing as the corresponding literary or science degrees in regard to the qualification for admission to Government appointments;

(ii) what appointments should be included in the category of those for which the agricultural diploma should be eventually compulsory;

(iii) 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;

(iv) how a special school course leading up to the agricultural diploma, degree, or certificate could be provided; and

(v) 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 last of these questions has already been answered. In regard to the remaining four I am to reply 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;

(ii) The possession of the diploma in agriculture should be made compulsory for native assistants to the Director of Agriculture, agricultural inspectors and farm superintendents, supervisors, assistant and deputy commissioners in the Settlement department, and teachers of agriculture for classes of the intermediate standard;

(iii) Practical instruction of the kind contemplated is not feasible at present in this presidency. It might be possible if special additional assistance were given to provide for a one-year course on practical agriculture at Saidapet, but at present it seems unnecessary to do this. A similar course may possibly be provided at some future time at the experimental farms which have been recently started. At present, however, it is out of the question to combine classes or farm schools with those farms;

(iv) No special course leading up to the diploma of the agricultural college need be provided in ordinary schools. The great defect of the students in the agricultural college is not their want of preliminary technical qualification, but their want of general education. A boy who is fairly acquainted with English and who has gone through the ordinary school course is better fitted to begin the agricultural course than one who spent his time in dabbling with elementary agriculture in text books he only half understands.

8. With regard to the opinion expressed that arrangements should be made to establish shorter and simpler courses for agriculturists than are required for those who intend to use the primary stages of education as a preliminary only, the Government is of opinion that the course in primary schools can hardly be made shorter or simpler than it is at present. It consists of only reading, writing and arithmetic as compulsory subjects, and it does not seem necessary to establish two distinct courses. The curriculum can no doubt be improved and this matter is being attended to.

9. I am to conclude this letter by observing that, as will be seen from the foregoing remarks, the principles enunciated by the Government of India have in the main been accepted by this Government, and will be brought into effect as rapidly as circumstances and funds permit. The important point is the better training of the masters in all grades of schools and this matter has received and is receiving special attention.

M. HAMMICK,
Secretary to Government.

xMd. Pahilwan.

NOTES CONNECTED WITH G.O., No. , EDUCATIONAL, DATED MARCH 1902.

[SUBJECT.—*Agricultural Education.*]

G.O., No. 477, *Educational, dated* 27*th August* 1901.

For the Assistant Secretary—

Now that the Government of India have communicated the resolutions of the conference lately held at Simla, the papers on the subject of Agricultural education in this presidency have to be taken up for further consideration. The letter from the Government of India has been referred to the Director of Public Instruction with instructions to report separately on each of the subjects dealt with in it. It is submitted therefore that the Director's remarks on the portion relating to Agricultural education may be awaited before anything further is done.

P. T. THARYAN.
28–11–01.

Secretary—

I think so, especially as the subject was discussed at the conference and Mr. Stuart may therefore know more about the views of the conference than can be gathered from the resolutions and the letter * from the Home department.

* paragraph 9.

The office-note was however written in order to raise the question.

A. T. PRINGLE.
30–11–01.

But see request of India in paragraph 16 of their letter. A note on this point may be put up at once. I fancy the answer is that we had just come to a final decision when the conference assembled.

C. J. WEIR.
2–12–01.

For the Assistant Secretary—

In paragraph 16 of the letter from the Government of India they ask how far the principles advocated in the resolution of 1897 on Agricultural education have been carried into practice. They also want an explanation of the reasons for rejecting or ignoring any of the principles.

2. The Director's note on pages 7, 8 and 9 of the notes connected with G.O., No. 477, Educational, dated 27th August 1901, shows how far the principles have been carried into practice in this presidency. These principles had reference to—

(1) Reform in primary education.

(2) The improvement of readers and text-books.

(3) The training of teachers so as to provide men competent to give instruction in elementary agriculture.

3. In regard to primary education the Government of India observed—

"(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."

On this the Director made the following remarks :—

"(i) 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.

"(ii) *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.

"(iii) 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.

* Fourth standard.

"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."

