

REPORT
OF THE
SOCIETY FOR THE PROMOTION
OF
NATIONAL EDUCATION

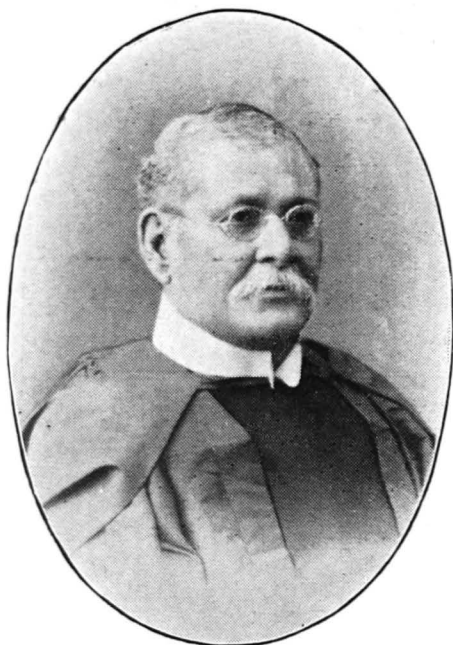


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SIR RASH BEHARI GHOSE

*President
of the
Society for the
Promotion of
National Education*



DR. RABINDRANATH TAGORE ◦

*Chancellor
of the
National University*



PREFATORY NOTE

THIS volume will, perhaps, be even more readily appreciated by the thousands who read it than was the previous, first Report. The statistical matter has been collected in the Appendices, but we would specially point-out that in addition to the text proper (pages 1 to 26) it is necessary to read some other portions in order to truly evaluate the method and accomplishment of the work done in 1919. These special portions are Appendix XIII, beginning on page 59, Appendix XV, beginning on page 74 (especially the non-statistical portions of each school's report), and Appendix XVI, beginning on page 106—the whole, but especially the Report of the Society's Engineer, page 114, and of the Weaving and Dyeing Department, page 107, and the Indian Boy Scouts Association, page 110.

Since going to press, another school has been opened at Chapra (see page 108), and another affiliated at Pursawakam, Madras. Two new life members are also to be noted, Mr. P. N. Ubhayakar and Mr. C. B. Dawson. Dr. Tagore's book, mentioned on page 22 as being in the press, is now published.

It may be well to point out an aspect of the work of the Society which is illustrated upon page 16 and following pages. It will be seen that the research work there dealt with is assigned to the emotional life of the student. The reader new to the work of this Society may wonder how a scientific inquiry, such as is there described, is related to emotional life. But the whole point of such work is to rouse in the student the higher philanthropic emotions. A reasoned and intelligent appreciation of the country's state is required, but if such work is not inspired by a fine aspiration to serve it, the labour is waste.

Further literature of the Society is listed on page 119.

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INTRODUCTORY

THE chief purposes of the Society for the Promotion of National Education are two: to discover through practical experiment in selected schools the principles of a strong system of truly Indian education together with the best method of their application; to assist the spread of this education from those schools throughout the country. This enterprise implies a thorough dissatisfaction—which the Society has in common with the whole country—with the existing system. But the Society's programme is essentially constructive—it is an experimental body, basing its experiments upon true Indian life and ideals while keeping in view methods (as distinct from *materials*) found satisfactory in the most progressive of foreign countries. In view of the coming reforms in Government, moreover, it is unnecessary to devote much time to the detailed consideration of the present official system, which stands, on its own confession, as we shall see, unequivocally condemned.

In view of these avowed purposes the following Report of the Society's work for the year 1919 has been prepared by the Board of National Education for the information of the Members of the Society and of that wide and sympathetic public which has watched its work with such interest since the very beginning. The first Annual Report recorded the work for the year 1918 up to the first day of December. The present Report, the second, goes to press in the middle of October and the period is thus just a little less than a year. As regards Schools and Colleges, however, the report is of the working year from the 1st of September, 1918 to the 1st of September, 1919.

The intention of the Report, then, is to set forth the contribution toward the movement of reform in Education which this Society makes, demonstrating, on the one hand, the importance of its experiments and, on the other, showing lines along which the official National system, which must inevitably come to India, may safely proceed. In the previous report, by means of diagrams and statistics quoted from Government and official bulletins and reports, it was clearly shown that the failure of the present system is complete even in so elementary a matter as that of quantity. At that time, however, the experiments of this Society were too incomplete to enable it to criticise, except generally, the failure of the existing system of education in India, whether official or non-official, because of its foreign origin, its un-Indian growth, and its very considerable anti-Indian tendencies. A year's experience, however, now enables us to come face to face with the fundamental problems of education in India as disclosed by the work that has been done in the schools of this Society and in the colleges of the National University. Negatively, this means that we set before ourselves the task of showing in some particular wherein the present system is false; positively, it means that we set forth the advance made by experiment in the National institutions.

CONSISTENT OFFICIAL FAILURE

RELIABLE information about the present system of Education in India as a whole is found in the Quinquennial Reviews published by the Imperial Government under the direction of the Director-General of Education. In the first Report of this Society we dealt with the 1907-1912 Review. That for 1912-1917 is now before us. It reveals in its opening paragraph precisely how fundamentally erroneous the whole attitude officialdom in the Education world continues to be.

The prevailing system of education in India is partially founded upon the indigenous system which existed in the country before the consolidation of British power. But it will be seen from what is said at the commencement of Chapter II of the sixth Review even the elementary or vernacular schools have undergone considerable modification and expansion since the time when Mr. Adam wrote his reports on Education in Bengal and Bihar. As to higher education, its scope and character underwent a total change when Raja Ram Mohan Roy inveighed against the Samskrit system of education as useless and Macaulay wrote his Minute of 1835. From that time Samskrit and Islamic lore largely gave place to western science and thought. The spirit of the times did not encourage the East India Company to undertake any responsibilities for the education of the territories which they ruled. The Directors' Despatch of 1854 first recognised and indicated the duties of government and their limits and laid the foundations on which Indian education has since been built. The Education Commission of 1882, the Indian Universities Commission of 1902, the Resolutions of 1904 and of 1913 modified the policy to suit the exigencies of a later period but preserved the original outlines demarcated in 1854¹

That is to say, no advance has been made as a matter of fact upon the Despatch of 1854, a Despatch conceived in a time that did not encourage the undertaking of any responsibilities for education. Put thus bluntly, and without any qualification, this charge may seem unfair. But it is, in fact, literally true. The most recent Education Commissions working in India substantiate it.

The difficulty lies, of course, too deeply below the surface for any foreigner to understand it without the most painstaking and sympathetic study. Indians of culture and reflection see it at all times most vividly, and we cannot do better in attempting to comprehend the fundamental nature of the official failure than to quote such an one as this, Dr. Rabindranath Tagore, who, as Chancellor of the National University, is justly a protagonist for this purpose. In his latest book, *The Centre of Indian Culture*, in a passage which may be set against the paragraph above quoted, he dwells with his extraordinary shrewdness and delightful humour upon the one root fault.

The conditions of one country are never quite the same as those in another. Britain's educational policy in Ireland may not exactly resemble her policy in India. But there is at least one vital point of similarity in regard to the result—our mind is not in our studies. In fact, it has been wholly ignored that we have a mind of our own. That is to say, the engineering feat of skill in digging the canal, with its numerous locks and bunds, has been marvellous, and the cost considerable—only the water refuses to flow through. The engineers condemn the water for its obstreperousness; we take the side of the water and condemn the engineers. In the meanwhile, the great gaping gulf remains arid. Let me say, in a whisper, behind the backs of these

¹ Progress of Education in India, 1912-17, Seventh Quinquennial Review, Vol. I, p. 1, paragraph 1.

irate engineers, that the natural drainage of the country has been tampered with and the country is taking its revenge.¹

In the latest Quinquennial Review Dr. Tagore's statement is entirely confirmed, though perhaps innocently and even unconsciously, in four paragraphs very clearly supporting the contention put forward in the last Annual Report of this Society. Mr. Sharp puts the case against his Department so pointedly that we cannot do better than quote *in extenso* and without comment.

The method of teaching is regulated by the fact that the majority of the teachers are not trained and that their qualifications are often poor. In primary schools only 65,818 teachers are trained out of a total of 219,667. In secondary schools, out of a total of 58,905 teachers, only 22,036 have received training and only 7,627 possess degrees. The result is that old traditions prevail, that learning by rote persists far into the higher stages and that the teacher adheres too closely to the book.

A second cause which militates against good teaching is the low pay ordinarily enjoyed by the staff. This is particularly apparent in unaided schools, where the teacher is often only waiting for something better to turn up. Should he qualify as a pleader or should any other form of employment offer, he too often forsakes a profession to which he never meant to stick, with the result that pupils are instructed by a changing series of teachers who have no time to learn their trade and put little heart into their work. Pensionary and provident fund schemes will to some extent afford a remedy.

A third determining factor, which serves to accentuate these difficulties, is the dominance of the examination. The passing of the examination is essential for employment; and, when external examinations on an extensive scale are the rule, considerable truth is lent to the idea that the modicum of knowledge which can be acquired by a close study and memorising of the text pays better than general mental development. Here again in primary schools, where the examination is of less moment and where the children are of an age when memory plays an important and useful part in learning, this characteristic is less apparent than in institutions of higher standard.

The [Provincial] reports condemn this harmful influence of the examination over schools and courses. It is not that there are too many examinations, but they are conducted on a large scale, are almost wholly external, and too often form the only goal observed in such instruction. It is difficult to pluck more than a certain percentage of candidates, even if the results would justify a larger proportion of failure. Hence, says Mr. Hornell, the standard drops and more inefficient schools spring into being. This process is repeated till a multitude of inferior colleges and schools grow up, while good institutions languish, since any excellence which goes beyond the standard of the examinations or aims at producing other characteristics than a capacity for passing them, is deemed superfluous, if not positively harmful to a boy's career.²

What does this mean? It means that the highest official authorities, long since (presumably) conscious of the sandy foundations upon which they have been building, are now compelled to acknowledge that the whole structure, like its own school buildings, are unsuited to the climate, are ugly and are exhibiting faults and cracks so grave as to threaten the occupants with ruin.

¹ Quoted from the MS. The book is just now in the press.

² Progress of Education in India, 1912-1917, Seventh Quinquennial Review, Vol. I, p. 8, paragraph 17

Once more, the happy language of Dr. Rabindranath Tagore may be called in and juxtaposed.

For the perfect irrigation of learning, a foreign language cannot be a true medium. This is a truism, whose utterance would bore men to sleep, or to something worse, in any other part of the world; but in our country truisms appear as dangerous heresies, rousing our phlegmatic souls into active hostility. Therefore, for us, all truisms are a tonic—though we relish platitudes far better. And this makes me bold to reiterate, that when we are compelled to learn through the medium of English, the knocking at the gate and turning of the key take away the best of our life. The feast may be waiting for us inside the room, but the difficulty and delay of admission spoil our appetite and the long privation permanently injures our stomach. The ideas are very late in coming to us, and the tediously long trial of our teeth over the grinding of the grammar, and a system of spelling, which is devoid of all conscience, takes away our relish for the food when it does come at last.¹

The Progress Report illustrates Dr. Tagore's statement again in the most vivid manner :

As an illustration of the methods of learning in vogue mention may be made, at the risk of some digression, of the extent to which the production and use of keys are carried.

The use of keys is strictly forbidden in Bombay and boys and teachers found using them are severely dealt with. Nor has it reached so great dimensions in Burma as in some other provinces. In Bihar and Orissa it is surreptitious, though it appears to exist. Generally speaking, however, though condemned by the departments of public instruction, keys are produced in large quantities and often openly used in class—a practice connived at or even encouraged by the teachers. The evil seems to have reached its height in Bengal, where 1,058 keys are known to have been published during the quinquennium. Mr. Hornell states that their sale is marked by extortionate demand; for not only is the key ridiculously high priced, but, unless it is purchased, booksellers have been known to refuse to sell the original text. The key, though it may be quite worthless, is often priced more highly than the book which it is intended to annotate. The Burma Report mentions the case of a simple English reader costing ten annas, the key to which is sold in two parts at one and a quarter rupee each.

The majority of these productions are not specimens of legitimate annotation, but translations, paraphrases or lists of synonyms which are calculated to destroy all mental effort in the pupil save that of memory. Even the vernacular primer often has its key—an explanation of a word, no matter how easy it be or how often it recur, by one or more synonyms, sometimes more difficult than the word itself. Further, Mr. Hornell states that keys lead the student definitely astray. Indeed, errors in printing, spelling, grammar and explanation are not uncommon.

No satisfactory remedy can be suggested. The proper remedy lies with the teacher. Inefficient teaching compels the boy to resort to 'cribs'. The efficient teacher would not merely render such aids superfluous but would sternly suppress them as inimical to mental training. As it is, says Mr. Südmersen, there is a good deal of truth in the remark that even if one could succeed in preventing the use of keys by boys at school and at home, we should still have to face the fact that the teachers will continue to use them and merely dictate from them. Until the teacher improves and receives the support of public opinion, the intellectual force of millions

¹ The Centre of Indiaa Culture.

of pupils will continue to be sacrificed to the interests of the compiler and publisher of keys.¹

Note the Bureaucratic touches: *strictly forbidden, sternly suppress, severely dealt with!* Faults below, of course, explain "cribs" above.

Thus it is clear that the method, control, expenditure and opportunities in education are hopelessly inefficient and insufficient. The present Progress Report shows no advance of a material nature over the previous quinquennial period. Education, says Mr. Sharp, is mainly in the hands of local bodies, rural boards, and municipalities, associations and individuals, in accord with the Despatch of 1854. In some provinces, he says, the control is very light and nowhere is there any law compelling either the child to attend school or a teacher to take out a licence. So that a little less than a quarter of a million pupils are made literate—the report says educated, but a sharp distinction should be maintained—in government institutions, 2½ millions in those managed by boards or municipalities, 4½ millions in privately managed institutions, and 600,000 in private institutions which are outside the general system of public instruction. Thus the total number of pupils under instruction stands at about 8,000,000, roughly 3½ per cent of the population, one-sixth of the number that should properly be in school—and even that one-sixth suffers under a type of schools which is a failure admitted even by Government.

The question arises: Can the official system be reformed? Must it be entirely recast from the foundations?

The answer of the Society for the Promotion of National Education, a considered answer based upon its experience, is that what exists now is grotesque and in a large part positively mischievous; that it is false, foreign and unnatural; that it is wasteful of money and life; that it is obstructive of the soul of the people and the progress of India; that it must be suffered only so long as it may take a free India under a reformed government to establish side by side with it a true and honest system, a natural growth; then that which now lives in a half-nourished manner may charitably be allowed to die. It is not to be supposed for a moment that the policy of the government, dating to what is positively the antiquity of 1854, has shown any hopeful modification in recent years. We again quote the last Quinquennial Report.² First we have a paragraph of pious intentions, of which the *bona fides* may be unquestioned, but of which the execution is beyond the hope of accomplishment because no foreigner, however well intentioned, knows how to succeed in the accomplishment:

The Government of India's resolution of April 21st, 1913, touched on every branch of education. Smaller universities and universities of the teaching type were contemplated, as well as development of higher studies and research. The policy of reliance on private effort in secondary education was re-affirmed, a system of school leaving certificates was commended, salaries for teachers were suggested on a reasonable scale and the importance of increasing grants-in-aid was emphasised. The resolution laid down Rs. 12 as the minimum pay for a trained primary teacher and contemplated a large expansion of elementary schools. It dealt with the training of teachers,

¹ The Progress of Education in India, 1912-1917, Vol. I, p. 8, paragraph 18.

² Vol. I, p. 13, paragraph 28.

technical education, the education of girls, Europeans and Muhammadans. But the main feature of the resolution was its insistence on the importance of those elements of education to which due weight is not always attached—the formation of character, moral and religious instruction, the provision of well supervised hostels, school hygiene and the broadening of the basis by manual training and other forms of practical education.

So much for intentions. What was done to fulfill them? The Review proceeds:

The resolution laid down no financial policy but indicated as an aim the doubling of the number of primary schools and pupils in the not distant future. The war has interfered with the programme both in this and in other respects. Nevertheless progress has been substantial during the period half of which has been marked by financial stringency. Its main characteristics have been the allotment of imperial grants which, with the assistance of provincial revenues, has raised the public expenditure on education by over 50 per cent; an increase of pupils by nearly 16 per cent; much needed amelioration of the position of teachers; the creation or consideration of new universities; a quickening of the interest shown in educational problems and specially in girls' education; and some advance in those aspects of education which appeal to faculties other than the mind and the memory.

Nearly every one of these claims is modified elsewhere in the very same volume and the failure is more adequately confessed in the Government of India's Despatch on the Reforms, which states:

So far as primary education is concerned, the chief defects are well known. It is very limited in quantity; there is great wastage by the way; teachers are ill paid, poor in quality and commanding little respect; the inspection is insufficient and indifferent; as a result the course takes too long and yields but small results; and very little of the knowledge attained remains in after life. The conservatism of the rural classes and the defects of the system have in fact reacted on each other. The people need to be awakened to the value of education as making lads better farmers instead of merely spoiling them for a rural life; and the system needs to be improved by more schools, better trained teachers, better courses and better inspection, all of which means not merely money but wise outlay of it.

