M.R.O. 1—77,006—8-6-37.

(1) Number of pages 22.

(2) Date of repair 2-5-40.

(3) Initials of the Referencer

4

MADRAS RECORD OFFICE.

Government of Madras.

Revenue DEPARTMENT.

G.O. No. 20		Press / Mis.
93-46.		
Dated 8-1-	18 74.	

12/13

Not to be folded or roughly handled

No. 43. Read the following Proceedings of the Board of Revenue, dated 29th October 1873, No. 2207 :—

Read the following letter from W. S. FOSTER, Esq., Acting Collector of the Godavery District, to H. E. STOKES, Esq., Acting Secretary to the Board of Revenue, dated Cocanada, 20th September 1873, No. 307 :—

WITH reference to paragraph 8 of the Proceedings of Government, No. 563, dated April 28th, 1871, I have the honour to submit my Report on the actual state of primary instruction in this district; and that I may make this clear, I have resolved to divide my remarks according to the clauses framed by Government in that paragraph.

2. (1).—The number of Pial Schools in existence previous to the passing of the Local Funds Act was 489. It is concerning these alone that Government desire information. Their distribution was as follows :—

Taluqs.

Ramachendrapur	63
Amalapur	21
Narsapur	92
Tanuku	53
Bhimavaram	39
Rajahmundry	40
Peddapur	19
Ellore	40
Yernagudem	31

Divisions.

Cocanada	31
Pittapur	27
Coringa	20
Tuni	13
Total	489

The schools are usually held in houses and house pials which are given over for the purpose, rent free, by the owners. But about twenty or thirty occupy rooms, for which they pay rent, and some few are held on the pials of temples.

3. Thirty-six schools were supported by private enterprize, remunerated under the results grant system. The remaining 453 were supported solely by private exertions and fees paid by the scholars.

4. (2).—The masters, as a rule, are not very learned, but in every instance they bear a good moral character, and are important personages in the village in which they live, owing to their superior education and intelligence. They chiefly belong to the Brahmin caste. But there are some few Telagas, Satains, Shristi Curnams, Kumsalis and Banians. Very few of the unaided Pial Schoolmasters have passed any examination.

5. I will deal later on with the question of how to improve these schoolmasters, and adapt them to a higher class of elementary teaching.

6. (3).—The scholars belong to all classes of the community except Pariahs, not one of whom is being educated throughout the district in any of the indi-

genous schools. The Municipal Commission of Cocanada is taking steps to establish some means for the education of Pariahs as an initiative undertaking. It remains to be seen whether they will be successful. The Mussulmans also do not have their boys educated so much as they might.

7. The population of the district is, by the last returns, 1,584,200, and the number of boys and girls who ought, under favourable circumstances, to be regularly attending school is, according to the usual average of 16 per cent., 253,472. About 8,000 boys were actually being educated in the various elementary schools in 1871. I think the number at the present date is very much the same.

8. Throughout the district there is no separation of castes in the schools.

9. (4).—The character of the education given is purely elementary, mostly consisting of reading, writing, and simple arithmetic, though in some few schools efforts are made to inculcate the rudiments of Sanscrit, and to teach poetry. Only the common dialects are taught.

10. There are very few printed books in the unaided schools. The boys write on sand chiefly, but some are made to use palmyra leaves, paper or slates. The books used are the Balaramayenam and some few publications of high Telugu poetry, almost all Sanscrit, which the boys are made to learn by heart like parrots, without understanding the meaning. All these materials of instruction are provided by the parents and friends of the pupils themselves.

11. The hours of attendance vary in the different schools. They are generally 6 to 10 A.M., 12 to 2 P.M., and 3 to 5 P.M. In almost every instance eight hours a day are employed in education. The boys are generally punctual and industrious. The age of the pupils varies from seven to sixteen as a rule, though some boys are sent to school as early as five, and others stay till they are eighteen.