4. On the subject of the improvement of readers and text-books the Government of India said "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 stated: "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."

5. Under the head of the training of teachers the Government of India requested this 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 commended the policy adopted in the Central Provinces of attaching schoolmasters, after they had passed through the training schools, for a course on the Government farm at Nagpur.

In regard to this the Director said—

"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."

6. The Government of India also raised the following specific questions:—

"(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, etc., 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.

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Printing passed this office. PW 22/3/2

"(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."

These questions are still under consideration. Action has not yet been taken on them as well as on such of the points specified in the foregoing paragraphs as required further action because final orders have not yet been passed on the resolution of the Government of India. It was just when orders were drafted that we heard of the Simla conference and the draft was then held over.

7. We have now asked the Director to report on each point raised in the letter from the Government of India forwarding the resolutions of the conference. The most convenient time to take up the subject again is when the Director's remarks on the paragraph about agricultural education are received.

P. T. THARYAN.
11-12-01.

Secretary.

I submit that this is so. There are considerable difficulties in this matter, and it would not be easy to separate the call for information about the action taken on the statement of principles made in 1897, from the general report.

A. T. PRINGLE.
12-12-01.

Very well.

C. J. WEIR.
13-12-01.

From the Director of Public Instruction, No. Cl. 22, dated 13th March 1902.

The draft placed below (in print) may issue. It is based on the orders already passed by Government and on the Director's present letter, & the E.D. have been told that the letter will be despatched by the end of March.

P. T. THARYAN.
~~17~~-3-02.

By A.J.F.
15-3-02.

Ee 419/02

No. 32, Ed

GOVERNME

EDUCATIONA

READ—the following paper :—

From the Hon'ble Mr. G. H. ST
Public Instruction, to the Secre
dated Madras, 13th March 190

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I can see at present I think it will be best
Committee whose report is published with t
dated 1st January 1901, *i.e.*, to indicate g
be written and to leave it to the enterpri
would allow a certain amount of competiti
absolutely perfect, and any which approxi
be allowed to be used in Government and
Experience in the use of such readers
believe the best publishers would always
when they were pointed out.

Teachers under training are instruct
training colleges and schools. The gener
is, however, extremely defective and they
reproduce the exact lessons that they ha
applying the *method* to any subject that
proposed that their time at the training
two and that a large portion of this time
knowledge. No attempt has so far beer
course. There is, however, no difficult
elementary course for teachers at the
possible to send all the primary teachers
of their numbers. Perhaps a better plan

Agricultural College as an extra te
might, after going through the Ag
training schools, undergo a short c
available, they would be able in time
schools, so as to give a practical side t
Besides the farm at Saidapet, there are
established for the purpose of experi
annually trained in this Presidency coul
if their training in agriculture is to be p
hood of the training schools by some su

The course in primary schools ca
at present. It comprises only readi
subjects: all other subjects are opti
improved: this will be attended to, tho
this Presidency for two distinct courses
the community.

—

ORDER—No. , Educational, dated

The Government of

[Here enter letter, No. ,

(True

EDUCATIONA

From

M. HAMMICK Esq., c
Secretary t

To

THE SECRETARY TO THE G

Sir,

I am directed to reply to the sixteenth
Education, dated 6th November 1901, on t
agriculturists. The Government of India
advocated in their resolution of 1897 on agr
practice in the Madras Presidency and to
which any of them have been either rejecte

2. The principles advocated by the G
(a) Reform in primary education;
(b) the improvement of readers and
(c) the training of teachers.

3. In regard to primary education, it
(i) That the teaching of elementar
schools;
(ii) that elementary science shoul
by means of school readers ill
(iii) that as the illustrative objects
agricultural, it was not necessar
in elementary classes;
(iv) that the course of instructio
maps, land records, simple
commercial accounts.

With reference to these observations I
intention of this Government to make inst
but this intention has not yet been generall
essential and there are still numerous schoo
teach by means of object lessons. In the
instruction of the kind has already been
themselves for training are taught in th
extending and when the number of traine
in the subject will be made compulsory e
lency the Governor in Council will issue
trained teacher competent to give instruct
in future be compulsory.