Wise words! But what has been *done*? At the other end of the child's school life what is seen? The inevitable result of the harm done in early life. And yet it is the desire of the Government of India to transfer only elementary education under the Reforms Bill. Why? The answer is put thus by Sir Sankaran Nair in his Minute of Dissent to the Report of the Southborough Committee (referring to the Government of Madras, of course):

Those who would keep education a reserved subject, do so, I fear, not in the interests of educational progress, but for political reasons. They have themselves no scheme of education in view, and their predecessors have been going on making experiment after experiment, all in the face of Indian protest, which they themselves have to acknowledge had ended in failure.¹

¹ Professor Sir P. C. Roy, writing in *The Modern Review* in December, 1918, under the title *Where Does India Stand in Education*, said:

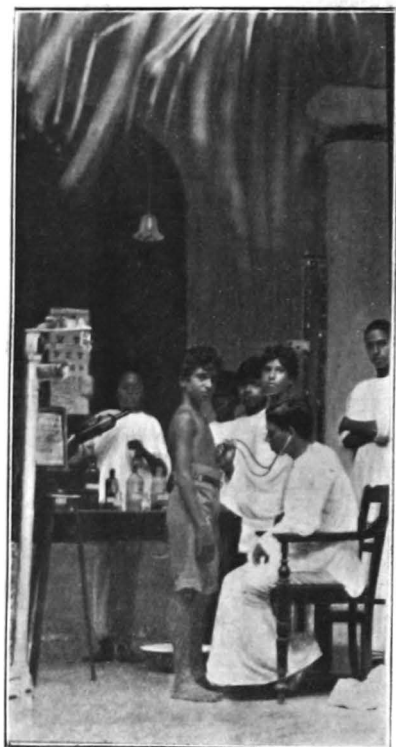
I hold no brief for the Government of India. Its parsimonious attitude towards the educational grant in the budget shows that it has but a poor conception of its duties and responsibilities towards the teeming famished millions entrusted to its care.

The Calcutta University Commissioners drive the final nails into the coffin in which the official system may now be decently buried. They declare—with perfect truth, not only of Bengal but most other parts of India: High school education is “too bookish and literary;” “the teaching of science is almost entirely neglected;” “the physical side of education receives too little attention;” the material is not bad, but “it has been mishandled;” “the high school training which fails to fit most of the boys for the University, fails also in fitting them for anything else;” “on present lines [quoting Professor Geddes] we inhibit and spoil more minds than we educate;” “the teaching line has become the refuge of failure from all other lines;” “the schools fail in the formation of character;” “school hours are long—generally too long;” “secondary education . . . is preparing candidates, not making them.”

Note the incongruity of intention and the means to the end. The aim is to double schools and pupils—but no financial policy! A reasonable scale of pay for teachers is intended—but it was fixed at Rs. 12 in 1913, as the minimum for a trained primary teacher. Motor-car cleaners, post office peons and other unskilled manual labourers actually then received pay of this kind, and yet it is expected that desirable men will be drawn into the service into whose charge our children are to be put in what is, in every sense, the most vital period of their lives. The formation of character by moral and religious instruction, and provision for well supervised hostels, manual training, etc., are blocked by a failure to lay down the financial policy, and still more by the inability of government to comprehend the problems. Thus the resolution becomes at best a pious platitude.

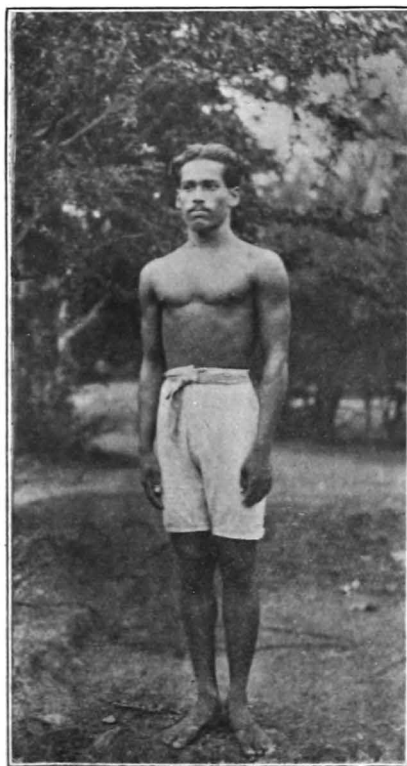
We quote finally here and there from the Progress Report to show how completely the Government realises its failure, using as far as possible its own words. The resolution above mentioned “laid down no financial policy”. The result of grants on this basis has been “that they are irregular. At present . . . programmes of development have to wait upon expediencies” (page 16, para 31). Hence great unspent balances (page 15, para 30). Again the intention was “the doubling of the number of primary schools, and pupils” and the training of teachers. But elsewhere (p. 24, para 49), the Report states: “On this computation the number of children undergoing elementary instruction is now 6,748,101, which is equivalent to 2·8 per cent of the population, being 4·5 of the male and 0·95 of the female population. Discouraging as these figures are, they are still more so when it is remembered that 90 per cent of the children are congregated in the lower primary classes.” Thus the great waste of investment in primary schooling which is soon forgotten, has been deliberately perpetuated by opening new schools for which no recurrent grants will exist! “India spends 4·3 per cent of her public revenues upon education.” (P. 18, para 37.) This brings her into the group including Italy 4·7, Russia 3·8, Austria 3·3, Egypt 2·9—some of the most backward countries in the world. And of this, “expenditure from public sources [per head of population is only] Rs. 0·25”. “Even some allowance made for difference in the purchasing power of money, it is clear that the sums now at the disposal are now insufficient.” (Page 18, para 37.) As regards the growth of different kinds of institutions, it is significant that whereas the percentage of increase among pupils in primary schools is 16·5 that in secondary schools is 28 and that in arts colleges is 58·9. But over 90 per cent of all children are in primary schools, and so the percentage of

increase in secondary schools and arts colleges is by no means a cause for congratulation. And even in the secondary school, "Mr. Hornell says that the normal student who has passed the Calcutta matriculation even in the first division is not capable of anything approaching real university study. The principal of a Bombay college remarks that owing to the unsatisfactory nature of teaching in many secondary schools, the junior college classes are rapidly becoming little better than indifferent school classes. Mr. Südmerson says that the equipment of first-year students as regards the broad facts of life, of history and of geography, is defective and that a world of ideas has to be created before any profitable advance in literature can be made". (Page 23, para 47.) Even if secondary education were not existent, and widespread and truly good elementary (as distinct from primary) education existed the prospect would be better. But the Report states (as quoted above): "On this computation the number of children undergoing elementary instruction is now 6,748,101, which is equivalent to 2·8 per cent of the population, being 4·5 per cent of the male, and 0·95 per cent of the female population. Discouraging as these figures are, they are still more so when it is remembered that 90 per cent of the children are congregated in the lower primary classes." That is to say, most of the public money is spent on making literate a small percentage of the children, and even those so merely literate as entirely to block them from all chance of real cultural improvement. These four or five years of primary schooling have been demonstrated repeatedly to be a waste of public money if not followed up by cultural study. In things which the country demands in the way of special educational facilities the position is as lamentable. "It has not been found possible to carry out the proposal of the Conference of Orientalists for the foundation of an oriental research institute, but some interest is manifested in the development of the study of Samskrit, Arabic, Pali, etc. The number of pupils shows no diminution." (P. 24, para 50.) As to why it has not been possible the report is discretely silent, although "the foundation of a Bhandarkar Research Institute at Poona and the proposal of a Cama Oriental Institute show that the public are desirous that India should take a proper place in the prosecution of classical research". The same irresponsiveness is seen in professional lines. "The feature of medical education has been the growing demand on the part of the public for a large supply of practitioners. It has been necessary on the one hand to meet it and on the other hand to guard against the abuses to which such a demand may rise." (Page 25, para 50.) Still more gloomy is the outlook in technical education: "The number of students undergoing technical and industrial education has not largely increased. The period has been one of revision and consolidation rather than of expansion." (Page 35, para 51.) This is a platitudinous way of confessing that the Government cannot or will not respond to public opinion. Again: "The training of teachers has received special attention"; but what has been done to make an *opening* for teachers? "At the close of the period the government of India manifested its realisation of the prime importance of training by announcing an imperial grant of 30 lakhs a year for this object and also for improvement of the pay of teachers—a necessary adjunct of any large expansion in training facilities, since candidates are not forthcoming for the career of teacher unless it offers reasonable prospects." (Page 26, para 53.) But if this 30 lakhs is paid to the members of the Indian and subordinate Services only, the result would be an increase of Rs. 25 per head per officer, provided it were



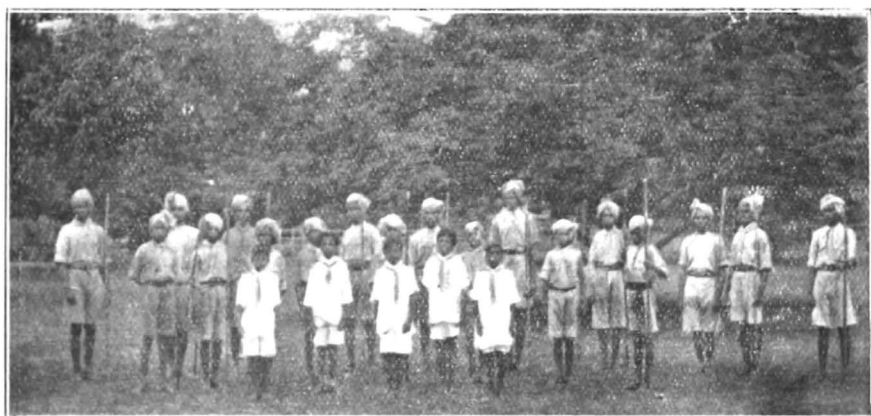
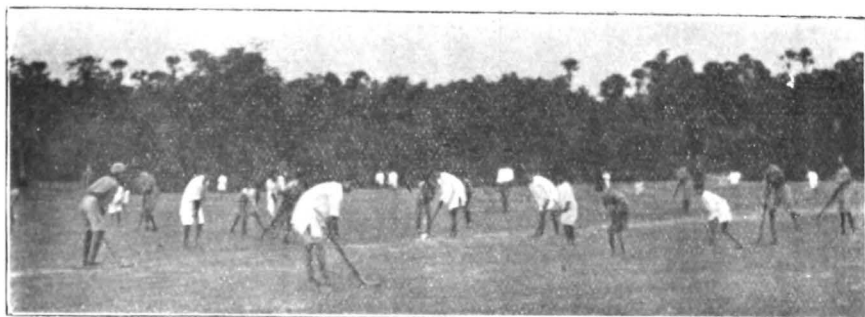
THE NATIONAL HIGH SCHOOL,
TEYNAMPET, MADRAS

Clinic. Resident doctor testing the heart. Weighing, height measuring and other apparatus is in the picture. These examinations at once decide what a boy is fit for and what treatment he needs. The healthy surroundings of the school make the doctor otherwise little needed. He is a teacher of hygiene, etc.



A HEALTHY YOUTH

What healthy surroundings, good food, exercise and care can do. A superb body at the disposal of his country.



THE NATIONAL HIGH SCHOOL, TEYNAMPET, MADRAS

Hockey (played nearly daily), scouting (cubs in foreground) and gardening. The smaller boys' garden is shown; they do much work out of the set periods, finding it enjoyable.

given equally to all and not disproportionately to the 241 Europeans drawing Rs. 832.2 per month on an average, and 9,000 provincial and subordinate officers receiving averages of Rs. 319 and Rs. 65 per month respectively. (Page 53, para 128.) And even then there is *nothing* left from the 30 lakhs for the 280,000 teachers who, after all, can alone be expected to improve education markedly! Manual training was prepared in the form of sloyd in Bombay and (p. 30, para 67) "teachers were trained, but it was found possible to introduce the work into only a few schools and the suitability of sloyd for Indian conditions is doubted"—after the money has been wasted in the training of teachers. "On the whole, progress has not been so rapid as might have been hoped. There are difficulties of money and staff, and manual training, not being ordinarily prescribed for the matriculation, is consequently apt to be regarded as waste of time." (Page 31, para 67.) The extraordinary ineffectiveness is seen in the high schools of Calcutta where hygiene presumably is a subject studied in theory. "Despite the regulations of the University of Calcutta on the subject, the recognised high schools, says Mr. Hornell, especially the unaided, continue to defy almost every principle of sanitation and hygiene." (Page 33, para 73.) And as for villagers, the grip which the Imperial authorities have upon the problem is represented by the following sapience: "But the problem of medical inspection in village schools is a difficult one." (Page 33, para 74.)

What is wrong? It is that Indian education is not in the hands of Indians. It is quite clear, for instance, in the matter of buildings. New schools, proudly pictured in the report before us, are costly, un-Indian, inartistic and in many cases thoroughly depressing, being some of them railway-stations that have missed their vocation and in other cases glorified cooly-lines. Here and there there is a gleam of hope. But these enormously costly buildings cannot be spread, and ought not to be spread. In Burma alone is the official understating the building requirements, putting up structures in the case of towns and villages, which are cheap and adequate.¹

The full failure is revealed under the heading *Education of European* "The number of pupils has risen by 23.8 per cent and now stands at 42,542 which probably represents about 18 per cent of the population. Special grants were made for the education of the poor in the cities of Calcutta and Madras and there is now little reason to suppose that any children of the domicile community should go uneducated." (Page 26, para 55.) We desire to raise no racial question, nor need we, for the position is so obvious. The Europeans in India manage to educate a greater percentage of their children in India than they do in the United Kingdom, namely 18 per cent, whereas of Indians the percentage stands at 3½. The reason is not only one of natural favouritism, but is founded in the fact that the Europeans controllers of education know how to educate Europeans, how to meet public European requirements. They know nothing of the real heart of India's needs, nor the way to go about getting India's joyful acquiescence. Never has there been a more vivid illustration of the importance of having a country for that country's people—India for the Indians!

The fact is that it is impossible for government, working on the large scale that it does and being alien as it is, to reform. It may even be questioned,

¹ But see the Report of the S. P. N. E. Engineer in Appendix XVI.

if education is transferred as a whole, under the Reform Scheme, to Indian control, whether the strength of the existing tradition will not for some time at least prevent a real advance. India herself is not yet sure as to what she needs, and divergence of opinion is held within the ranks of professed educational reformers themselves. The divergence, however, is not so profound as to forbid the support of a movement for experiment in a small way, and it is this contentment with small beginnings, combined with complete revulsion away from the foreign ideals of life into what is purely Indian, which marks out the Society for the Promotion of National Education and gives it a *raison d'être*.

THE WORK OF THE SCHOOLS AND COLLEGES IN 1919

THE Society has now completed, in its institutions, a year of working and the new year is just opening. Marked advance along experimental lines has been made in several schools, both in the new institutions of the Society and in the older institutions now constituent with or affiliated to it. Of the former class the National High School at Teynampet and the Girls' School at Mangalore may be taken as illustrations, and institutions like the Boys' Schools at Benares and Madanapalle and the Andhra Jatheeya Kalasala of Masulipatam may be taken as examples of the latter.

SPECIAL DEVELOPMENTS

In addition to the well-known interest of the Society in the encouragement of all religious and patriotic forms of school life, a special effort has been made along the lines of manual training and related arts. The key-note of the National School is the avoidance of any system which will continue the present divorcement between school and life. This was generally laid down in the *principles of Education* and has been further worked out in the syllabus of the National Schools. The latter is now being overhauled in view of the results of the first year's working, and the school authorities will be asked to submit suggestions for incorporation in a revised edition of the syllabus of the school. The syllabuses issued to schools last year were in proof form and are not available for public circulation. It is hoped, however, that by the end of the year the revised syllabus may be published for circulation to other schools and it is expected that the demand for it generally will be great.

The approaching transfer of education to Indian hands greatly enlarges the field of influence of the Society for the Promotion of National Education, as it is to organisations such as this that the Indian Ministers will naturally turn for advanced ideas in Education. It is now generally realised throughout India that the education system is as antiquated as it well can be and that the first wide reforms must be made here; but unless experiment on a small scale precedes these changes the result will be confusion and possible delay. Even the Philippines and Japan offer no analogy to India for a combination of modern western education practices and Indian modes of life. The existing schools in India, with a few exceptions, may be classified in two groups; those which are out of touch with modern movements

and are limited in their sphere by purely traditional and orthodox methods; and those which err on the other side by departing entirely from tradition and divorcing child school life from home life. In the schools of the Society for the Promotion of National Education the middle path has been followed. While in no way acknowledging that modern western methods of approach to the child mind are perfect, the authorities of the Society for the Promotion of National Education realise the immense value of these contributions to pedagogic thought. At the same time the value to India of her own modes of life and thought are regarded as of prime importance.