12. Boys are generally kept at school for about four or five years.

13. In the unaided schools there is no system of rewards at all. The punishments are various, all intended to improve the pupil by the application of external bodily pain. Ropes' ends and rattans are the common means used, but sometimes the boy is suspended to a bar by his thumbs as a means of encouraging him to study.

14. (5).—The teachers are remunerated by fees paid by the scholars, which range between 4 and 8 Annas a month. They also receive presents from their pupils at times of festivals and holidays. Grain payment is very seldom made in this district, fees being almost always paid in cash. The ordinary amount received by the masters is about Rupees 4 or Rupees 5 a month. It seems that, as a rule, no payments are made till some instruction has been imparted. When the boy has mastered the alphabet, the master is entitled to receive the lowest sum paid, and this payment increases as the boy gets into higher classes.

15. As the Government have requested officers to give a full expression of their opinions on the question of elementary education, I have no hesitation in saying that I believe these Pial Schools to be susceptible of improvement, while at the same time I am strongly against bringing to bear on them the external pressure of such systems as are at present in vogue. I allude to the results grants system especially. I have always considered that system to be a most mischievous one in its present shape. It is an extremely partial one,

Proceedings of the Madras Government, Financial Department,
8th January 1874.

leaving the inspections entirely to a class of men themselves only partially educated, and who have absolute power to declare the school qualified or not qualified for a grant. These men, the Inspecting Schoolmasters, may be a very fine body of men, honest and upright. But the system renders it more than probable that in numberless instances, whether from private likes or dislikes, or from the offering or withholding of douceurs, some schools are recommended for grants which do not deserve them, and others are refused grants which should most of all have them. The Inspecting Schoolmasters in many instances do not know how to examine. They seek only to show their own knowledge and puzzle the examinees. They are incapable of judging the slow and sure signs of an excellent fundamental education not yet perfect, and look only for the outward proof of smart and quick answers, without caring to know whether the pupil understands what he says or not. The master's guiding principle is not so much to provide sound and deep-laid education for his pupils which shall stand them in good stead in their future lives, as to please the examiner by hook or by crook and get a grant. By this system the principle of "*Cram*," which is doing such harm at present in European education, is here made the necessary law for the elementary education of children, and so long as that is the case, it is hopeless to expect that the people of this country will ever be any further educated than merely on the surface. The master's salaries should, I contend, not be dependent simply upon the caprice of an individual, and the result of one day's superficial examination. If it is so left they fall back necessarily upon *Bribe* or *Cram*, and the result is fatal.

16. I think, therefore, that the only way to raise these elementary schools and make them capable of providing sound rudimental instruction is by improving the tone of the masters themselves. That cannot be done by results grants, nor can it be done by trying to Europeanize the institutions. We ought far more to Orientalize ourselves before we attempt to frame laws for the guidance of these little schools. We shall never effect our object by passing orders that boys are no longer, for instance, to repeat their lessons by singsong, or to be taught to repeat forms of words of which they know not the meaning. It might be very desirable in our eyes, to do so; but I think it is our duty in such an important matter as this, a matter of the greatest moment to the future of the country, to be extremely careful how we alienate the feelings of the people by passing arbitrary restrictive laws and binding down education within limits not understood by the teachers. The object of Government is to spread education by rendering it popular, and to effect this object, I think it would be advisable diplomatically to leave a little, at any rate at first, to the prejudices of the natives, instead of trying to compel them to accept our views.

17. I would, therefore, urge the Government to leave these schools alone to work their own way, to discourage frequent examinations, and to abolish the results grants. Instead of this, we ought to improve the position of the masters, to better them in point of remuneration and in point of independence. With education will come the desire of further education, and by and bye natural, instead of forced expansion, will be the result.

SUBMITTED for the information of Government.