It is now taught as a separate o
objects, models and pictures, but not
readers commonly used do, as a matter o
and on elementary natural phenomena;
rule they are regarded as reading an
elementary science.

Agriculture is not now taught as
standard has been reached by the pupil.

There is no doubt that every boy sho
and plans, and it would be well if he were
but the Governor in Council considers th
records is of too specialized a character to
of primary schools. In this presidency vil
villages and in a great number of cases wh
of print. It is, moreover, doubtful whether
for the instruction of children. They show
to understand without the assistance of th
Governor in Council will, however, order th
shall be hung up in the village school, and
pupils map-reading may be taught from it.
mental arithmetic applied to them, are alrea
just named.

4. As regards readers and text-books,
opinion in 1897 that such books, dealing with
only be brought up to a high standard of arra
out India, but should bear a favourable co
compilations of the kind in Europe. In reg
is informed that the readers now in use ar
years ago. It may therefore be expected th
am to observe, however, that the composition
of several sciences demands a combination of
one person. The writer must be able to app
and should therefore, as a rule, have been a
much more than the mere elements of the sub
express his meaning in clear and simple lan
children. Moreover, it would be an advantage
with the vernacular languages to be in a pos
in any respect made obscure in the course of
in Council is disposed to favour the recommend
published with the resolution of the Benga
1901, namely, to indicate generally the line
to leave it to the enterprise of publishers t
which complied approximately at least with th
and in this way a high standard would gra
will shortly issue with reference to paragraph
27th November last.

5. With regard to training schools the G
ernment to consider the advisability of ins
means of object lessons and readers and to c
The plan adopted in the Central Provinces of
passed through the training schools, to the
same time commended. With reference t
teachers under training in the various traini
are instructed at present in the use of o
most of the primary school teachers is, howe
seldom able to do more than merely repro
taught in the training school and are unab
training schools will soon be increased fro
additional time may be devoted to the impr
students.

6. As a further step in the dev to this Government that the teach primary schools should be sent one and that a similar course should be in those institutions. Hitherto no training through an agricultural cour to the utility of either plan, and woul cultural college as an additional teach gone a short course at the Teachers Saidapet there are only two experime these has advanced to such a stage as w of students of training schools; the tra schools at such experimental farms is n it is possible to do so, a school garden v It must be borne in mind that the num dency is from six to seven hundred, f accommodated on the existing farms.

7. The Government of India also ra

(i) what, if any, further action cultural degrees, diplomas or certificate literary or science degrees in regard to th appointments;

(ii) what appointments should be the agricultural diploma should be eventu

(iii) how the practical instructio subordinate appointments at a school-cl arranged for;

(iv) how a special school course lea or certificate could be provided; and

(v) whether the scheme of a Go provide for schoolmasters passing through before or after appointment.

The last of these questions has already ing four I am to reply as follows: —

(i) Diploma-holders, for whose trai already placed on an equal footing with revenue department is concerned, as the revenue and criminal higher special tests;

(ii) The possession of the diploma for native assistants to the Director of Ag superintendents, supervisors, assistant and department, and teachers of agriculture for

(iii) Practical instruction of the kin in this presidency. It might be possible to provide for a one year course on pract it seems unnecessary to do this. A simil future time at the experimental farms whi however, it is out of the question to com with those farms;

(iv) No special course leading up need be provided in ordinary schools. agricultural college is not their want of p want of general education. A boy who has gone through the ordinary school cou course than one who spent his time in books he only half understands.

16

8. With regard to the opinion
establish shorter and simpler course
who intend to use the primary stage
ment is of opinion that the course in
simpler than it is at present. It co
compnlsory subjects, and it does not
The curriculum can no doubt be impr

9. I am to conclude this letter by
ing remarks, the principles enunciated
been accepted by this Government,
circumstances and funds permit. The
masters in all grades of schools and th
attention.

eturned for signature.

spatched in print.

AD AGAIN G.O., No.
190 .

DATED

ERENT No.

REF to G.No.

DER OF GOVERNMENT.

TTER OF GOVERNMENT.

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