The value of the bilingual school has been entirely underrated owing to abortive attempts in this direction made in institutions where the approach to the second language was made on wrong principles. The result of the present malpractice is seen in the style of English which is spoken in India, where the Indian idiom is carried over into the English, or where, in other cases, a peculiarly stilted and bookish English is spoken. It is obvious from the National High School, Teynampet, at least, that a true bilingual school offers extraordinary advantages. The use of the Tamil medium has in no way prevented the boys from acquiring a very pure English, according to their age and capacity.

These and other lines of attack by the Society in its institutions have shown us clearly that the first year of work of the Society, though purely experimental, has been immensely productive of good. The outlying schools of the Society necessarily fail to make as much advance as those schools more nearly in touch with the Headquarters, except where the institution is fortunate in having at its head an experienced educator such as is the case in Benares and Coimbatore, to mention but two examples. In view of this success, the organising officers of the Society have been directed to strengthen and vitalise the educative and collecting agencies.

Some of the fundamental proposals of the Society are as follows :

1. That there shall be no divorcement in any physical, emotional, mental or spiritual characteristics between the school and the home life of the child. This means the abolition of western equipment and buildings and the adoption of customs out of the Indian house just as they are there found. We therefore encourage the installation in schools of low choukie desks and mats (or wooden boards if the floors be cold) for the children to sit upon. Benches from which little legs dangle and which cause the circulation to be cut off are eliminated as rapidly as possible, and in no new school are they contemned. The clothing is that which is worn at home. In village schools this may be only a waist cloth, and it is regarded as acceptable at school as it is in the house or on the road. In towns, where modern changes create dirty conditions, more of the body is covered as a protection against dirt; but not with the western coat, nor as far as possible with any other garments save those which are purely Indian. Illustrations of examples, indicative of the common practice in our National schools, will be found in the photographs in this Report.

2. In addition to the maintenance of what seems natural in modern Indian life, the Society at all times recognises the importance of the resuscitation of spiritual influences that have been dying. Foremost in this is the

encouragement to the smallest and oldest of the children to study and live his religion and to study and feel his history. It is held by the Society that had the official policy been rational there would have been no need to face the difficulties which occurred at the outbreak of the war in the Madras Presidency where one college and 477 schools with 31,000 pupils were under German influence wholly or in part. Similar to this menace to the very life of the state—acknowledged even by Government then—is a tendency seen by us equally dangerous to the life of India, namely, those thousands of schools and hundreds of thousands of pupils who are permitted to be Indian at home but insidiously pressed to be Europeans in schools—an expectation impossibly ridiculous and productive of confusion and deceit.¹

3. In every way unique, however, is the attitude of the Society toward the question of the curriculum of the Indian school, the use of books and the nature thereof. We cannot reproduce here the publications of the Society, but the reader is referred in particular to the following: The Prospectus of the National University, Principles of Education. Concurrently with the appearance of this Report there will be in the press the detailed curriculum for schools, and the student of educational conditions will be able to see how revolutionary and yet, we think, supremely rational is the proposal for the reformation of the materials and method of instruction.

ILLUSTRATIVE EXAMPLES

It is impossible, naturally, to reproduce the detailed materials upon which work is carried out, but we may here quote as examples the practice in one or two of the advanced institutions conducted along National lines, giving by means of the time-table during a sample day evidence of the genuineness of the attempt that is made to supply schools, truly Indian in tradition, activity, and objective.

Throughout the year, as above mentioned, the main work in the National institutions has been the development and application of the syllabus in schools and colleges. The general outline was set forth in the *Principles of Education*, and accepted by the Society as its working basis. What is unique therein is the recognition that the function of education is very much wider than it is understood to be in most countries. The defects in the social life of a Nation are due ultimately to failures in education. It is implied in the National system that the sole duty of government is to govern, that is, to maintain order under the laws which the people themselves make. It is further implicit that behind the laws, the educational practice and human society, are the higher laws of religion. The true purpose of education is to bring into the child's life those principles of spiritual, intellectual and moral import which will enable him to be a perfect unit in the state. At present in India the police court and the small-causes court are actually regarded as branches of the educational system! Whereas it should be obvious that attempts at education of adults, and

¹ Sir John Woodroffe raises the pertinent points in his simple and direct manner in his note to the Sadler Commission, asking:

How can traditional morality be preserved when the whole course of education is to ignore religion and thus leave it the easier prey of sectarian attack and secular scepticism? How can the Indian student present an effective attitude to life if the source of his vitality is neglected or suppressed and his movements are cramped by foreign vestures?

control of their misdirected energy, is not only costly but impossible, and that the true source of the evils is in the school.

It is upon this basic proposition that the National school courses were cast, and will soon be re-published in an amplified form; and it is on the presumption that the School courses shall be used rationally that it was possible to shape properly the courses of study in the collegiate departments. The latter comprise completed syllabuses for the following, all of them being in actual working in one institution or another, leading to Bachelor's degrees.

1. Agriculture.
2. Biology.
3. Chemistry.
4. Commerce.
5. Economics.
6. English Language, Literature and History.
7. Geograpy.
8. History, East and West.
9. Indian Languages, Literature and History.
10. Industrial Science.
11. Journalism.
12. Philosophy, Logic, Psychology and Ethics.
13. Physics.
14. Political Science.
15. Teaching.

Subjects common to all courses are: Religion, Indian Citizenship, Physical Culture.

Concurrent with the creation and working out in schools of this syllabus is the insistence upon a fundamental attitude of sympathy and co-operation between the teacher and the taught. "Stern repression," the weapon of the inefficient teacher, is entirely foreign to true educational practice, and is only employed because educators have forgotten that life must be treated as a whole, that you cannot expect the child to live half in the school and half elsewhere, with separate doctrines of life in each part of it.

PHYSICAL LIFE

In a largely residential school, such as the National High School at Teynampet, Madras, the National Boys' School, Benares, etc., the perfection of this wholeness of life is successfully illustrated. The residential students form the majority and their day's programme is as follows:

5.30—Elder boys get up. 5.30 to 6—Younger boys get up. 6.30—Bath, etc., all boys washing their own clothes either now or in the middle of the day, in conformity with the old Indian practice. 7—Morning tiffin. 7 to 7.15—School roll-call and opening exercises, carried out in the open air except when raining. The opening exercises consist of roll-call, march to meeting place, religious songs, recitation of *shlokas* and occasional addresses. 7.15 to 10—Class work. 10.15 to 10.45—Wash up. 10.45 to 11.30—At ease. 11.30—Midday meal. 11.30 to 2 is given over for rest, but at 12.30 or so some

students go to the library, others play about in the shade of the trees, some go on with their weaving or carpentry work, etc., according to the hobbies that they may happen to have, and a few, especially the older boys, do practical work in science. 2.30—Class work for the afternoon begins; it is mostly of the nature of handicrafts and the lighter forms of intellectual work. At 3, break for tea. 3.10 to 4.30—School work for higher classes and games for Classes I to IV. 4.30 to 5—Interval. 5 to 6.30—Football, hockey, cricket, etc., on organised principles. 7—Bath. 7.30—Evening meal. 7.45—Evening meeting with incidental roll-call of the residential students. There is talk and social exchange. From 8 o'clock the younger boys begin to go to bed as they feel sleepy. Others read light literature until 9 or 9.30 according to age, and go to bed. Sleep out of doors on first-floor verandas, on mats.

There are, of course, Sunday and other holidays which are employed for excursions and camps, etc., and Wednesday afternoon is devoted to scouting and similar out-door occupations.

It is thus seen that the life is a rational one arranged according to the requirements of the boys' ages and of the climate. The social organisation is largely developed. The Court of Honour sits for any necessary business after the midday meal. The boys carry on their own co-operative store, for which shares are sold.

As regards physical health, there is first of all the clinic in which all serious defects are noted and tendencies indicated. Good food is of course supplied, and sound dietetic principles are conformed with in the balanced food supplied. The dwelling houses are not of brick and stone with inadequate air and light; in the southern schools they are of cadjan. Gardens surround the dwellings and as many classes as possible are held in the open air. Scouting, games, gymnastics, and manual arts provide active occupations. Residential medical officers in Boarding schools are common, and visiting honorary advisers in day schools. In the case of the Teynampet High School the practice is to have boys report each evening and cases of indisposition immediately receive the attention of the doctor and go on his list of visiting cases if necessary. The report of the medical inspection of the Teynampet High School may be taken as a specimen.

The doctor writes:

I make observation of the boys' physical condition month by month, and record the result. A boy is examined as soon as he is admitted into the school. The records will show many physical defects in the boys, 90 per cent of which are remediable if well attended to in time. Of course it was not possible for me to erase in a short time the evils of past ill-health which they had partly inherited and partly contracted in their unhygienic home habits and environments.

My duties are of a threefold nature—(1) medical inspection of the school-children, (2) teaching the boys physiology, hygiene and physical culture, and (3) treatment of children falling ill. With regard to the first part of my duty, I give a short statement of the observations which I have made in the report attached at the end of this article.

With regard to my duties as a Medical Officer of the hostel, I am glad to state that the situation of the hostel in a hygienic place reduces my difficulties to a

minimum. The boys are lodged in healthy cottages which have stood the stress of both storm and influenza which swept through Madras causing not a little of destruction to property and life.

The nutrition is generally moderate except in boys classified as "poor," who show malnutrition and chest deformity. The growth in height and weight shows a gradual increase up to February when the season changes. With the change of season a general lowering of vitality with a pause in the growth is manifest with attacks of cough, cold and fever.

Out of 140 defects found in 78 boys only 20 defects are irremediable. The remaining defects are such as may produce irremediable changes in the body if left uncared for.

His daily routine is as follows :

6.15 to 6.45	Reports from senior boys in cottages about the health of the boys in their cottages.
7.15 ,, 8	Dispensary: requisition for special diet (milk, etc.). Round school to see if any more remain to be attended to.
8 ,, 9	In-patients.
11 ,, 12	Seeing in-patients after food.
4 ,, 5	Visit to in-patients.
6-30	Evening Cottage round.
7.30 ,, 8	Dispensary.
8 ,, 10	See boys before going to bed. See Headmaster.

The following is the summary of medical examination by School Departments ending with 30-9-19:

	PRIMARY	5-6-7	8-9-10-11	TOTAL	DISEASES TREATED
Anæmia ...	2	7	2	11	Malaria ... 14
Enlarged gland...	11	11	3	25	Eruption ... 1
Lung Weakness ...	3	5	4	12	Abcess ... 3
Heart Weakness ...	4	3	3	10	Sun stroke ... 1
Nervous Disease ...	...	2	2	4	Injury ... 1
Epilepsy ...	...	...	1	1	Bronchitis ... 5
Skin Disease ...	4	7	5	16	Influenza ... 16
Deformity Chest ...	3	3	2	8	Enlargement
Other Deformities ...	...	1	1	2	tonsil acute 6
Vision ...	...	3	4	7	Ringworm ... 3
Defective Nasal Breathing	1	3	1	5	Scabies ... 5
Defective Teeth ...	...	11	2	13	Orchites ... 2
Tonsil ...	4	10	8	22	Total ... 57
Adenoids ...	1	2	...	3	
Nutrition {	1. Good ...	1	3	5	91
	2. Indif. ...	16	23	20	
	3. Poor ...	6	12	5	

Weight	{	increase above 2 lbs.	35	}	(91)
		below 2 lbs. and stationary ...	...	...	48
		decrease below 2 lbs. ...	...	...	8

Further attention to this subject is given under this school in the appendix.

EMOTIONAL LIFE

The emotional aspect of education likewise receives attention. The essential thing is to give opportunity for social life which will bring out the characteristics of the boy under the very gaze of the teacher. It is not enough to have only games, to see only that true sportmanship and endurance are encouraged. The finer side must be looked to as well, for instance, the keeping of pets and gardens that feeling for the lower kingdoms be encouraged. These are maintained in several schools. Social research is an important aspect of the work of some of the institutions, followed, of course, by social service, without which the best moral effect is lost. The following research is actually carried out by the students in the Agricultural department of the National University in Madras, the work being called a survey of a Ryotwari village.¹ It is as much a landowner's duty to get experimental knowledge of his community as for a civil surveyor to use a transit and level.

General Instruction.—Embody in your report the official information which is available, but endeavour also to test its accuracy and to correct it when possible. Throughout use some distinguishing mark to indicate whether your information is derived from official sources. Thus the letter "O" can be used to mark official information, "N" unofficial, and "N and O" official information confirmed by non-official.

PEELIMINARY: General description of geographical position and position in relation to any forests, rivers, hills, railways, etc., which there may be in the neighbourhood.

A. POPULATION: 1. Total population of caste village. 2. Castes. 3. Number of families and individuals in each caste. 4. Number of children in families—(a) living, (b) dead. *N.B.*—A good way of getting this information is to ask parents how many children they have had and how many are still alive. 5. Number of homesteads. 6. A complete census of ages, if obtainable, is useful. 7. Give statistics of the births and deaths given in the village accounts, and try to ascertain to what extent they are accurate; and if defective, why so? 8. Population—men, women and children—of paracheri, given if possible in families, with number of dead in families.

NOTES: (a) Endeavour to give, if possible, the population according to the last two or more censuses. (b) Use the figures so obtained to ascertain whether the population is increasing or decreasing, and if so, which sections of the population (caste and sex) show the increase or decrease. (c) State the age you choose to distinguish between children and grown up. This should be 10 years or 15 years.

B. LAND: 1. Area of wet lands. 2. Area of dry lands. 3. Area of lands watered by wells. 4. Common waste. 5. Pasture other than common waste. 6. Woods and forests. 7. Fruit trees and scattered shade trees. 8. Tanks. 9. Wells. 10. Other sources of water-supply.

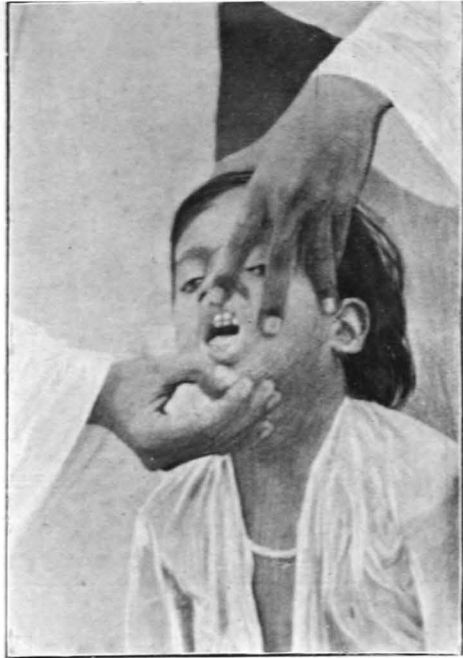
¹ See Gilbert Slater's *Some South Indian Villages*.

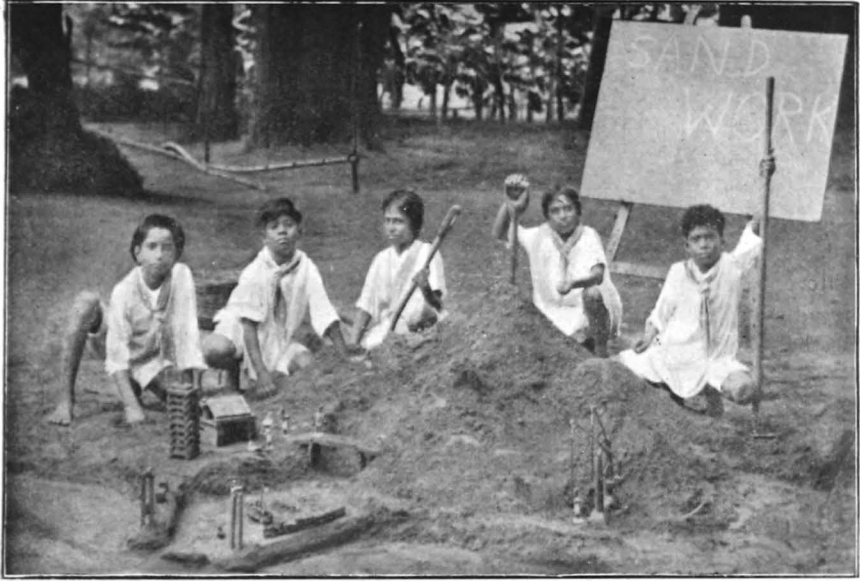
NIGHT-SCHOOL CASES

What neglect does. Examples from a school for the poor maintained by the Teynampet High School.

An ugly case of neglect. Lower milk teeth worm eaten and pigmented. Upper second set emptied through upper part of gums as a result of neglect to remove the milk teeth in time.

A group to show defective nasal breathing. Bad cases hold flowers. Second from left pigeon-breast and tubercular Lung. Third from right spinal curvature. Right treatment would benefit or cure them.





THE NATIONAL HIGH SCHOOL
TEYNAMPET, MADRAS

Geography. Building a harbour.
Note breakwater lights, boat, railway
train, goods sheds, etc.

Happy, healthy boys like those
grow to be youths who help their
unfortunate fellows in

A TEYNAMPET NIGHT SCHOOL



NOTES: (a) The information under B. can mostly be obtained from the village accounts, but some correction may be necessary. Procure, if possible, a copy of the village map. Add, if possible, a classification of wet, dry and well lands according to the amount of land assessment. (b) The statistics under the several headings should be compared with similar statistics for a period anterior to the present by 10 or 15 years. The necessary information can be gathered either by enquiries in the village or from the Firka books of Revenue Inspectors. Such a comparison is important as showing the economic progress of the village and changes, if any, in the methods of cultivation, the standard of living of the people, in cattle rearing, etc.