	Persons to each school.		Persons to each school.
Narsapur	1,918	Ellore... ...	3,435
Cocanada Division..	2 146	Tuni Division	3,879
Bhimavaram ...	2,385	Coringa ...	4,120
Pittapur Division...	2,699	Yernagudem	4,614
Tanuku...	3,110	Peddapur	5,741
Ramachendrapur...	3,193	Amalapur ...	9,848
Rajahmundry... ...	3,209		

2. The schools are very unevenly distributed with reference to population as shown in the margin.

3. The conditions of the schools do not seem to differ much from those in other districts already reported on.

4. Towards the close of his letter Mr. Foster states very strongly the objections which have been urged against the result grant system, and suggests that the curriculum prescribed should be made more consonant to the ideas of the people.

5. The Board believe that Mr. Foster is mistaken in supposing that Inspecting Schoolmasters are allowed to examine for results grants, and that the Deputy Inspectors alone grant certificates. The other objections to the system are strong, but do not outweigh its advantages in affording what is most needed at the present time, a powerful stimulus to improvement and means of utilizing existing agency for instruction; and the system was not intended to be anything but transitional. The question of introducing vernacular poetry such as is now taught in Pial Schools into the results grant course has also, the Board believe, engaged the attention of Government.

(A true Copy and Extract.)

(Signed) H. E. STOKES,
Acting Sub-Secretary.

No. 44. ORDER THEREON, 8th January 1874, No. 30.

The Board of Revenue will obtain reports from all Local Fund Boards on the questions raised in Mr. Foster's letter, and submit them to Government with an expression of their own opinion on the matter.

2. Meanwhile Mr. Foster's letter will be forwarded to the Director of Public Instruction for his consideration, more especially with reference to the question of improving Pial Schoolmasters, a subject which appears to the Governor in Council to deserve prompt and careful attention. Mr. Powell will accordingly submit to Government the measures he would propose for the purpose. His Excellency in Council will be prepared, should it appear desirable, to allot a certain sum for the establishment and maintenance of a few Training Schools with a view of improving the qualifications of teachers in Pial Schools, and if this proposal should commend itself to the Director, he will lay before Government in detail the mode in which it should be worked out.

(True Extract.)

W. HUDLESTON,
Chief Secretary.

To the Board of Revenue.
,, Director of Public Instruction.

Exd. J. Wright.

Govt. of Madras 1874

FINANCIAL.

To

THE BOARD OF REVENUE,

&c., &c., &c.

Dated January, 8th.

Encls.

F. No. 15 of 74.

G.O., 8th January 1874, No. 30.

JANUARY.
Nos. 43-44.

Primary Education.—Reports from all Local Fund Boards on the subject of the improvement of Pial Schools and Schoolmasters called for from the Board of Revenue with their own opinion thereon. The question of improving Pial Schoolmasters also referred for the consideration of the Director in view to his submitting proposals for that purpose.

No. 2,207.

PROCEEDINGS OF THE BOARD OF REVENUE, dated 29th October 1873.

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The schools are usually held in houses and house pials which are given over for the purpose, rent free, by the owners. But about twenty or thirty occupy rooms, for which they pay rent, and some few are held in the pials of temples.

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(A true Copy and Extract.)

H. Bloomfield

Acting Sub-Secretary.

To the Chief Secretary to Government, Financial Department.
,, the President of the Local Fund Board, Godavery District.

Exd. G. A. Turton.

Compd A the D. Jt Secy in Correspce Ex. Ex. Ex. & July 73 Ro. 1024 & Ex. the Govt. await his reply V. P.

Fin. 1873. Oct.
Board of Revenue,
MADRAS.

PROCEEDINGS, 29TH OCTOBER 1873, No. 2,207.

Copy & Abstract Encl.

Received 8th Nov. 1873.

OCTOBER.
No. 2,207.

Education, Primary—in Godavery District.—Collector's report on state of — submitted to Government.

C 22/12 R 25/12. C 26/12 R 31/12/74

Financial Department.

11

3

PROCEEDINGS of the MADRAS GOVERNMENT.

Read the following ~~letter~~ Progs. of the Board of Rev: & 29 Oct 73, No 2207.

Order thereon 8 January 74 No 30.

