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DATED 31-7-05

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ORIGINAL

[Despatch Abstract.]

Report on European Schools.

Recording with remarks the — in the
Madras Presidency for the period
from 2nd November 1903 to 31st December
1904

FURTHER PAPER				
No.	Department.	Date.	G.O.	No.

* செப்பனிடபவர் பெயர் *

* 69. மீட்டர்வகை *

* செப்பனிடவகுதிராக எடுத்துக் கொள்ளப்பட்ட நாள் 12/1001 *

* செப்பனிட முடித்த நாள் *

* 06/02 *

* சரிபார்க்கும் *

* மு.நி.பா. 1.8.2001 *

* எய்யாப்படி 2/8/02 *

Government of Madras.

EDUCATIONAL DEPARTMENT.

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Recd.

Enclosures

Regd.

1905.

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ORIGINAL

G.O., No. 520, 31st July 1905.

N. P.

Report on European Schools.

Recording, with remarks, the — in the Madras Presidency for the period from 2nd November 1903 to 31st December 1904.

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

READ—the following paper:—

Letter—from the Hon'ble Mr. A. G. BOURNE, D.Sc., F.R.S., Director of Public Instruction, Madras.
To—the Secretary to Government, Educational Department.
Dated—the 21st July 1905.
No.—Cur. 6244.

I have the honour to submit, for the information of Government, a copy of my Proceedings Dis. No. 3843, dated 1st June 1905, reviewing the report of the Inspector of European and Training Schools, Madras, on the working of European schools in this Presidency for the period from 2nd November 1903 to 31st December 1904.

ENCLOSURE.

Proceedings of the Director of Public Instruction, dated 1st June 1905, Dis. No. 3843.

Read—the following paper:—

Letter—from J. H. STONE, Esq., M.A., Inspector of European and Training Schools.
To—the Director of Public Instruction.
Dated—Madras, 14th March 1905.
No.—241-D.

I have the honour to submit the following brief report on the European schools under my inspection for the period from 2nd November 1903, when I took charge of my present appointment to 31st December 1904.

2. The schools are those classed as European schools for boys and may be defined as those schools containing at least 50 per cent. of pupils of European extraction, of whom again at least 50 per cent. are boys. As a matter of fact, the majority of the schools I inspect are mixed and contain nearly as many girls as boys. There are other such schools inspected by the Inspectresses of Girls' Schools, so that any account I could give of the education of European boys would be incomplete. There is no reason to suppose, however, that the other mixed schools differ in character from those I inspect and although I cannot furnish complete statistics of the education of European boys, I hope that what I have written may not be without some use as summarising the impressions of an officer who has, in the same year, inspected a larger proportion of the schools in which European boys are being educated than any of his predecessors. The following table shows the number of schools of each grade and of pupils in each department:—

No.	Institutions.	Number of institutions.	Strength.					Total.
			College Department.	Upper Secondary Department.	Lower Secondary Department.	Upper Primary Department.	Lower Primary Department.	
1	Colleges	2	48	281	214	69	33	645
2	Upper Secondary schools	8	..	173	416	160	536	1,290
3	Lower Secondary schools	23	..	..	313	175	952	1,441
4	Primary schools	4	..	..	..	14	146	160
	Total	37	48	459	943	419	1,647	3,536
						2,036		

3. The schools are all under "private" management, Government not directly maintaining any European school.

In respect of status and management, they may be classified as—

- (1) Public schools.
- (2) Parish schools.
- (3) Railway schools.
- (4) Orphanages.

Public schools.—Under this head, I should place schools (1) maintained to meet other than merely local requirements, (2) aiming at higher education, (3) maintained without any view to private gain usually by a body of trustees or a council constituted for the purpose, (4) possessed of endowments.

Bishop Corrie's Grammar school, Stanes' High school, Coimbatore, the Doveton Protestant College, St. Mary's College, St. Joseph's College, Coonoor, and St. Aloysius High school, Vizagapatam, all satisfy the first two conditions of my definition. Bishop Corrie's and Doveton are endowed schools managed by committees. Stanes' High school, Coimbatore, is managed and largely maintained by Mr. Robert Stanes, its founder. The other schools are maintained and managed by the Roman Catholic Church.