C. OCCUPATION OF LAND: 1. Area cultivated by the landowner. 2. Area sub-let and cultivated by tenants. 3. Number of cultivating landowners. 4. Number of non-cultivating landowners and their respective occupations. 5. Number of tenants who own no land. 6. Agricultural workers who neither own nor rent land. 7. Areas of holdings according to ownership. 8. Areas of holdings according to tenancy. 9. Rents in money or in kind. 10. Land Revenue—give total kist of village and amount per acre for different qualities of land. 11. Particulars of people who combine agriculture with other occupations.

NOTES: (a) Give (7) and (8) in as much detail as possible. (b) Under (9) give as full information as possible, both about the sorts of agreements that are concluded between the pattadar and the tenant, and also the amount of the rents, and what extras such as straw, vegetables, etc., are paid in addition to grain or cash rents. If landlord and tenant share the produce, explain how the kist and costs of cultivation are shared, and whether the tenant has all the straw, and endeavour to calculate the actual value of the share of produce obtained by either party. Again, landowners and cultivators usually pay the village servants certain perquisites at the time of harvests, Pongal feast, etc. These should also be noted.

D. AGRICULTURE: 1. Area under each of the principal crops. 2. Area yielding one crop per annum. 3. Area yielding two crops per annum. 4. Area yielding three crops per annum. *N.B.*—Give these statistics for a short series of years. 5. Customary crop cultivation, of wet, dry and garden lands respectively. 6. Types of plough used, and the number of acres cultivated per plough in wet, dry and garden land respectively. 7. Other agricultural implements. 8. Describe types of pumps or waterlifts used (no elaborate description is needed if they are of common types). Are oil engines used? 9. Is water sold for irrigation by one villager to others? If so, what price is charged? 10. Stock—(a) Working oxen. (b) Cows. (c) Male buffaloes. (d) Cow buffaloes. (e) Young stock of above species. (f) Horses. (g) Donkeys and mules. (h) Sheep. (i) Goats. (j) Pigs. 11. Are ploughs or carts and bulls hired out? If so, give rates of hire. 12. Describe the customs with regard to feeding of domestic animals. 13. Manuring—(a) What percentage of the cattle dung produced is used as manure? (b) What quantity of cattle dung is applied per acre of wet, dry and garden land? (c) How is cattle urine utilised? (d) Other animal manures. (e) Green manures. Under this head explain whether green manure is grown, or obtained from woods or forests. (f) Are chemical manures used? If so, how obtained? 14. Garden cultivation. Give here any information available not given under other heads. 15. Chief insect pests and methods of combating them. 16. Chief cattle diseases and methods of combating them. Under heads (15) and (16) note particularly whether assistance is obtained from the Agricultural and Veterinary departments. 17. How and where is wood obtained for fuel, implements, building, etc.? 18. What is the cost of cultivation per acre of wet, dry and garden land, respectively? 19. Has there been any recent improvement in methods of cultivation, as single transplantation of paddy, seed selection of cotton, introduction of new crops, etc.? If so, how was such improvement brought about? Are the villagers disposed to adopt new methods if their utility can be demonstrated? 20. Do the villagers breed their own cattle, or purchase? If the former, give as full an account as possible about their methods of breeding and rearing young cattle: if the latter, state how the cattle are produced,

what breeds are preferred, where they come from, what prices are paid and what becomes of the cattle afterwards.

E. THE VILLAGE: 1. Area of the village-site. 2. Localisation of caste. 3. Dwellings of depressed castes. 4. Types of dwellings, *e.g.*, how many houses are respectively thatched, tiled and terraced—(a) in caste village, (b) in paracheri. (5) Gardens adjoining dwellings. 6. Maximum distance of cultivated lands from home of cultivator. 7. Unsatisfied demand for building sites. 8. Site values. 9. Do the ryots exchange lands in order to get their lands continuous? If so, do they build and use field huts? To what extent are the lands of an average cultivator scattered about in small parcels?

F. SUBSIDIARY INDUSTRIES: 1. Number of weavers. 2. Condition of the weaving craft—What yarn is used? What looms and winding implements? Do weavers co-operate at all? What evidence is there of growth or decay in the weaving industry? Give average earnings. 3. Is handspinning practised? If not, when abandoned? 4. List of other crafts in the village giving, when possible, the proportion of working time spent on the craft, average earnings and any interesting features about the craft. 5. Give any information available showing whether any village industry is developing or increasing; or, on the other hand dying, decaying, or becoming less remunerative.

G. VILLAGE TRADE: 1. How do the villagers purchase commodities required—(a) for industrial and agricultural use? (b) for their own consumption? 2. Sale of Village produce—(a) estimate the quantities of village produce sold out of the village. (b) Describe the methods of sale. 3. Condition of village with regard to local roads, access to main roads, railways and commercial centres. 4. Extent of co-operation in village trading. 5. Further remarks.

NOTE: Please make a special effort to get an accurate statement of the quantity of agricultural produce that is sent away from the village in an average year. Also endeavour to ascertain if the poorer ryots sell grain at a low price immediately after harvest, and have to buy it back for their own food or for seed at a higher price later on. Try also to find what proportion the price the ryot receives for his produce bears to the prices obtained in large markets.

H. ECONOMIC CONDITION OF VILLAGE: 1. Customary rates of wages—(a) in money, (b) in kind. Note what extra perquisites are given to the labourer in addition to his regular wage. 2. Current prices of staple foods. 3. Number of families which have made savings. 4. Utilisation of savings—(a) agricultural or industrial capital, (b) in saving banks, (c) on loans to neighbours, (d) in jewellery, (e) other methods. 5. Rural indebtedness. 6. Number of padials and conditions of their service to creditors, stating amount of wages or allowances of grain, clothing, etc. 7. Causes of indebtedness. 8. Proportion of debtors who have liberated themselves from debt. 9. Is there a co-operative credit society? If so, add special appendix giving the fullest possible account of its origin, progress and prospects. 10. Sources and extent of communal income (*i.e.*, income belonging to the village as a whole, and not to individual villagers). 11. Expenditure of communal income. 12. Administration and supervision of communal income. 13. Give any particulars known about selling prices of land. 14. Estimate annual expenditure on religious festivals. 15. Estimate expenditure in recent years on new temples. 16. To what extent is advantage taken of the Agricultural Loans Act, and the Land Improvement Loans Act?

NOTE: The following statement will be found suggestive: "In villages interest is a most insidious poison and the damage it causes is generally not properly appreciated. It is only loans of large cash sums that are regulated by a fixed and reasonable rate of interest such as 9, 12 or 15 per cent per annum. But a good deal of the borrowing in villages is done either in the shape of small sums of money or advances of food grain, seed grain, etc., on credit and it is the interest on these

latter transactions that proves the most ruinous. If one stayed in a village in a district like South Arcot or Chingleput for a few days and made careful enquiries among the villagers, one would come across many cases in which ryots borrowed a single rupee for seed grain and bought 8 Madras measures of seed with it on the understanding that at the harvest time, i.e., about six months thereafter, the creditor should be paid back the rupee plus three Madras measures of paddy, the money value of which at harvest time is generally 4 annas. In other words they agreed to pay 25 per cent more for the use of the money for six months. This high rate of interest does not of course prevail all the year round, but six months of such interest are enough to break any ryot's back. Further, all purchases of articles on credit carry very high rates of interest besides giving room to the exercise of much fraud on the part of the lender. Correct and detailed information as regards the rates and forms of interest paid on the several kinds of loans would afford valuable help towards the suggestion of means to overcome the evils of indebtedness."

I. SANITARY CONDITION OF VILLAGE : Prevalence of 1. malaria, 2. cholera, 3. plague, 4. tuberculosis, 5. small-pox, 6. other epidemic diseases, 7. other endemic diseases. 8. Estimated rate of infantile mortality. 9. Snake bites. 10. Medical assistance available. 11. Insanitary habits. 12. Prevalent customs with regard to—(a) Infant marriage. (b) Purdah. 13. Nature and quality of water-supply for drinking and domestic purposes. 14. Do the villagers bathe and wash clothes in the same stream or tank as that used for drinking ?

J. EDUCATION : 1. Number of Schools. 2. School accommodation. 3. Educational character of schools. 4. Number of boys in attendance. 5. Number of girls. 6. Average duration of school-life. Percentage of adults able 7. to read the vernacular, 8. to write the vernacular, 9. to talk English, 10. to read English, 11. to write English. 12. Number of pandits or specially educated persons. 13. Are there any adults who have learnt to read, to write or to cipher who have lost such ability after leaving school ? 14. Number of boys and girls who have proceeded to more advanced schools elsewhere. 15. How have their school expenses been defrayed ? 16. Have boys from the village who have passed through secondary schools obtained satisfactory careers later on ? 17. Have any gone to an Agricultural College ? 18. Have any boys who have received a good education settled down in their own village ? If so, how do they use their education ? 19. How many books and of what character are there in the village ?

K. VILLAGE ADMINISTRATION : 1. Panchayat. 2. Village administration. 3. Sanitary administration. 4. Police administration. 5. Contact with higher authorities. 6. How much crime has there been in recent years ? 7. Are any of the villagers engaged in litigation and if so, why ? Are any in debt in consequence of litigation ? 8. Are offences and civil disputes dealt with in the village without resort to the courts ?

L. HISTORY AND PROSPECTS OF VILLAGE : 1. What evidence is there to show either economic deterioration or economic improvement in the past ? 2. What opportunities does the village seem to have for economic improvement ? Note specially the possibility of extending the area of irrigated lands. Could more wells be sunk with advantage ? If so, why are they not sunk ?

General.—If opportunity offers, illustrate by giving a more detailed account of the occupations, income, expenditure and the general condition of a few typical families. Add any information which appears to be interesting and significant not asked for in this form ; as for instance, information as to the decrease of land held by different castes, reasons why people buy land and why they sell it, the emigration from the village either to cities or to foreign countries, why the emigrants go and whether they return, what effect such movements have upon the economic, intellectual and social life of the village ; what other changes there are in the standard of living ; and if there is any change in custom with respect to marriages or religious observances.

In addition to such careful work as this in the villages there is psychological study of the child undertaken in a scientific manner in the National Training Colleges. Apparatus for this has just been landed in Madras from America. As means of self-expression, the boys are encouraged to publish magazines and four schools edit journals in English and in Tamil and one in English and Sindhi. Music and similar finer influences are heavily stressed in all schools, and in some institutions the grade of work is very high indeed. In some the Samskrit work is extraordinarily good—Kumbhakonam, for example.

The emotional side of the child's life is cultivated in an atmosphere of kindness and sympathy without which no advance is possible. The notable ability of the Indian child to understand what is required of him and the inherent gentleness of his nature makes it impossible to effect any improvement in character through "stern repression" and "severe dealing".

INTELLECTUAL LIFE

The stimulation of the intellectual side of the child's life it is quite impossible adequately to describe in a few words, and readers are referred to the publications of this Society. In general it may be said that experiment and research are always correlated with theory, whatever the subject. The insistence upon this is from the beginning, first in the form of occupations suitable to young children, and carried out through various forms of manual arts and experimental geography and mathematics into higher classes. The same thing is true with regard to language work, for after all conversation and the direct method in language are its laboratory side.

Special branches of experimental application of intellectual pursuits are possible through the agency of co-operative stores, psychological research and the like, but only detailed study of the work of some of the better schools of this Society conveys an understanding of what this all involves.

THE RELIGIOUS ATMOSPHERE

In the matter of religion, the work of the Society is unique. It is not only that it gives to the students instruction in the theory of his religion, the doctrines of orthodox Hinduism, Islam or whatever the faith of the child may be, but it is more especially that the root of religion is watered by the constant example of the teacher and encouraged to grow and flower in acts of service, mercy and kindness. All over India there are in the same towns missionary and non-missionary schools. The missionaries are very zealous in teaching the theory and sometimes the practice of their own religion. But nothing is more astonishing than to note that even where there is an Indian school often nothing formal in the way of religious instruction is given! This at least might be done, to give the school a spiritual tone. But in the National schools the effort goes, indeed, very much further. Ideals of beauty of life are encouraged by keeping the schools and the children themselves tidy and clean and as far as possible beautiful—a thing which the wearing of Indian garb makes possible. Then, the elder children assist the younger. Those that have time and strength and knowledge work in night schools. The honour system is employed very widely and successfully. Social enquiry, such as was mentioned

above, is very productive of ways in which spiritual impulses may be worked out in practice. Thus the Agricultural College student in surveying villages finds, let us say, that a village has a population of 264 persons. Amongst these he finds two or more out of every three are heavily in debt, and that the total income of the village, painfully and laboriously inquired into by him, amounts to Rs. 28,666 and the total debt amounts to Rs. 10,760. These figures, actually taken down by a student in the Bellary district, necessarily move him not only to a realisation of the perilous condition in which the State must find itself if these conditions persist, but move him—and his fellow students—to undertakings of a practical nature to remedy the evil, as soon as he enters into mature life—indeed, moves this particular youth to social works even now. Other examples in Night Schools, relief works, etc., are too numerous to be dealt with here.

The foregoing, then, are some of the actual practices carried out in the National schools, and now about to be extended to all as rapidly as possible.

THE WORK OF THE WHOLE SOCIETY IN 1919

In addition to this constructive effort in the individual institutions summarised above, the year has seen steady work along the recognised lines of publicity and general effort.

FIRST MANUAL ARTS EXHIBITION

In December, 1918, was held at Delhi an exhibition of considerable interest of which an account is as follows :¹

The idea of the Exhibition was to show what forms and grades of manual arts are carried on in the institutions of the Society for the Promotion of National Education. National University Colleges were not invited to contribute, as the intention was to show the work of National school children, and those only. In the case of large pieces, where a whole class had co-operated, the work of the teacher was necessarily included, and where sets of certain things were sent, as in the case of raffia baskets from Coimbatore, in some two or perhaps three cases the teacher's specimen was included, so that the work of the children might be compared with that. With these exceptions nothing was barred, and only general suggestions were sent out to heads of schools, about a month before the time for sending contributions.

The result surprised every one connected with the venture. It was not merely that the work sent in was of fine quality, as, indeed, it was in most cases, but that it showed the immense field of enterprise which Nationalism encourages when it becomes a part of the ordinary school curriculum—Nationalism, that is, in the truest democratic, free country sense of the word ; not in the sense of pedantic or infructuous politics of person against person. There were maps, drawings, paintings, illuminated letters, specimens of fine writing, articles of wood (book racks, pen stands, a folding desk of the Standard National School type, and many others), clay models (both the ordinary attempts of small children and fine art models from schools like the Madanapalle High School), specimens of weaving (bordered chuddars from the National High School, Teynampet, plain cloth from Madanapalle, and, finest of all in some ways, two

¹ From *The Commonweal*, January 25, 1919.

enticing carpets from Masulipatam—both sold at sight!), preserves, jams, jelly and marmalade (in which the Mangalore Girls' School did best), embroidery and sewing of very many kinds (notably gold embroidery by the Indraprastha School, done in the fine Delhi style), relief maps of high merit, most ingenious "products maps" (in which the manufactures and agricultural, and mining products of each area were mounted at the proper place in that area, as cotton where it is grown, gems—shown by a glass bead—where they are mined, pearls where they are fished, etc.), leather sandals from the Madanapalle Panchama School, soap, a brief bag, nature study diagrams and paintings, precision and commercial instrument (the list was long and the objects were finished products: a chemical balance, mortar and pestle and other iron work cast and finished at Masulipatam, a gas container, test-tube, racks and ring stand, mirror galvanometer, an iron-cutting lathe and a polishing lathe from the Bengal Council of Education Technological Institute in Calcutta, brass door bolts, and the like), Scout knots and other Scout exhibits, school magazines, specimens of refined chemicals made from raw materials by boys of the Benares School (with a diagram of the method used in each case), a model of an *ekka* or country cart, and a model of a school-house entirely thought of, a designed and made by girls of the Indraprastha School in Delhi, and even potatoes, ground-nuts and sugar-cane grown by the boys of the Benares School.

The list, which is set down from memory and is far from complete, is, every reader will agree, amazingly long and varied. The quality of the work, every visitor agreed, was exceptional. Not a little of it was sold, despite the fancy prices put on most things by the children, loath to part with the cherished products of their own genius! The large Masulipatam rug, it may be mentioned, was bought by a Delhi carpet merchant, who took it because "it is really cheap for such a very good piece of work", as he said. Everything was displayed on long tables decorated with the blue and yellow chosen as National Education colours, and the whole effect was one of finish and merit.

All in all, the Exhibition was unusual. It was greatly amplified by some of those living examples of the polish given in the National Education workshops—the Indian Boy Scouts. Forty of them were there from Sindh and the United Provinces. A visitor to the exhibition, which was watched over by Scouts in uniform, put the matter very well to one of us who stood at the door, when people were leaving the Exhibition rooms: "I am delighted with these things; but after all the Scouts are the best of the exhibits. If boys like that can make things like that then National Education is worth while."