The Board of Revenue will obtain reports from all Local Fund Boards on the questions raised in Mr. Foster's letter, and submit them to Govt with an expression of their own opinion on the matter.

2. Meanwhile Mr. Foster's letter will be forwarded to the Director of Public Instruction for his consideration more especially with reference to the question of improving Pial Schoolmasters, a subject

subject which appears to the Governor in Council to deserve prompt and careful attention. Mr. Powell will accordingly submit to Govt. the measures he would propose for the purpose. His Excellency in Council will be prepared, should it appear desirable, to allot a certain sum for the establishment and maintenance of a few training Schools with a view of improving the qualifications of teachers in Pial Schools, and if this proposal should commend itself to the Director, he will lay before Govt. in detail the mode in which it should be worked out

(By order)

To The Bd. of Revenue
" Dir. of Pub. Instn.

Financial Department.

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Order thereon.

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The first step towards any success in primary education must be the training of the teachers - how this has been commenced I think I cannot adduce

I think that, without in any way accepting Mr. Foster's views as to details practice, we should carefully consider the best mode of providing for improved

The Board of Revenue.
Director P. Instruction

teaching, by improving the qualifications of teachers, in the Rural schools. A little money well applied in this manner, or so a long way; towards and for the present, one hears but little for purposes of Inspection - I would send the Inspectors' letter to the Director of Public Instruction for his consideration especially with reference to this question of improving Rural schools - would say that the subject appears to the point

that any good can come of seeking to Selecting School Masters about for Village to Village teaching old Rural Masters - this can only be done by Collecting them in Normal Schools and one or more such Normal Schools to be established in each Circle - to this object probably all money raised by general taxation is properly applicable - including Inspection - and to this alone - aided in such manner from & supported from other Sources as fees or Special Taxation

2/1

I think that Mr Inspectors - a Brief remarks on the susceptibility of Village (Rural) Schools of improvement and more Especially on the working of the Results Grants System as it affects Village and Elementary instruction deserve very serious Consideration and thorough and wide discussion.

These are the observations of the Collectors of that District where

where village Schools have been in existence for 20 years and where opportunities for observation are abundant.

In Godaveri a Village Schools were Established on the real village footing & were managed with fair success for years. Much may therefore be legent from the history of movement and Mr Foster's condemnation of the System as one of "Bribe and cram" Coupled with the report of the Cuddapah Local Fund Board dated 28th October should lead to a full and General inquiry into this

matter

I would refer this report to the Educational Department and through the Board of Revenue to all Municipal and Local Fund Boards for such report.

I think that this great reference to Native Local Boards is most important as the Educational Department is placed in a disadvantageous position as respects good advice. The fact is that the Education of Rural Village masses and agricultural poor is at present a Native question and we want the advice of

of men acquainted
with the feeling of that
class of Society - we
want the advice of
Native Gentlemen from
all parts of the Country

25/11 [illegible]
MR-

7

13

to discuss prompt and
careful attention, - &
ascertain what measures
or measures he wd
recommend for the purpose
aforesaid, that the pro-
posal (if it
appeared desirable)
to admit a certain num-
ber for the establishment &
maintenance of a few
training schools (many
may not be required for
this purpose - If he
approves of this plan,
he should proposed, he
should suggest a mode
in which it could be
worked in detail

This I was willing to
see done - I should
hear carefully numerous
and thorough as to appear
practicable a measure of
useful character - I fear
nothing will come of the
attempt feebly supported
measures

2/1 [illegible]

Govt. of {187 } Madras.

To

Dated
Recd. } 187 , No.

Nos.

Govt. of {1874} Madras.

Financial

To

The Board of Revenue.

Dated Jan^y 8 }
Recd. } 1874, No. 30.

Nos. 43-44.

Primary Education. Reports from all L. F. B^s on the Subject of the improvement of Pial Schools & Schoolmasters called for from the B^s of Rev. with their own opinion thereon. The question of improving Pial School-masters also ref^d for the consideration of the Director in view to his submitting proposals for that purpose.

V