Doveton and St. Mary's have Second Grade Collegiate classes and the former admits girls to these.

St. Aloysius, Vizagapatam, and St. Joseph's, Coonoor, are also orphanages.

Parish schools.—These schools find their analogy in the English "voluntary" elementary schools. They meet purely local needs and their standard of education is not higher than the Lower Secondary. They are usually managed by the Chaplain or Parish Priest. They are often "Poor schools".

The following schools are of this character:—

In Madras—Protestant.—St. George's Cathedral Poor European school, Christ Church Poor European school, St. Matthias' Boys' school, New Town, English Boys' school, Purasawalkum, the Drury school (otherwise, the Paracheri Poor school) St. Mark's European school, Rayapuram. *Roman Catholic.*—St. Antony's Poor European Boys' school, Puthupet, New Town Catholic Boys' school, St. Peter's European school, Rayapuram and St. Francis Xavier's English Boys' school, North Black Town.

In the Mofussil—Protestant.—Vestry schools at Bellary and Negapatam and Stanes' school, Coonoor, which has, however, lately obtained recognition as an Upper Secondary school. *Roman Catholic.*—St. Joseph's Poor European school at Trichinopoly, St. Joseph's school, Perambur, St. Agnes' Poor European school, Ootacamund, and the St. Joseph's Poor European school, Calicut. This last has lately been tentatively recognised as an Upper Secondary school; it may be said to be trying to raise itself to the rank of a public school.

Railway schools.—Those maintained by the Madras Railway for the children of its employes at Perambur, Arkonam, Gooty, Katpadi, Jolarpet, Suramangalam, Podanur and Raichur, that of the Southern Mahratta Railway at Guntakal and of the South Indian Railway at Pakala. These are all Lower Secondary schools, though the number of pupils in the Lower Secondary forms is usually very small. Each school has for manager a resident officer of the Company and these work under the supervision of the Agent and Manager. The schools rank in every way among the best in the Presidency.

Orphanages.—These are the Lawrence Asylums, Ootacamund, the Civil Orphan Asylums (Protestant) and the St. Patrick's Orphanage, Adyar (Roman Catholic).

In the first and last of these, the standard is Upper Secondary. Boys do not, however, as a matter of fact pass the Matriculation examination from them and they can hardly be said to aim at higher education. A few boys of promise are sent from the Civil Orphan Asylums to Bishop Corries for the Upper Secondary course.

4. *Geographical distribution of schools.*—The preceding paragraph incidentally illustrates this. A list of schools according to districts would have no meaning. Schools have been established as need arose and there is now no considerable European population unprovided with at least one school, and there is, in fact, some overlapping of schools with a consequent loss on economy. Religious differences have, of course, largely caused this. Protestants and Catholics will, no doubt, always require separate schools. Among Protestant schools, however, there is a certain waste of teaching power especially in Madras; Doveton College and Bishop Corrie's High school have high school classes aggregating 41, 24 and 47 pupils for the sixth, fifth and fourth forms respectively or 112 in all (i.e. between them they make a high school of reasonable size. I do not think it can be doubted that one high school department instead of two would be more economical and efficient. Similarly, there are scattered over Madras a number of schools with skeleton Lower Secondary departments. If it could be arranged that fewer schools should teach beyond the primary standard, lower secondary education would be improved. There is, of course, the difficulty that young children cannot go far from their homes to school, but I do not think that (e.g.) both the St. George's Cathedral school and the Christ Church school need be lower secondary.

What seems to be wanted is some kind of representative board for the Madras European Protestant schools, and I mention the matter here in the hope that managers will consider the possibility of the constitution of such a board in view of definite proposals for it being put forward later.

5. *School buildings, furniture and apparatus.*—The schools are almost without exception well housed and there is very little tendency to overcrowding; in most cases, the buildings are far from full. They are usually pretty well supplied with furniture and school appliances, and very few are altogether unprovided with libraries.