UNIVERSITY LECTURES

The Chancellor of the National University, Dr. Rabindranath Tagore, visited Madras in March and gave lectures under the auspices of the National University, attracting great interest. The titles of the lectures were as follows:—*The Message of the Forest*, and *The Ideal of Education in India*. The second of these is just now in the press in book form.

SECOND NATIONAL EDUCATION WEEK

In April, 1919, the Second National Education Week was carried through. The activities were somewhat similar in character to those of the preceding year, but owing to the very disturbed state of the country politically and the intense suffering through influenza and famine, the results were not so good in the mufasal as in Madras, although the grand total amounted to approximately

Rs. 35,000. The exact figures are given in the auditor's report as usual. The Week, however, was unique in three particulars in the City of Madras, namely, in the fact that in the Bazaar students of National schools actually wove on the spot baskets, cloth and carpets, and displayed their own carpentry, etc., all of which commanded a very ready sale and were universally commended. An attractive Fine Arts Exhibition was likewise held, under the patronage of the Raja of Kollengode. Amongst the various entertainments were displays of Indian skill in swordplay by men from Kolhapur, gymnastics, wrestling, etc., by students of the National institutions and by the Indian Boy Scouts.

PERSONNEL

In anticipation of the departure to England of the Chairman of the Executive Committee and the Treasurer of the Society, the Executive Committee called upon the Secretary of the Society, Mr. Arundale, to become Acting Chairman, and the Assistant Secretary, Mr. Kunz, to become Acting Treasurer, in addition to their own duties, until the return of these officers or the pleasure of the Board be indicated.

There have been few other changes necessary, such as have occurred being noted in the various headings in the Appendices, where likewise will be seen report of the steady rise in the number of members and other statistical evidences of growth.

EXAMINATIONS

In April the first school examinations were held of which the following is a summary published in the Press :

It is notable that the percentage of passes is extremely high. The uninformed might suppose that this is due to a low standard, but the fact is that under the uniform practice of the S. P. N. E. the examiners paid considerable attention to such records of the pupil's work as were available, and great care was exercised in admitting students to the class. The cruel policy of turning whole classes over to examiners who are foreign to the work that children have been doing, and yet who decide their fate irrevocably can only be broken down if an intelligent system of co-operation between Heads and examiners is set up, and if the position of the examiner is relegated to one of less significance and despotic power.

The first year of work in the National schools was necessarily somewhat diverse from school to school; the necessary steps towards standardisation have now been taken.

The detailed results of the examinations held in April last were published in the Madras papers on May 10 and subsequent days. The following summary of the institutions that sent in candidates may be here recorded :

Class XI. 1. Eleven candidates from the National High School, Teynampet, one failing to obtain the requisite marks for a complete pass but qualifying for admission to the College of Agriculture, the percentage of passes being 96.

2. Twenty candidates at the National High School at Madanapalle of whom 15 passed, two qualified for commerce, one for the Elementary Teacher's Certificate Course, one failing altogether and one did not appear, thus making a complete success of 75 per cent.

3. From the National College of Commerce Preparatory Class (Class XI) three candidates passed and one failed, thus making a seventy-five per cent success.

4. The National Training College for Women at Mangalore sent in three applicants. One was withdrawn owing to the illness of the candidate. The results were acceptable in the case of the other two though they had been studying only part time daily (being teachers) and for only two months. In view of these facts, it was decided that discretion should be given to the Principal to advance the candidates into the College work.

5. The National Collegiate School at Cawnpore sent in twelve applicants. One candidate failed to sit for certain papers and was therefore rejected. Of the remainder all passed and the results in general were quite good in the school, with the exception of Book-keeping and Correspondence under the Commercial subjects, where uniformly low marks made it obvious that the examination was too difficult, or the teacher had been incompetent. The percentage of passes is 91.

6. The Girls' School at Benares sent two candidates for the above examination and both passed, thus making a cent per cent of passes.

This makes a total of 51 candidates appearing by application, 41 passing and a percentage of 80. Counting in the cases where the candidates were declared to have qualified for a special course, such as Commerce or Agriculture, the percentage is 92.

Class X. Candidates were sent in to this examination only from the National High School, Madanapalle, and the Girls' School at Benares. In the former there were four candidates and all passed. In the latter there were three candidates and all passed. Thus there were cent per cent passes in both the schools.

Class VIII. The same two schools sent in candidates for the Class VIII examination, and at the National High School, Madanapalle, there were three candidates who sat and passed and in Benares three passed out of the four who sat at the examination—cent per cent in the former and 75 per cent in the latter.

Difficulties arose from the fact that some schools did not find the time set for the examination suitable.

Visiting Examiners. The following honorary Visiting Examiners acted at the institutions mentioned, and too much praise cannot be given to the thoroughness with which they carried out their work.

1. National High School, Teynampet, Madras: Mr. C. N. Subramania Aiyar, Retired Asst. Inspector of Schools, Adyar, Madras.

2. National High School, Madanapalle: Mr. C. S. Trilokekar, M.A., Head of the National Training College, Kilpauk, Madras.

3. National Collegiate School, Cawnpore: Mr. M. G. Kanitkar.

4. National School for Girls, Benares: Mr. I. N. Gurtu, M.A., LL.B., Benares.

There was no Visiting Examiner at Mangalore, Tindivanam candidates appeared at Madras, and College of Commerce students sat in part at the Teynampet High School.

Conclusion. It is to be hoped that examinations next year will be conducted by a special Board created for this purpose, unless the Secretary of the Central School Board has less work, so that the efficiency and promptness of the work may be increased.



THE SRI SARASVATI PATHASALA, KUMBAKONAM

Above, gardening. Below, drill. This school is an admirable example of the effect of happy, active, ordered life upon the children.



THE
VASANTHA PATHASALA
KARACHI

Scenes from *Savitri*

I

Savitri and her attendants
returning from a pilgrim-
age, see Satyavan cutting
wood in the forest.

II

She informs the king, her
father, that she has chosen
Satyavan as her husband.
The sage (at the king's side)
warns him of a curse hang-
ing over Satyavan, who is a
prince in exile.



III

They are married. Savitri
attending her husband's pa-
rents, offering the blind,
exiled king, water. Satyavan
goes to his work in the forest.



SCHOOLS AND COLLEGES

Statistical accounts of the various schools and colleges are found in the appendices. Virtually all re-opened in July and are for the first time employing the National curriculum exclusively. To encourage and guide the institutions along new lines great effort is made to inspect all of them in the first six months, and this is proceeding. The account is found in the appendices under the Inspectors' Report.

Two interesting new school ventures are added to the Society's list. See Appendix XV. Numbers of schools applied for affiliation but all had to be refused save those which are self-supporting, as the funds do not warrant expansion at this stage.

PUBLICATIONS

The publications of the Society in 1919 include the following :

1. Stories for Indian Children, No 2, *Disunion of Friends*, compiled by Annie Besant from the Hitopadesha.
2. Stories for Indian Children, No. 3, *Shri Rama and Sita Devi*, compiled by Annie Besant.
3. *The Coloured Garden*, by Harindranath Chattopadhyay.
4. *Lectures on Political Science*, First Series, by Annie Besant.
5. *Prospectus of the National University*.
6. *The Annual Reports for the Years 1918 and 1919*.
7. *The Centre of Indian Culture*, by Rabindranath Tagore.

The literature now available for sale is shown on the back cover of this Report.

 THE COMING YEAR

IN the remainder of the current year and in 1920, the special object of the administrative branch of the Society will be to bring up to a high level of modern practice less efficient schools under the Society's direction. This work is proceeding steadily. If funds are sufficient still more schools can be added and improved. The Society stipulated the following points in connection with the consideration of affiliating institutions :

As decided at a recent meeting of the Board of National Education of the S. P. N. E., all collections, other than membership collections, may be utilised as follows :

(1) 90 per cent for local educational purposes connected with the S. P. N. E. if in British India, and of a progressive educational movement generally if in an Indian State.

(2) The remaining 10 per cent to be sent to Headquarters, in aid of the funds of the National University and of the general work of the Society.

If there should be a reasonable prospect of opening in the immediate future a self-supporting and efficient educational institution connected with the S. P. N. E. and following in general the principles laid down in Mrs. Besant's *Principles of*

Education, all collections made in a particular locality should be divided as above. It should be clearly understood, however, that no institution should be started unless

- (1) A sufficient number of students are likely to be sent to the school,
- (2) Suitable teachers are forthcoming,
- (3) A sum is collected sufficient to maintain the school without outside assistance for at least a couple of years.

On the other hand, if there be no reasonable probability of the above conditions being fulfilled in the near future, the whole of the collections should be contributed to the Central Fund, for the strengthening of the General Fund means an increased power given to the Society to spread its educational activities. At present the Society is quite unable to support any new institutions. It can make no new grants at present. It even needs financial assistance to continue the grants to which it is already committed. But, as its financial stability increases, the Society will make every effort to help National institutions throughout the country.

Friends of National Education should be made clearly to understand that money sent to Headquarters is not money lost to the locality. The cause of National Education throughout the country is thereby promoted and, with a strong Central Fund, local efforts can be stimulated and helped. Friends are strongly urged, however, to establish in their locality a branch of the Society, so that there may exist everywhere centres from which National Education activities may steadily issue, which will both keep the ideals of National Education before the public and provide a constant stimulus to steady effort.

To guide Inspectors in their decisions with regard to such schools, it was decided by the Executive Committee:

That schools must (1) have been in existence for at least six months prior to the application, (2) show signs of increasing strength and usefulness, (3) be self-supporting, (4) show elements of stability. (5) accept the general principles of education as laid down in Mrs. Besant's *Principles of Education, e.g.*, the giving of religious instruction, the forbidding of corporal punishment, etc.

That the use of the "Sanatana Dharma" series of religious textbooks for the use by Hindu students in affiliated and constituent institutions of the Society is approved.

The support given to the Society during the past year cannot be said to be disappointing, but it is in every way out of proportion to the importance of the work it is doing. Its directors believe that with the coming of Reformed Government in India we shall be face to face with the problems of mass education encouraged by Councils responsive to the people, and directed by ministers who are themselves Indian. No greater disaster could befall the country than the perpetuation of the present official system, which, in its alien and lifeless characteristics, is infinitely more restrictive than the Press or any other Acts, as it prevents the growth of the very souls of the children and the expansion of the character of our young men and women, and therefore cripples the Nation within and without in ways more permanently evil than external restriction can ever do through the elders. It is hoped that the perusal of this Report may move more and more members of the public to come to the aid of the Society in this, its work, which it considers to be of essential importance to the Nation.

APPENDIX I

THE MEMORANDUM OF ASSOCIATION

In the matter of Act XXI of 1860 of the Act of the Viceroy and Governor-General of India in Council, being an Act for the Registration of Literary, Scientific and Charitable Societies

and

In the matter of the Society for the Promotion of National Education

MEMORANDUM OF ASSOCIATION

1. The name of the Association is "The Society for the Promotion of National Education".

2. The objects for which the Society is established are :

(i) To establish Universities, Colleges and Schools, under National control, which shall be open on equal terms to students of every faith, and in which instruction in his or her own faith shall be an integral part of education, unless the student be withdrawn therefrom by his parent or guardian.

(ii) To establish institutions for research, and for medical, industrial, commercial, agricultural, and other technical and vocational training, with dispensaries, hospitals, workshops, farms, and any other conveniences necessary for the same.

(iii) To establish Training Colleges for Teachers, Libraries, Museums, Clinics, Hostels, Gymnasias, etc.

(iv) To affiliate any educational institutions or organisations under Indian control, pursuing similar objects or any of them, on terms to be arranged between the Governing Body of the Society or its Executive and the Local Committee.

(v) To do all such things as are incidental or conducive to the carrying out of the above objects.

3. The names of the persons who are the first members of the Governing Body are as follows :

MADRAS PRESIDENCY

Dr. S. Subramania Iyer, LL.D.

Mr. V. P. Madhava Rao, C.I.E., late Dewan of Travancore, Mysore and Baroda
The Hon. Mr. V. K. Ramanujacharya, Rao Bahadur.

„ „ B. V. Narasimha Iyer.

„ „ B. N. Sarma (Imperial Legislative Council), Rao Bahadur.

„ „ K. V. Rangaswami Iyengar (Imperial Legislative Council).

„ „ Venkatapati Raju.

„ „ Justice Sadasiva Aiyar, Dewan Bahadur.

„ „ „ K. S. Chandrasekhara Iyer (Mysore).

Vaidyaratna D. Gopalacharlu.

Mrs. T. Sadasiva Aiyar.

- Mrs. Chandrasekhara Iyer.
 „ Sarojini Naidu.
 Mr. S. Kasturi Ranga Iyengar, Editor, *The Hindu*.
 Mrs. Annie Besant, F.H.U., Editor, *New India*.
 Mr. A. Rangaswami Iyengar, F.M.U. Editor, *Swadeshmitran*.
 „ K. Nageshvara Rao, Editor, *Andhrapatrika*.
 „ C. P. Ramaswami Aiyar, F.M.U.
 „ C. Jinarājadāsa, M.A. (Cantab.).
 „ V. Masilamani Pillai.
 „ V. V. Srinivasa Iyengar.
 „ F. G. Natesan.
 Dr. M. C. Nanjunda Rao.
 Rao Saheb P. Sambanda Mudaliar.
 Mrs. D. Jinarājadāsa.
 Mr. K. Hanumantha Rao.
 „ G. S. Arundale, M.A., LL.B., (Cantab.), F.R.Hist.S. (Lond.).
 „ B. P. Wadia.
 „ Ernest Wood.
 „ Manjeri Ramier.

BENGAL PRESIDENCY

- Sir Rash Behari Ghose, M.A., D.L., C.I.E.
 Dr. Rabindranath Tagore.
 „ Ganesh Prasad, D.Sc.
 „ P. C. Roy, D.Sc., C.I.E.
 The Hon. Mr. Surendra Nath Bannerji (Imperial Legislative Council), Editor,
The Bengalee.
 The Hon. Mr. B. Chakravarti, Barr.-at-Law.
 Mr. Motilal Ghose, Editor, *The Amrita Bazar Patrika*.
 „ Ramananda Chatterji, Editor, *The Modern Review*.
 „ Hirendranath Datta, M.A., B.L.
 „ B. C. Chatterji, Barr.-at-Law.
 „ C. R. Das, Barr.-at-Law.
 „ B. K. Lahiri.
 „ Aswini Kumar Datta, M.A., B.L.
 „ Bipin Chandra Pal.
 Kabiraj Upendranath Sen.
 Vaidyaratna Kaviraj Jogindranath Sen, Vidyabhushan, M.A.
 Mahamahopadhyaya Kaviraj Gananath Sen, Saraswati, M.A., L.M.S.

BOMBAY PRESIDENCY

- The Hon. Mr. M.A. Jinnah (Imperial Legislative Council).
 „ „ Patel.
 „ „ Bhurgri.
 Mr. Narottam Morarji.

Mr. B. G. Tilak.
 „ N. C. Kelkar.
 „ P. K. Telang, M.A., LL.B.
 „ Jajnadas Dwarkadas.
 „ J. Baptista.
 „ R. P. Karandikar.
 „ Bhulabhai J. Desai, M.A., LL.B.
 „ Ratansi D. Morarji.
 „ M. R. Jayakar.
 „ F. E. Dinshaw.
 „ B. G. Horniman, then Editor, *The Bombay Chronicle*.
 „ J. D. Mahaluxmiwala.
 „ S. R. Bomanji.
 Miss Jcshi, L.M.S., M.R.C.S. (Eng.).
 „ Hormasji Petit.

SINDH

Mr. Jamsbed N. R. Mehta.
 „ Jethmal Parsram.

PUNJAB

Mrs. Sarala Devi Chowdhuri.

UNITED PROVINCES

The Hon. the Raja of Mahmudabad.
 „ Dr. Tej Bahadur Sapru (Imperial Legislative Council).
 „ Pandit Motilal Nehru.
 „ Mr. Sami-ullah Beg.
 „ Pandit Gokharan Nath Misra.
 Mr. Bhagavan Das, M.A.
 Dr. Ranjit Singh.
 Mr. Iswar Saran.
 Pandit Iqbal Narain Gurtu, M.A., LL B.
 Miss Arundale.
 Mr. L. Arathoon.
 „ B. Sanjiva Rao.
 Mrs. P. Sanjiva Rao.
 Mr. Ajit Prasad, M.A., LL.B.

INDORE

Mrs. Naik, M.A.

BEHAR

The Hon. Rai Bahadur Purnendu Narayan Sinha.
 „ Mr. Mazharul Haque (Imperial Legislative Council).
 Syed Hasan Imam Sahab (Late Judge, High Court, Calcutta).

Khan Bahadur Sarfaraz Hasan Khan.
 Mr. S. Sinha, Barr.-at-Law, Editor, *Hindustan Review*.
 „ Parmeshwar Lall, Barr.-at-Law.
 „ Braja Kishore Prasad, M.A., B.L.

DELHI

Rai Bahadur Lala Sultan Singh.
 Hakim Ajmal Khan, Haziq-ul-Mulk.
 Dr. Ansari.

4. The income and property of the Board, whencesoever derived, shall be applied solely towards the promotion of the objects of the Board as set forth in this Memorandum of Association, and no portion thereof shall be paid or transferred directly or indirectly by way of dividends, bonus, or otherwise by way of profits to the persons who at any time are or have been members of the Board or to any of them or to any person claiming through any of them: Provided that nothing herein contained shall prevent the payment in good faith of remuneration to any officers or servants of the Society or to any member thereof or other person in return for any services rendered to the Society.

5. No member or members of the Board shall be answerable for any loss arising in the administration or application of the said Trust funds of sums of money or for any damage to or deterioration that shall not happen by or through his or their wilful default or neglect.

6. If upon the dissolution of the Society there shall remain after the satisfaction of all its debts and liabilities, any property whatsoever, the same shall not be paid to or distributed among the members of the Society or any of them, but shall be given or transferred to some other Society or Association, Institution or Institutions, having objects similar to the objects of the Society, to be determined by the votes of not less than three-fifths of the members of the Society present personally or by proxy at a meeting called for the purpose, or in default thereof, by such Judge or Court of Law as may have jurisdiction in the matter.

7. A copy of the Rules and Regulations of the said Society for the Promotion of National Education is filed with this Memorandum of Association, and the undersigned, being seven of the Members of the Governing Body of the said Society, do hereby certify that such copy of such Rules and Regulations of the said Society for the Promotion of National Education is correct.

As witness our several and respective hands, dated this 27th day of August, 1917.

S. KASTURI RANGA IYENGAR.
 C. P. RAMASWAMI AIYAR.
 A. RANGASWAMI IYENGAR.
 P. K. TELANG.
 IQBAL NARAIN GURTU.
 SADASIVA AIYAR.
 NAGESHWARA RAO.

APPENDIX II

THE RULES AND REGULATIONS

*For the Management of the Association named
"The Society for the Promotion of National Education"*

(As revised at the Annual Meeting at Delhi, December, 1918)

1. The Board of National Education shall be the Governing Body of the Society for the Promotion of National Education formed of the Institutions established by it, and of all affiliated with it in accordance with the terms severally arranged with them; it shall consist of not less than forty, and not more than one hundred persons who shall hold office for life or until they resign; but it shall be competent for the Board to remove any member by the vote of a three-fourths majority of the whole Board at a special meeting called for the purpose, at which it shall be competent for members to vote in person, in writing or by proxy.

2. The Board shall elect a President and two Vice-Presidents, holding office for five years. It shall also appoint a Treasurer and Registrar, who shall hold office for five years, unless either or both appointments be cancelled earlier by the pleasure of the Board.

3. The Board may fill vacancies and add to its number by the election of new or additional members by a majority vote, until its limit is reached.

4. The Board shall ordinarily meet once a year at the place and time of the Annual Meeting of the National Congress. But a special meeting may be called at any time by the President, and shall be called by him, or, in his absence, by the Registrar of the Board, on the written requisition of not less than ten members.

5. At all meetings of the Board, members thereof may vote in person, or in writing, or by proxy.

6. The quorum of an ordinary as well as of a special meeting of the Board shall be one-fourth of whole body. If there be no quorum, the meeting may be adjourned *sine die*, or the Chairman of the meeting may adjourn it to another date when the business of the meeting shall be disposed of, irrespective of whether there be a quorum present or not.

7. The President, or in his absence a Vice-President, of the Board shall preside at the meetings, and shall have a casting vote in the case of an equal division of the members voting on any question before the meeting. In the absence of the President and both Vice-Presidents, any member of the Board chosen by the meeting shall preside at it, and the Chairman shall have a casting vote in the case of an equal division of the members voting on any question before the meeting.

8. Notice of not less than a fortnight shall be given beforehand of the annual meeting of the Board, and the notice shall include a brief statement of the business to be laid before the meeting. For a special meeting for the removal of a member not less than a month's notice shall be given.

9. At each annual meeting the Board shall appoint for the ensuing year an Executive Committee of seven persons *plus* Chairman and Vice-Chairman from among its own members, and it shall meet at times and places convenient to itself for the

despatch of business at the summons of the Secretary. It shall prepare the preliminary budget for the Annual Meeting, sanction expenditure in accordance with the provisions of the revised Budget duly passed by the Board by circulation in May, appoint where necessary local Managing Committees for Colleges and Schools, and generally shall supervise the work of the Society, and do all that is necessary for its welfare. The Registrar of the Board shall be the Secretary of the Executive Committee, with power to appoint his assistants, but these assistants shall have no vote at the meetings. The Treasurer of the Board shall be *ex officio* a member of the Executive Committee. At meetings of the Executive Committee three shall be a quorum. In the absence of the Chairman and Vice-Chairman, the Committee shall elect one of themselves to preside, and the person so elected shall have a casting vote. At all meetings of the Executive Committee, members thereof may vote in person, or in writing, or by proxy.

10. When the Board shall establish a University, it shall become the Governing Body thereof and shall make the necessary regulations for its work.

11. The members of the Board in any Province shall form a permanent Committee for the educational supervision of the Province, shall appoint Inspectors, shall form a Court of Arbitration on serious disputes, recommend colleges and schools for grants to the Executive Committee, and approve appointments in the scholastic staff made by Principals and Head Masters. Such Committee shall have power to co-opt suitable persons as additional members of the Committee, but such additional members shall not be members of the Board.

12. The Registrar shall be the custodian of all the archives and records of the Board.

13. All subscriptions, donations, and other moneys payable to the Board shall be received by the Treasurer or by local officials appointed by the Chairman of the Executive Committee of the Board, the receipt of any of whom in writing shall be a sufficient discharge for the same. The financial year shall close on the 30th of April every year.

14. The securities and uninvested funds of the Board shall be deposited in such Banks as the President shall select. Cheques drawn against the funds shall be signed by the Registrar, or by the Chairman of the Executive Committee of the Board. The funds of the Board not required for current expenses may be invested by the Treasurer in Government or other public securities, or in the purchase of immovable property, or of First Mortgages on such property, and he may sell, mortgage or otherwise transfer the same.

15. Documents and conveyances, in respect of the transfer of property belonging to the Board, shall bear the signature of the Registrar. All other instruments shall bear the signature of the President or of the Registrar.

16. The Board may sue and be sued in the name of the President.

17. The Registrar may, with the authority of the President, affix the Seal of the Board to all instruments requiring to be sealed.

18. The Headquarters of the Society and of the Board are for the present established in Madras, and may be changed by the Board at the Annual Meeting in the National Week.

THE
VASANTHA PATHASALA
KARACHI

Scenes from *Savitri*

IV

The curse falls. Savitri sees the messenger from Yama, Lord of Death, but warns him off.



V

Yama himself comes. Savitri's love and courage win three boons. By a trick she regains her husband's life and his father's sight.

VI

Satyavan returns to life.
They return home rejoicing.





SCENE IN A SCOUT CAMP, I.B.S.A.

Bridge building. Stretcher bearing. Rescuing from fire. Tent building.

19. The financial accounts of the Board shall be drawn up by the Treasurer and shall be audited annually by qualified auditors who shall be appointed by the Board for the ensuing year at each Annual Meeting.

20. These Rules and Regulations may only be changed by the Annual Meeting of the Board in the National Week by a two-thirds majority thereof.

BYE-LAWS

1. There shall be four classes of members of the Society for the Promotion of National Education :

(i) *Class A.*—Members who, on payment of a minimum sum of Rs. 1,000 shall become Life Members of the Society and shall receive free all the publications of the Society.

(ii) *Class B.*—Members who pay a minimum Entrance Fee of Rs. 100 and an annual subscription of not less than Rs. 25. Members of this class shall be entitled to receive all the publications of the Society at half price.

(iii) *Class C.*—Members who pay a minimum Entrance Fee of Rs. 5 and an annual subscription of not less than Rs. 15.

(iv) *Class D.*—Members who pay a minimum subscription of one anna per week, payable weekly, monthly, quarterly, half-yearly, or annually.

2. Members belonging to Classes A, B and C shall alone be entitled to vote at the General Meetings of the Society, and shall have power to bring forward any proposal at such General Meeting, provided that notice of the proposal has been given to the Registrar not less than one month before the date of the General Meeting at which the proposal is to be made.

3. The Board of National Education shall be the Governing Body of the Society, and the affairs of the Society shall be managed by the said Board in the manner laid down in the Memorandum of Association and the Rules and Regulations of the Society.

4. The office-bearers of the Board shall be the office-bearers of the Society.

APPENDIX III

MINUTES OF THE THIRD AND FOURTH MEETINGS OF THE BOARD OF NATIONAL EDUCATION, HELD AT DELHI, DECEMBER, 1918

I

Minutes of the Meeting held on Monday, December 23rd, 1918

Under the provisions of Rule 4 of the Rules and Regulations for the management of the Association named the Society for the Promotion of National Education,

an Ordinary General Meeting of the Board of National Education was held on Monday, December 23rd, 1918, at the residence of Rai Bahadur Lala Sultan Singh, Kashmir Gate, Delhi, at 4 p.m.

PRESENT :

1. Mrs. Annie Besant.
2. Rai Bahadur Lala Sultan Singh.
3. The Hon. Rai Bahadur Purnendu Narayan Sinha.
4. Mr. L. Arathoon.
5. Pandit Iqbal Narain Gurtu.
6. Mr. Iswar Saran.
7. Mrs. Sarala Devi Chowdhuri.
8. Mr. Jethmal Parasram.
9. „ Ratansi D. Morarji.
10. „ P. K. Telang.
11. „ C. Jinarājadāsa.
12. Mrs. Jinarājadāsa.
13. Mr. C. P. Ramaswami Aiyar.
14. Mrs. Sarojini Naidu.
15. Mr. G. S. Arundale (Secretary).

The following proxies were received :

- | | | |
|-----------------------------|---|----------------------|
| 16. Mr. B. P. Wadia | } | Mrs. Annie Besant. |
| 17. „ J. D. Mahaluxmivala | | |
| 18. „ N. C. Kelkar | | |
| 19. „ Ernest Wood | } | Mr. C. Jinarājadāsa. |
| 20. „ Ajit Prasad | | |
| 21. „ B. Sanjiva Rao | } | Mr. G. S. Arundale. |
| 22. „ Jamshed N. R. Mehta | | |
| 23. „ Manjeri Ramaier | | |
| 24. „ M. R. Jayakar | | |
| 25. „ K. Nageshwara Rao | | |
| 26. Dr. S. Subramania Aiyar | | |
| 27. Miss F. Arundale | | |
| 28. Mr. Parmeshwar Lall | | |
| 29. „ B. C. Chatterjee | | |

1. In the absence of the President and Vice-President of the Board, Mrs. Annie Besant was unanimously voted to the Chair.

2. The minutes of the last Annual Meeting of the Board were ordered to be taken as read and were duly confirmed.

3. The Registrar submitted on behalf of the Executive Committee the Annual Report of the Society for the Promotion of National Education for 1918.

The Report was approved.

4. The Registrar presented the financial statement of the Assistant Treasurer.

The Chairman pointed out that excess of assets over liabilities was stated by the Assistant Treasurer to amount to Rs. 40,166-12-8. In addition to this, the Acting

Treasurer, Mr. C. P. Ramaswami Aiyar, had Rs. 20,000 in war bonds, and Rs. 80,000 on mortgage, and these two sums should be added to the asset side of the statement. Our financial position thus becomes more stable than appears superficially. The Chairman's view was that the Society was on the whole in a satisfactory financial condition.

The Chairman desired to draw attention to the services rendered by a number of the Brothers of Service to the Society for the Promotion of National Education. A number of highly qualified members of that Order were giving their services entirely free. They were people who had given up all their property and all their own money, and who received from the Order a subsistence allowance of Rs. 100 per month. Thirteen members of the Order had been placed at the disposal of the Society freely, and this meant a gift to the Society of about Rs. 4,750 per mensem or over half a lakh of rupees per year.

Mr. C. P. Ramaswami Aiyar thought it desirable to point out that the Society was really living on its capital. No doubt there was an excess of assets over liabilities, and, in addition, a lakh of rupees had been invested for the Society, but he wished to draw attention to the fact that the whole of this sum would probably be required by the existing educational institutions under the control of the Society before the end of next year. He considered it to be urgently necessary to make a strenuous effort to secure a bigger capital. The Society should not depend upon the dues from the A, B and C Class members.

The Chairman pointed out that in fact the Society had really no capital, except that which was the property of the National Council of Education in Bengal. This Council had Rs. 8½ lakhs, and she had agreed to add another 3½ lakhs of rupees during the next couple of years in order that the whole sum might be preserved to National Education work. The Chairman further pointed out that the expenses in connection with some of the National Colleges would be exceedingly heavy during the ensuing years and she hoped that strenuous efforts would be made to ensure that the existing institutions under the control of the Society were provided with sufficient funds to do efficient work.

The financial statement was then approved.

5. On the motion of Mr. C. P. Ramaswami Aiyar and seconded by the Registrar, it was resolved :

(a) That this Board resolves that a continuous effort should be made to collect funds for the purposes of National Education in each province and that propagandist work should be undertaken by the members of the Board in each province so as to popularise the ideals underlying the movement and arouse public interest in it.

(b) That a Rupee Fund be started in each province for the purpose.

(c) That a sub-committee of the Board consisting of Mrs. Annie Besant, Messrs. G. S. Arundale, Ratansi D. Morarji, Pandit Iqbal Narain Gurtu, Messrs. P. K. Telang, Jamshed N. R. Mehta, Jannadas Dwarkadas, Hirendranath Datta together with Mr. F. Kunz be appointed to consider the whole question of collecting funds and the relation of Province and Presidencies to the Headquarters and that this sub-committee do report to the adjourned meeting of the Board.

6. The Registrar submitted the proposed Budget for the six months beginning January, 1919, and ending June, 1919, and for the year July 1st, 1919 to June 30th, 1920. In submitting this proposed budget, the Registrar stated that there had been much difficulty in arriving at satisfactory figures, partly because the educational department of the Society's activities had only been working from July and partly because it was impossible to gauge the probable expenditure for the year 1919-1920 except on the basis of the grants already made. He suggested that the budget estimates should be provisionally sanctioned, and that they should finally be passed in May, 1919, when more accurate figures would be available.

The Chairman requested the views of the members present with regard to the establishment or affiliation of new institutions. She thought that the Board, under existing circumstances, would probably prefer to adopt a cautious policy especially in view of the heavy expenditure to which the Society is already committed in connection with the institutions for which it is at present responsible.

The Hon. Rai Bahadur Purnendu Narayan Sinha agreed with the Chairman's view, but thought that the National Training College for Teachers in Madras should be given all possible financial assistance as it was an institution of vital importance to the whole of the country in connection with the supply of suitable trained teachers. He hoped that the needs of this institution would be met in every possible way.

Mr. C. P. Ramaswami Aiyar considered that the best policy for the Board to adopt would be to have a few carefully equipped and directed institutions under its control, rather than encourage the efforts of well-meaning but necessarily inefficient institutions. These were liable sooner or later to become a burden on the Society, even though at first they might be able to do without a grant. He wanted a few model institutions to be maintained which should serve as examples to the country, and in which our own special methods of education should be clearly and effectively emphasised.

Mr. C. Jinarajadasa too associated himself with the views expressed by the Hon. Rai Bahadur Purnendu Narayan Sinha and Mr. C. P. Ramaswami Aiyar.

It was finally resolved that the preliminary budget be approved and that the final budget to be determined in May, 1919, should be submitted to the members of the Board and their opinion taken by correspondence.

7. Resolved that Mr. B. P. Wadia be elected Treasurer of the Society in place of Mr. Narottam Morarji resigned and of Mr. C. P. Ramaswami Aiyar who had been acting as Treasurer in the interim.

8. The Executive Committee for the year 1919 was constituted as follows :

Chairman	Mrs. Annie Besant.
Vice-Chairman	Mr. V. P. Madhava Rao, C.I.E.
Secretary	Mr. G. S. Arundale.

MEMBERS

Mr. C. P. Ramaswami Aiyar.	Mr. V. Masilamani Pillai,
„ V. V. Srinivasa Iyengar.	„ S. Kasturiranga Iyengar.
„ T. V. Venkatarama Iyer.	„ C. Jinarajadasa.
Mr. K. Hanumantha Rao.	

9. It was resolved

(a) that Rule 9 of the Rules and Regulations of the Society should be amended so as to provide for the final revision of the budget in the month of May in each year.

(b) that Rule 11 be deleted.

(c) that Rule 14 be amended so that the last sentence shall read : " the financial year shall close on the 30th of April every year."

The meeting then adjourned to December 31st, 1918, at 6 p.m.

II

Minutes of the adjourned Meeting held on Tuesday, December 31st, 6 p.m.

The adjourned Annual Meeting of the Board of the Society for the Promotion of National Education was held on December 31st, at 6 p.m., at the residence of Rai Bahadur Lala Sultan Singh, Kashmiri Gate, Delhi.

The following members were present :

Mrs. Annie Besant.