6. *Staffs.*—The appended table shows the number and qualifications of the teachers employed in the schools:—

European Schools excluding Bangalore.

Table showing the extent to which the members of the staffs are qualified.

Number.	Qualifications of staff.	First-grade collegiate.		Second-grade, collegiate.		Upper secondary grade.		Lower secondary grade.	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
1	2	3	4	5	6	7	8	9	10
1	Teachers holding Non-Indian Diplomas	..	..	1	..	..	..	..	..
2	Do. Trained Teachers' Certificates	3	..	..	..	..	24	8	25
3	Do. Untrained do.	5	..	..	..	1	9	3	8
4	Do. Approved Service do.	..	..	1	..	..	..	..	1
5	Do. General Education do.	6	..	3	..	8	5	9	15
6	Do. no certificates whatever	..	..	..	..	..	..	..	..
	Total ..	14	..	5	..	..	38	20	44

Number.	Qualifications of staff.	Primary grade.		Unpassed.		Total.		Grand Total.
		Male.	Female.	Male.	Female.	Male.	Female.	
		11	12	13	14	15	16	17
1	Teachers holding Non-Indian Diplomas	..	..	..	..	25	2	27
2	Do. Trained Teachers' Certificates	5	1	..	..	23	50	73
3	Do. Untrained do.	5	..	..	..	30	12	42
4	Do. Approved Service do.	1	..	..	..	3	1	4
5	Do. General Education do.	3	2	..	..	29	22	51
6	Do. no certificates whatever	..	..	8	5	8	5	13
	Total ..	14	3	8	5	118	92	† 210

* Details cannot be given as non-Indian diplomas do not come under any of the grades specified.
† Excluding 14 drill instructors, 1 sewing mistress, 1 music mistress and 3 drawing masters.

The comparatively small number of masters trained in India and of trained teachers of a grade higher than the upper secondary are striking facts, and it should be remembered that not all of the trained masters are Europeans. The Madras European teachers are almost all fairly senior men and there seem to be none coming on to take their places. The number of Europeans who continue their education beyond the Upper Secondary standard is small and now-a-days it does not seem to occur to these to take up teaching. It is years since a European master was trained in the Teachers' College. I am told that the reason is that as a teacher a man has little prospect of being able to keep a family. This is true of men with low qualifications, but I am sure that no European graduate who successfully completes his course of training need be without reasonably remunerative work. At the same time, it is to be hoped that the Government of India's Code for European schools will be found to make the immediate sacrifices necessarily involved in undergoing such training as small as possible. The large proportion of mistresses is equally noticeable. This and the small number of qualified masters are of course related facts. Salaries up to about fifty rupees a month attract women into the teaching profession, because a woman does not expect to keep a family on her earnings and if she marries and is unfortunate enough to lose her husband, she can revert to teaching. It is not, therefore, surprising that women have tended to oust men in the European schools, or to put it another way, that the ease with which managers could secure women teachers has prevented much inducement being held out to men to qualify for the lower grades of the teaching profession.

Fifty-four per cent. of women teachers as against nineteen per cent. of the men have been trained and they are conscientious and efficient teachers, and for children in the primary classes. I do not think that the schools could be better staffed. As children develop into boys, however, I think they need a man's control and teaching and I should be glad to see the lower secondary forms taught to a greater extent by men.

7. *The efficiency of the schools.*—Of course, they are efficient in varying degrees and an attempt has been made to estimate these in the inspection report submitted for each school in the course of the year. Some remarks of general applicability are, however, possible. The Madras Educational Rules, the influence of the training schools and the fact that teachers pass pretty freely from one school to another have brought about a very great degree of uniformity in the curricula and methods followed.

I find that, in the primary department, the teaching is thorough and that the children get a good grounding in reading, writing and arithmetic. The teachers have, as a rule, been trained and do their best to apply what they learnt in the training school.