Mr. C. P. Ramaswami Aiyar.

„ P. K. Telang.

„ Ratansi D. Morarji.

„ Jamnadas Dwarkadas.

The Hon. Rai Bahadur Purnendu Narayan Sinha.

Mr. C. Jinarājadāsa.

„ S. G. Banker.

Mrs. D. Jinarājadāsa.

Pandit Iqbal Narain Gurtu.

Mr. G. S. Arundale.

1. The Chairman brought up the report of the sub-committee appointed at the last meeting of the Board to consider the question of collecting funds for the Society and the relation of Provinces and Presidencies to the Headquarters.

The sub-committee recommended that while collections should as a rule be made for local purposes, 10 per cent of all donations should be allocated to the Central Fund for the maintenance of the Headquarters of the National University, of inspection work, etc. All membership subscriptions should go straight to the Central Fund. The sub-committee considered that if this policy were adopted and if strenuous efforts were made, in accordance with Mr. C. P. Ramaswami Aiyar's resolution, to collect funds in the Provinces and in the Presidencies for local National Education work, there would be a sufficient sum not merely to maintain Headquarters in a state of efficiency but also thoroughly to equip the National University and those colleges connected with it which serve National, and not merely local, needs.

The Chairman emphasised the need for supporting the National University as upon it depends the existence of affiliated institutions.

The sub-committee's proposals were approved.

2. The Registrar reported that he had been asked to accept the Organising Secretaryship of the Home Rule League, and that his duties in connection with this

office would prevent him from devoting the whole of his time to the collection of funds for National Education as he had hoped to do. There were several educational institutions in the Madras Presidency which were of National rather than of merely local importance—for example, the Commercial, the Agricultural and the Training Colleges. These institutions would need considerable financial support during the coming year, and he doubted whether the necessary support could be obtained exclusively from the Presidency of Madras. On the other hand, it was difficult to convince the public that money contributed to these institutions was money spent in the interests of the country as a whole. He wished to know, therefore, whether it would be possible for the Bombay Provincial Board to consider the question of assisting Headquarters financially.

Mr. Jamnadas Dwarkadas said that he had been talking over this question with one or two members of the Bombay Provincial Board, and he thought that the Board would probably be willing to call in as quickly as possible the promises made to it in connection with the establishment of a National College in Bombay. Out of this sum, 10 per cent would normally go to Headquarters, and he was of opinion that probably the Bombay Board might be willing to allocate a total sum of Rs. 1 lakh, on the understanding that any amount beyond the 10 per cent should at a later date be refunded to the Bombay Provincial Board.

The Chairman thought that this would be a very good arrangement if the Bombay Provincial Board could see its way to approve it. The coming year would probably be a difficult year for the collection of funds and if the Bombay Board could help in this way, she would be very glad. The whole amount of Rs. 1 lakh might not be required, but if it were available should necessity arise, she would have no anxiety, at least for the coming year.

The Registrar pointed out that the sum of Rs. 1 lakh constituted the probable deficit for the coming year, and it was on this account that he had suggested privately to some of the members of the Bombay Provincial Board that this sum should, if possible, be made available.

3. It was resolved that for the ensuing year the Executive Committee do assume the functions of the Council of the National University.

4. The Chairman reported that the Hon. Dewan Bahadur Justice T. Sadasiva Aiyar had found it necessary to resign the office of Acting Vice-Chancellor of the National University.

It was resolved that the names of persons suitable for this office be circulated to the Board for consideration.

5. Mr. T. V. Venkatarama Aiyar and Mr. Kanji Dwarkadas were elected members of the Board.

APPENDIX IV

MEMBERS OF THE SOCIETY
AS PAID TO THE END OF SEPTEMBER, 1919

SUMMARY

			No. in 1918	No. in 1919	Gain
Class	A	...	53	59	6
	B	...	59	70	11
	C	...	199	266	67
Total			311	395	84

A CLASS, LIFE MEMBERS, MINIMUM SUBSCRIPTION Rs. 1,000

No.	Name	Amount Paid		No.	Name	Amount Paid	
		Rs.	A. P.			Rs.	A. P.
1	Baijnath, Panda	1,000	0 0	35	Petit, Miss Hormasji	15,000	0 0
2	Banker, S. G.	1,000	0 0	36	Plumber, Mrs. M. P.	1,000	0 0
3	Besant, Mrs. Annie	1,000	0 0	37	Plumber, P. E.	1,000	0 0
4	Besant, Digby	1,339	2 0	38	Prasad, Ajit	1,000	0 0
5	Bihmorla, Jal. H.	1,000	0 0	39	Prasad, Shiva	325	0 0
6	Bomanji, S. R.	5,000	0 0	40	Rajagopalachariar, M. K.	1,000	0 0
7	Chaudhuri, Kalidas Rai	500	0 0	41	Anonymous	1,000	0 0
8	Chandrasekhara Ayyar, K. S.	1,000	0 0	42	Ramaswamy Aiyar, C. P.	1,000	0 0
9	Coopposwamy Ayyar, S.	1,000	0 0	43	Ranchord, Ootamchand	500	0 0
10	Dalvie, Rama Rao Bhairanath*	875	0 0	44	Ranga Reddi, B.	1,000	0 0
11	Datta, Hirendranath	1,000	0 0	45	Rangaswamy Aiyar, A.	300	0 0
12	Desai, B. J.	1,000	0 0	46	Rangaswamy Aiyangar, K.V., Hon'ble	200	0 0
13	Dwarkadas, Jamnadas	1,000	0 0	47	Rege, D.V.	1,000	0 0
14	Dwarkadas, Kanji	1,000	0 0	48	Sadasiva Aiyar, T., Justice	1,000	0 0
15	Fletcher, M. M.	1,500	0 0	49	Schwarz, A.	1,000	0 0
16	Ghose, Sir Rash Behari	1,000	0 0	50	Shutts, H. H.	1,000	8 0
17	Gilder, J. R.	1,000	0 0	51	Singam Aiyangar, K.	1,000	0 0
18	Govindji Seth, Mavji	1,000	0 0	52	Singh, Lala Sultan	1,000	0 0
19	Green, P. R.	1,000	0 0	53	Sobani, Umar	1,000	0 0
20	Ingelman, John	1,000	8 0	54	Soobiah Chetty, G., Rao Sahib	300	0 0
21	Jayakar, M. R.	1,000	0 0	55	Srinivasa Rao, Y.	1,000	8 0
22	Jeram, Morarji	1,000	0 0	56	Srinivasamurthi, G., Dr.	1,000	0 0
23	Jussawalla, K. R.	1,000	0 0	57	Subramania Aiyar, S., Dr.	500	0 0
24	Karsandas, Hiralal	1,000	0 0	58	Telang, D. K.	1,000	0 0
25	Khote, K. D.	1,000	0 0	59	Todywalla, D. R.	1,000	0 0
26	Lestie, F. L. J.	1,315	1 1				
27	Madhava Mallik, Surendra	400	0 0				
28	Mahaluxmiwala, J. D.	1,000	0 0				
29	Mathuradas Liladhur & Co.	1,000	0 0				
30	Mehta, J. N. R.	1,000	0 0				
31	Mody, V. V.	100	0 0				
32	Morarji, Narottam	1,000	0 0				
33	Morarji, Ratansi D.	1,000	0 0				
34	Parthasarathy Aiyangar, C. R.*	850	0 0				
						Total	72,005 11 1
						Paid in to London (M. M. Fletcher)	Rs. 1,500
						Paid since audit	1,875 3,375 0 0
						As per audit	Rs. 68,630 11 1

* Payment completed in October.

B CLASS MEMBERS, MINIMUM ANNUAL SUBSCRIPTION Rs. 25

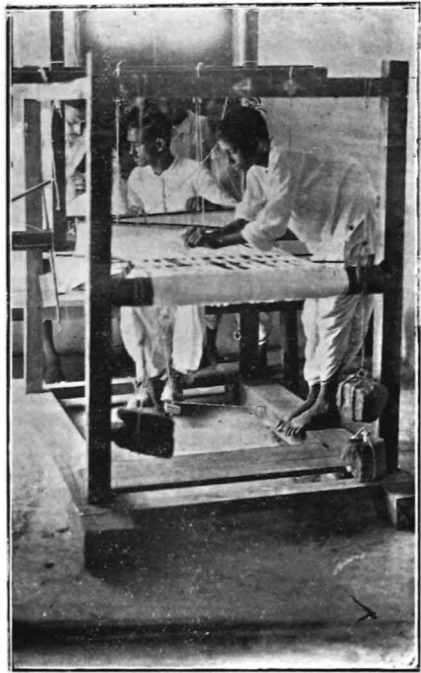
ENTRANCE Rs. 100

No.	Name	Amount Paid	No.	Name	Amount Paid
		Rs. A. P.			Rs. A. P.
1	Arathoon, L....	275 0 0	46	Narayan, Dharma	150 0 0
2	Asher, P. D....	125 0 0	47	Nath, Rai Bahadur Pandit Pran	150 0 0
3	Bahramji Rao, M.	150 0 0	48	Nathan Singh	150 0 0
4	Belgamwala, H. N.	150 0 0	49	Odhavji, Pranjivan	150 0 0
5	Bhargava, Peary Lal	125 0 0	50	Paranjpe, N. G.	125 0 0
6	Bilimoria, Dorab A.	125 0 0	51	Phadke, N. K.	167 0 0
7	Blake, H. W. M.	125 0 0	52	Pole, B. V. Nagar	150 0 0
8	Chak, Janki Nath	200 0 0	53	Prasad, Janki	125 0 0
9	Chandran, Dr. A. R.	150 0 0	54	Ramaier, Manerji S.	150 0 0
10	Chiplonkar, W. L.	150 0 0	55	Ramaswami Ayyar, K. L.	30 0 0
11	Chokkalingam Pillai, A.	150 0 0	56	Ramaswamy Naickar, E. V.	25 0 0
12	Dalal, K. Hormasji	125 0 0	57	Rangaswami Ayyangar, S. R.*	100 0 0
13	Dalal, M. K.	125 0 0	58	Rege, Mrs. Janikbai	125 0 0
14	Dalvie, P. Rama Rao*	125 0 0	59	Sadagopa Mudaliar, S.	125 0 0
15	Das, Ayodhya	150 0 0	60	Sambasiva Ayyar	100 0 0
16	Dastur, Sorab	125 0 0	61	A Theosophist	150 0 0
17	Datta, Aswini Kumar	125 0 0	62	Seshachari, V. C.	100 0 0
18	Desai, G. H....	150 0 0	63	Shikare, Dr. P. V.	150 0 0
19	Dvekran, Jamnadas	125 0 0	64	Sinha, Purnendu Narayan	225 0 0
20	Gandhi, D. R.	125 0 0	65	Sinhaw, S. N.	150 0 0
21	Garg, Lala Motilal	125 0 0	66	Tata, Mrs. Hirabai A.	250 0 0
22	Gokhale, Dr. V. C.	150 0 0	67	Tritokekar, V. G.	500 0 0
23	Gopalacharlu, Pandit...	150 0 0	68	Vakil, C. A.	125 0 0
24	Gopalaswami Ayyar, T. V.	150 0 0	69	Vasudeva Aiyar, T. S.	25 0 0
25	Grey, Mrs. Mary	125 4 0	70	Venkatchalapati & Sons	125 0 0
26	Gupta, Nagendranath	150 0 0			
27	Hudlikar, S. B.	25 0 0		Total	9,622 4 0
28	Kalawati, Srimathi	100 0 0		Transferred to other heads of	
29	Kalidas, Hirjee	50 0 0		account	Rs. 185 0 0
30	Kasturirauga Ayyangar, S.	150 0 0		Died, resigned, etc.	315 4 0 500 4 0
31	Kharsedji, P.	150 0 0			10,122 8 0
32	Khote, Mrs. K. D.	125 0 0		Paid since audit	199 0 0
33	Kothere, R. N. Narayan	125 0 0			
34	Krishnaswami Ayyar, T. M.	50 0 0		As per audit	9,923 8 0
35	Lal, Dr. Shyam Manohar	100 0 0			
36	Lal, Lala Shankar	125 0 0		Joined since, in U.S.A., the following :	
37	Madan, E. P.	150 0 0			
38	Manghramalani, D. L.	150 0 0			
39	Manickam Pillai, Dr. T. M.	150 0 0			
40	Mathias, S. L.	125 0 0			
41	Mody, N. M.	125 0 0		Takahashi, Yosaburo	135 0 0
42	Mukunda Rao, M.	125 0 0		Sheppard, Dr. Elsa	135 0 0
43	Mystri, Mrs. Jaiji Shapoorji	150 0 0		Weirick, Mrs. M. E.	45 0 0
44	Nagarkatti, D. N.	125 0 0		Beck, Dr. Mac	36 0 0
45	Nagawara Rao, K.	150 0 0		Weber, G. A.	30 0 0

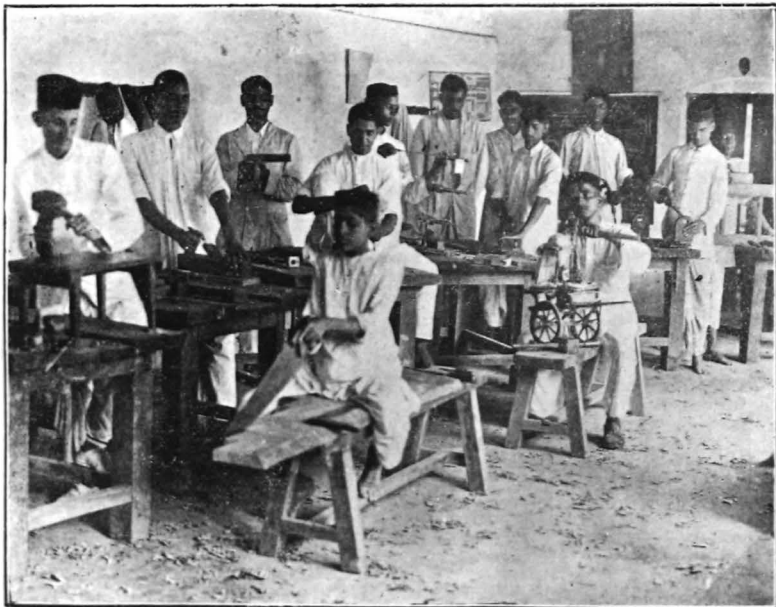
* Payment completed in October.

**BOYS' NATIONAL SCHOOL,
BENARES**

Weaving. These looms cost, installed and ready, from Rs. 35 to Rs. 40, as designed by the Society's weaving expert.



Woodworking. Note one boy using his foot, Indian style, as is possible when boots are not worn.