The teaching of the lower secondary forms is less satisfactory. The teachers are greatly hampered by the want of a wider culture than preparation for the Matriculation examination and a year's subsequent training affords. They seem to be completely the slaves of the school text books. They can add nothing to them and they dare not depart from the formal arrangement of the subject matter to be found in them; they constantly miss opportunities of using the pupil's out-of-school knowledge and experience. The teaching is, consequently, too often unintelligent and mechanical.

In high school work, these deficiencies are also prevalent in proportion as ill-qualified and untrained teachers are employed in it. Too little attention is often given to the selection of good subject matter for the English reading lessons and of good poetry for recitation. In the lessons, the subject matter is very largely neglected and the time is spent in incessant grammatical exercises, parsing, analysis and recasting of sentences. History and geography are treated as books rather than subjects; so many pages are got through in a term and appeal is chiefly made to the boys' power of remembering masses of facts whose causal connections are rarely pointed out to them. In arithmetic, the work is generally a blind following of rules and very slovenly methods are allowed. In geometry, the boys can usually write out Euclid's propositions, but have little comprehension of simple geometrical relations. The result is that, as boys go up the schools, their interest in study seems to diminish rather than increase and of intellectual interests outside their school work they have none. They read very little, have no hobbies and seem hardly ever to form school literary or debating societies. It has often been noted that the number of boys passing on from European schools to arts and professional colleges steadily declined for many years. It seems to have reached its lowest point about 1901, and since then there has been an improvement. This want of inclination for higher studies is explained by the fact that boys are drawn away from them by the ease with which a living can be had in the telegraph and railway services. That so many boys succumb to the temptation of immediate independence is, however, I think, partly chargeable to the failure of the schools to stimulate scholastic interests and ambitions.

The schools also do less than one could wish for physical culture. Drill and gymnastics are taught but with little system and in the larger schools with great waste of time. Out of fifty minutes spent in a gymnastics class, a boy commonly spends about two on the apparatus, the rest in standing waiting. This is because the native instructors employed have no idea of organising a gymnastic class so as to employ more than one piece of apparatus at a time. In schools with military instructors, not only is the teaching good, but the most is made of the time available. Field games are less followed than one would have expected. Many schools have very little play-ground accommodation, but even in schools with good grounds I find that cricket and football are often confined to a few of the boys.

Volunteering is the favourite out-door occupation and the institution of cadet corps has no doubt been of great benefit to the schools. Even here, however, the boys seem to think more of the incidental treats and prizes than of the immediate pleasures of amateur soldiering.

8. *Work of the Inspector.*—Besides office work connected mainly with grants-in-aid, this has consisted in the annual inspection of all the schools. In connection with these, I have made many suggestions which the managers and teachers have shown themselves very willing to act on. In inspecting a school for a second time, I have always found improvement, sometimes in a very marked degree. The curricula followed might be better adapted to the special character of the schools, but pending the publication of the new Code, discussion of this seems unnecessary. One striking want I may, however, mention, practical training in domestic economy for girls, especially in the schools for the poorer classes. Every such school ought, for instance, to have its kitchen and cookery classes.

9. *Special scholarships for Europeans.*—In accordance with the notification in the Gazette, I held an examination last May for the award of these. Twenty-six candidates appeared from 19 schools and thirteen scholarships were awarded, seven in the lower secondary and six in the upper secondary forms.

Proceedings, Dis. No. 3843 of 1905.

Recorded.

2. The Director is indebted to Mr. Stone for this interesting report which is the first of its kind.

3. Reference might also have been made in the report to the Conferences of Managers and Headmasters of European Schools held under the presidency of the Inspector in Bangalore and in Madras in August and September last, respectively, for the discussion of certain questions connected with the new Code for European schools, the qualifications of teachers and the institution of an "Empire Day" for European schools.

4. The Director fully endorses Mr. Stone's remarks in the concluding sentences of paragraphs 4 and 8 of his report.

A. G. BOURNE,
Director of Public Instruction.

To the Inspector of European and Training Schools,
with spare copies for Managers of European Schools.
" other Inspectors of Schools.
" the Inspectresses of Girls' Schools.
" the Principals of Government Colleges.

Copy to the Directors of Public Instruction in other Provinces.
" " Editors, "Indian Journal of Education" and the "Educational Review".

Order—No. 520, Educational, dated 31st July 1905.

Recorded. Mr. Stone's observations are valuable and Government trust that Mr. Braithwaite will be able to show progress in desirable directions in the current year. The Director might require yearly reports on European education from the Inspectresses, so far as their work is concerned therewith, and incorporate these with the report from the Inspector.

(True Extract.)

H. D. TAYLOR,
Ag. Secy to Government.

To the Director of Public Instruction.
Editors' Table.

EDUCATIONAL DEPARTMENT.

NOTES CONNECTED WITH G.O., No. 520, EDUCATIONAL, DATED
31st JULY 1905.

[SUBJECT.—*Report on European Schools.*]

From the Director of Public Instruction, No. 6244, dated 21st July 1905.

The draft placed below is submitted for approval.

Three reports, one from each Inspectress?
A. GALLETTI.

2. Would it not be better if the Director obtains a report on European girls' schools also and reviews both together?

P. T. THARYAN—26-7-05.

A. GALLETTI—27-7-05.

He may be asked to do so next year.

H. D. TAYLOR—28-7-05.

Something is wrong in the table in paragraph 6. The 27 teachers of class I must be somewhere.

J. T. [HOMSON]—29-7-05.

The draft as revised may issue: before printing, the correct details of the statement in paragraph 6 should be obtained from the Director of Public Instruction's office.

H. D. TAYLOR—31-7-05.

[G.O., No. 520, Educational, dated 31st July 1905.]

Telephonic message from the Head Clerk, Educational Department, to the Manager, Office of the Director of Public Instruction, dated 2nd August 1905.

In the statement in paragraph 6 of Mr. Stone's report on European schools printed in the Director of Public Instruction's Proceedings, No. 3843, dated 1st June 1905, details of the twenty-seven teachers holding non-Indian diplomas are not given. Please supply them at an early date.

Telephonic message from the Manager, Office of the Director of Public Instruction, to the Head Clerk, Educational Department, dated 3rd August 1905.

Your telephone of yesterday about certain omissions in paragraph 6 of the report on European schools. The details cannot be given as non-Indian diplomates do not come under any of the grades.

This explanation has been inserted as a footnote to the statement in paragraph 6 of the report.

P. T. THARYAN—12-8-05.

A. GALLETTI—16-8-05.

READ AGAIN G.O., No

190

READ ALSO:—

C. No. *1341*, From the

299

No 6244, dated

24-7-

1905

ORDER

No 52

date

31

1905-

Recorded. Mr. Sten

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with is every in
table in page 6. The
27 teachers of class I
are all somewhere.

observations are valuable
and I trust that
the Board will be
able to show progress in
desirable directions in the
current year. The Director
for public works

For right figure
 your report on European Education p. 297 03
 No. 12. Britain

[E. & L.]
21 6
500-227-2-03.

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TELEPHONE MESSAGE.

From

THE HEAD CLERK,
EDUCL. AND LEG. DEPT.,

To

THE MANAGER, OFFICE OF THE D. P. I.
~~HEAD CLERK, P. W. D.~~

Dated 2 - 8 - 1905.

In the statement in para 6 of
Mr. Stone's report on European Schools
printed in the D.P.I.'s Pro. no. 3843
of 1-6-05, the details of the 27 teachers
holding non-Indian diplomas are ^{not} given.
Please supply them at an early date.

Don't [Signature] 7/12
2-8-05

TELEPHONIC MESSAGE.

3

Date, 3-8-1905

Hours 2:15 Minutes.

7 8 H

From

Mr. Manager, Office
of the D.P.D.

To

Head Clerk
C. L. Sept

Your telephone of yesterday about certain omissions in para. 6 of the report on European schools. The details cannot be given as non-Indian diplomats do not come under any of the grades.

V.K.P.
3/8/05