BOYS' NATIONAL SCHOOL, BENARES
Flower-Garden and Sugar-cane Culture



C CLASS MEMBERS, MINIMUM ANNUAL SUBSCRIPTION Rs. 15

ENTRANCE Rs. 5

No.	Name	Amount Paid		No.	Name	Amount Paid	
		Rs.	A. P.			Rs.	A. P.
1	Adappa, Mrs. D. ...	5	0 0	54	Divekar, H. R. ...	20	0 0
2	Adhigari, Kottal Mammad ...	5	0 0	55	Doraiswami Naidu, G. ...	20	0 0
3	Advani, P. M. ...	35	0 0	56	Doraiswamy Ayyar, K. C. ...	10	0 0
4	Advani, H. Santokram ...	5	0 0	57	Dunbar, Mrs. Mary ...	20	4 0
5	Agashe, G. S. ...	35	0 0	58	Durgabai, Mrs. S. ...	5	0 0
6	Alamelu Ammal, L. ...	20	0 0	59	Ekambara Rao, M. S. ...	35	0 0
7	Alpawalla, R. M. ...	35	0 0	60	Ellis Dadhabai Khursedji ...	20	0 0
8	Amin, T. ...	20	0 0	61	Ellison, Mrs. Glen ...	20	4 0
9	Amirtamma, Mrs. ...	35	0 0	62	Enos, Mrs. * ...	5	4 0
10	Anantachariar, P. N. ...	10	0 0	63	Forster, Miss Mary ...	35	0 0
11	Anantarama Ayyar, T. C. ...	20	0 0	64	Garg, Ram Prasad ...	20	0 0
12	Anantanarayana Sastri, S. N. ...	35	0 0	65	Garman, C. P. ...	20	4 0
13	Annapa ...	5	0 0	66	Gopalaswami Naidu, T. A. ...	20	0 0
14	Anonymous ...	20	0 0	67	Gossain, J. N. ...	35	0 0
15	Appaji Rao, K. ...	20	0 0	68	Griswold, Mrs. ...	20	4 0
16	Arunachala Ayyar, M. ...	20	0 0	69	Gurumurthi, D. ...	35	0 0
17	Arundale, Miss F. ...	35	0 0	70	Hakim, G. M. ...	35	0 0
18	Arundale, G. S. ...	35	0 0	71	Hampton ...	20	4 0
19	Ayyaswami Pillai, A ...	20	0 0	72	Hanchett, Mrs. ...	20	4 0
20	Badami, Mrs. L. B. ...	20	0 0	73	Hanumanta Rao ...	20	0 0
21	Baliga, B. Madhav ...	20	0 0	74	Hardy, Carlos S. ...	20	4 0
22	Bapna, S. M., Rai Bahadur ...	20	0 0	75	Harihar Prasad ...	35	0 0
23	Baria, Miss N. N. ...	35	0 0	76	Hathisingh, Dossabhai ...	20	0 0
24	Beadle, Mrs. Annie T. * ...	9	0 0	77	Hatteball, H. C. ...	20	4 0
25	Besant-Scott, Mrs. M. ...	33	5 0	78	Hedge, Govind B. ...	20	0 0
26	Bhagavan Das Saheb ...	35	0 0	79	Heintz, Mrs. L. ...	20	4 0
27	Bhandary, N. M. ...	20	0 0	80	Hemandas, Metharam ...	20	0 0
28	Bharucha ...	20	0 0	81	Huidekoper, J. ...	35	0 0
29	Bhatt, V. G. ...	35	0 0	82	Hurd, Miss Florence ...	20	4 0
30	Bhima Rao, A. ...	20	0 0	83	International Trading Co. ...	20	0 0
31	Bilimoria, J. C. ...	35	0 0	84	Jaikisandas, Jamnadas ...	20	0 0
32	Boga, Ardeshir Eduljee ...	20	0 0	85	Jinarajadasa, C. ...	35	0 0
33	Bose, Ashutosh ...	20	0 0	86	Jinarajadasa, Mrs. D. ...	35	0 0
34	Burdett, Miss S. H. ...	35	0 0	87	Johnston, Dr. Alice C. ...	40	0 0
35	Chand, Dr. Dewanji ...	5	0 0	88	Joshi, Gurumurthi ...	20	0 0
36	Chandrasekhar, G. V. ...	20	0 0	89	Joshi, V. Narayan ...	20	0 0
37	Chatterjee, B. C. ...	35	0 0	90	Junus, Mahamad ...	25	0 0
38	Chottalal ...	35	0 0	91	Kahandas, Narasimha Prasad ...	5	0 0
39	Chowdhuri, Mrs. Sarala Devi ...	35	0 0	92	Kahanna, Madho Prasad ...	20	0 0
40	Christy, Mrs. A. F. ...	20	4 0	93	Kalli, S. R. ...	15	0 0
41	Collins, Belle R. ...	5	4 0	94	Kamalammal, K. ...	35	0 0
42	Cotter, W. A. ...	20	4 0	95	Kamath, P. M. ...	20	0 0
43	Cousins, J. H. ...	35	0 0	96	Kapadia, Narottamdas Motichand ...	20	0 0
44	Cousins, Mrs. M. E. ...	35	0 0	97	Kapoor, Sree Krishna ...	5	0 0
45	Cunningham, Mrs. J. ...	20	4 0	98	Karunakara Menon, P. ...	35	0 0
46	Dadabhoy ...	20	0 0	99	Karunambal, Mrs. † ...	15	0 0
47	Das, Durga ...	5	0 0	100	Karve, D. K. ...	35	0 0
48	Desai, H. N. ...	35	0 0	101	Kerr, Mrs. Alwah ...	20	4 0
49	Desai, R. K. ...	20	0 0	102	Keshavlal, Jeshanglal ...	20	0 0
50	Devereux, Mrs. Elizabeth ...	20	4 0	103	Kharaf, R. F. ...	20	0 0
51	Dahl, Ole V. ...	20	4 0	104	Khemchand, Mangharam ...	5	0 0
52	Dhurandhar, M. V. ...	20	0 0	105	Kitcbulu, Narindranath ...	20	0 0
53	Dikshit, T. V. ...	5	0 0	106	Kreissel, Miss ...	20	4 0

* Paid subsequently.

† Resigned.

No.	Name	Amount Paid		No.	Name	Amount Paid	
		Rs.	A. P.			Rs.	A. P.
107	Krishna Ayyar, Ramanuja	20	0 0	163	Raghunathayya, Rao Bahadur S.	35	0 0
108	Krishna Charlu, K.	20	0 0	164	Rais, Jai Pershad	20	0 0
109	Krishna Chottiar, M. B.	5	0 0	165	Raja, Kerala Varma	5	0 0
110	Krishna Rao, K.	20	0 0	166	Raja, Udaya Varma	5	0 0
111	Krishnamurthy Ayyar, M.	20	0 0	167	Rajagopala Ayyangar, A. S.	35	0 0
112	Krishnaswamy Ayyangar B	5	0 0	168	Rajagopalan, Mrs. Janaki	35	0 0
113	Krishnaswamy Ayyangar, M. R.	35	0 0	169	Rajanarasaya Chetti, T.	35	0 0
114	Kuberan, Muthedath Mallesan Nambadiri...	5	0 0	170	Rama Ayyar, A.	35	0 0
115	Kulkarni, R. K.	35	0 0	171	Ramachandran, V.	5	0 0
116	Kumaraswamy Chetti, A.	5	0 0	172	Ramachandra Rao, H....	5	0 0
117	Kunz, F. J.	20	4 0	173	Ramachariu, Bhavani	5	0 0
118	Kyle, Mrs. Mildred	20	4 0	174	Rama Rao, K. H.	10	0 0
119	Lall, Bhajan	20	0 0	175	Rama Rao, H.	5	0 0
120	Lall, Jaiperkash	5	0 0	176	Rama Rao, N. S.	30	0 0
121	Lall, Shib	20	0 0	177	Ramakrishna	5	0 0
122	Madhavachari, R.	20	0 0	178	Ramakrishna Rao, N.*	20	0 0
123	Madhava Rao, Mrs. C....	20	0 0	179	Raman Nambudiri, M. M.	5	0 0
124	Mahali, J.	20	0 0	180	Ramayya, C.	35	0 0
125	Mangharan, P.	5	0 0	181	Ramayya Punja, Rao Bahadur A.	20	0 0
126	Meenakshi, Mrs. N.	20	0 0	182	Ranade, Mrs. Ramabai	20	0 0
127	Mehta, H. K....	35	0 0	183	Ranade, Shiva Prasad	14	2 0
128	Mehta, N. K....	20	0 0	184	Rane, W. D....	20	0 0
129	Mehta, P. H....	35	0 0	185	Rangamma, L. Sri	35	0 0
130	Mijar Annappa Pai & Sons	35	0 0	186	Ranganatha Sastri, K. S.	35	0 0
131	Mittra, Niranjana	5	0 0	187	Rangaswami Ayyangar, A.	20	0 0
132	Nagappa Nayak, S.	20	0 0	188	Ranipet, Dr. Nand Lal	5	0 0
133	Nanji Shet, Purushottam	20	0 0	189	Rao, U. N.	5	0 0
134	Narasimha Rao, Sankara	100	0 0	190	Ratnamachariar, C. B.	20	0 0
135	Narasinga Rao	5	0 0	191	Ratnavali	5	0 0
136	Narayan, B. Basudeva	5	0 0	192	Razdan, Pandit Kanhaiyalal	35	0 0
137	Narayanaswami Pillai, T. G.	20	0 0	193	Restomjee	20	0 0
138	Narottamdas, Bhaidas	20	0 0	194	Sadasiva Rao, K.	35	0 0
139	Navale, V. N. B.	16	4 0	195	Saguna Bai, Mrs. Sundar	5	0 0
140	Nawumal, Khemchand	5	0 0	196	Sahay, Madan Mohan	5	0 0
141	Neff, Miss Mary K.	35	0 0	197	Sanjiva Rao, B.	35	0 0
142	Orme, J. H.	20	4 0	198	Sanjiva Rao, Mrs. Padmabai	35	0 0
143	Ottamchand, Z. Motilal	20	0 0	199	Sankara Rao, H.	5	0 0
144	Pal, S. C.	20	0 0	200	Saraswati Prasad	5	0 0
145	Pai, Santhappa Laxman	20	0 0	201	Schloss, Murray	5	4 0
146	Panday, Miss C. F.	20	0 0	202	Seth, Ganesh Prasad	10	0 0
147	Panday, M. D.	40	0 0	203	Seshachala Chettiar, V. G.	20	0 0
148	Papiah Chetty, Mrs.	20	0 0	204	Seshachari, Mrs. V. C.	5	0 0
149	Parasurama Naicker, A. N. †	20	9 0	205	Seshappa, Y.	20	0 0
150	Paranjpe, Mrs. Ramabai	5	0 0	206	Seshayya, C.	20	0 0
151	Parees, Mrs. Anna	20	4 0	207	Shahani, T. K.	5	0 0
152	Phillips, Mrs. A.*	3	12 0	208	Shanti Bai, Mrs.	10	0 0
153	Plumb, Dr. Mary	20	4 0	209	Sharpe, Mrs.	35	0 0
154	Prabhu, P. Seshagiri	5	0 0	210	Sheriff, A. S. Mahamud	5	0 0
155	Prakasa, Sri	35	0 0	211	Shetty, A. B.	35	0 0
156	Prasad, Y.	6	4 0	212	Shores, C. D. T.	20	0 0
157	Prasada, Babu Bhavani	35	0 0	213	Shortledge, Mrs. E. F.	7	8 0
158	Prasada, Durga	20	0 0	214	Shroff, Hiralal Chotalal	20	0 0
159	Raghavayyar, P.	20	0 0	215	Shroff, S. P.	35	0 0
160	Raghavachari, S.	20	0 0	216	Srinivasa Pai, A.	35	0 0
161	Ragavachar, T. S.	5	0 0	217	Srinivasa Rao, C.	5	0 0
162	Raghunandan Prasad, Pandit	35	0 0	218	Srinivasa Rao, K.	20	0 0
				219	Srivastava, Adya Prasad	5	0 0
				220	Steward, D. H.	20	0 0

* Paid subsequently.

† Resigned.

TREASURER :

Mr. B. P. WADIA

(The Commonweal Office, Adyar, Madras, S.)

REGISTRAR :

Mr. George S. Arundale

(P. O. Box 904, Adyar, Madras, S.)

THE EXECUTIVE COMMITTEE FOR THE YEAR 1919

CHAIRMAN :

Mrs. Annie Besant

(Adyar, Madras, S.)

VICE-CHAIRMAN :

Mr. V. P. Madhava Rao, C.I.E.

SECRETARY :

Mr. G. S. Arundale

MEMBERS

Mr. C. P. Ramaswami Aiyar.

Mr. V. Masilamani Pillai.

Mr. V. V. Srinivasa Iyengar.

Mr. S. Kasturiranga Iyengar.

Mr. T. V. Venkatarama Iyer.

Mr. C. Jinarājādāsa.

Mr. K. Hanumantha Rao.

APPENDIX VI

THE BOARD OF NATIONAL EDUCATION:
THE GOVERNING BODY OF THE SOCIETY

MADRAS PRESIDENCY :

Dr. Subramania Iyer, LL.D.

Mr. V. P. Madhava Rao, C.I.E., late Dewan of Travancore, Mysore and Baroda.

The Hon. Mr. B. V. Narasimha Iyer.

„ „ B. N. Sarma (Imperial Legislative Council), Rao Bahadur.

„ „ K. V. Rangaswami Iyengar (Imperial Legislative Council).

„ „ Venkatapati Raju.

„ „ Justice Sadasiva Aiyar, Dewan Bahadur.

„ „ „ K. S. Chandrasekhara Iyer (Mysore).

Vaidyaratna D. Gopalacharlu.

Mrs. T. Sadasiva Aiyar.

„ Chandrasekhara Iyer.

„ Sarojini Naidu.

Mr. S. Kasturiranga Iyengar, Editor, *The Hindu*.

Mrs. Annie Besant, F.H.U., Editor, *New India*.

Mr. A. Rangaswamy Iyengar, F.M.U., Editor, *Swadeshmitran*.

„ K. Nageshwara Rao, Editor, *Andhrapatrika*.

„ C. P. Ramaswami Aiyar, F.M.U.

„ C. Jinarājadāsa, M.A. (Cantab.).

„ V. Masilamani Pillai.

„ V. V. Srinivasa Iyengar.

Dr. M. C. Nanjunda Rao.

Rao Sahab P. Sambanda Mudaliar.

Miss Arundale.

Mrs. D. Jinarājadāsa.

Mr. K. Hanumantha Rao.

„ G. S. Arundale, M.A., LL.B. (Cantab.), F.R.Hist.S. (Lond.).

„ B. P. Wadia.

„ Ernest Wood.

„ Manjeri Ramier.

„ T. V. Venkatarama Aiyar.

BENGAL PRESIDENCY :

Sir Rash Behari Ghose, M.A., D.L., C.I.E.

Dr. Rabindranath Tagore.

„ Ganesh Prasad, D.Sc.

„ P. C. Roy, D.Sc., C.I.E.

The Hon. Mr. Surendra Nath Bannerji (Imperial Legislative Council)

Editor, *The Bengalee*

„ „ B. Chakravarti, Barr.-at-Law.

Mr. Motilal Ghose, Editor, *The Amrita Bazar Patrika*.

„ Ramananda Chatterji, Editor, *The Modern Review*.

„ Hirendranath Datta, M.A., B.L.

„ B. C. Chatterji, Barr.-at-Law.

„ C. R. Das, Barr.-at-Law.

„ B. K. Lahiri.

„ Aswini Kumar Datta, M.A., B.L.

„ Bipin Chandra Pal.

Kabiraj Upendranath Sen.

Vaidyaratna Kaviraj Jogindranath Sen, Vidyabhushan, M.A.

Mahamahopadhyaya Kaviraj Gananath Sen, Saraswati, M.A., L.M.S.

BOMBAY PRESIDENCY :

The Hon. Mr. M. A. Jinnah (Imperial Legislative Council).

„ „ Patel.
 „ „ Bhurgri.

Mr. Narottam Morarji.

„ B. G. Tilak.
 „ N. C. Kelkar.
 „ P. K. Telang, M.A., LL.B.
 „ Jamnadas Dwarkadas.
 „ J. Baptista.
 „ R. P. Karandikar.
 „ Bhulabhai J. Desai, M.A., LL.B.
 „ Ratansi D. Morarji.
 „ M. R. Jayakar.
 „ F. E. Dinshaw.
 „ B. G. Horniman.
 „ J. D. Mahaluxmiwala.
 „ S. R. Bomanji.

Miss Joshi, L.M.S., M.R.C.S. (Eng.).

„ Hormasji Petit.

Mr. Kanji Dwarkadas Dharamsey.

SINDH :

Mr. Jamshed N. R. Mehta.

„ Jethmal Parsram.

PUNJAB :

Mrs. Sarala Devi Chowdhuri.

UNITED PROVINCES :

The Hon. the Raja of Mahmudabad.

„ Dr. Tej Bahadur Sapru (Imperial Legislative Council).

„ Pandit Motilal Nehru.

„ Mr. Sami-ullah Beg.

„ Pandit Gokharan Nath Misra.

Mr. Bhagavan Das, M.A.

Dr. Ranjit Singh.

Mr. Iswar Saran.

Pandit Iqbal Narain Gurtu, M.A., LL.B.

Mr. L. Arathoon.

„ B. Sanjiva Rao.

Mrs. P. Sanjiva Rao.

Mr. Ajit Prasad, M.A., LL.B.

INDORE :

Mrs. Naik, M.A.

BEHAR :

The Hon. Rai Bahadur Purnendu Narayan Sinha.
 „ Mr. Mazharul Haque (Imperial Legislative Council).
 Syed Hasan Imam Sahab (Late Judge, High Court, Calcutta).
 Khan Bahadur Sarfaraz Hasan Khan.
 Mr. S. Sinha, Barr.-at-Law, Editor, *Hindustan Review*.
 „ Parmeshwar Lall, Barr.-at-Law.
 „ Braja Kishore Prasad, M.A., B.L.

DELHI :

Rai Bahadur Lala Sultan Singh.
 Hakim Ajmal Khan, Haziq-ul-Mulk.
 Dr. Ansari.

APPENDIX VII

THE NATIONAL UNIVERSITY RESOLUTION OF ESTABLISHMENT *

Whereas it is expedient for the better encouragement and organisation of education to establish a National University; the Board of National Education resolves as follows :

1. The persons mentioned in Schedule I being the Vice-Chancellor and the first members of the Council, the Senate and Syndicate, and all Establishment. persons who may hereafter become or be appointed as such officers or members, so long as they continue to hold such office or membership, are hereby constituted the National University.

2. The University shall be deemed to have been established for the purposes among others for making provision for imparting education, agricultural, technical, commercial, and professional, as well as literary, artistic, scientific, for furthering original research, and specially promoting the study of Indian art, literature, philosophy, history, science and other branches of useful knowledge, and for imparting physical, moral, and religious training.

3. The University shall have power to
 (a) grant Degrees and other academic distinctions to persons who shall have pursued a prescribed course of study in the University and shall have passed the examinations held by the University ;

(b) admit Graduates of other Universities to Degrees of the same or similar rank ;

(c) grant Diplomas, Certificates or other distinctions to persons who have pursued a course of study under conditions approved by the University ;

* No. 7. dated the 25th of December, 1917.

(d) confer Honorary Degrees or other distinctions ;
 (e) withdraw Degrees, Diplomas, Certificates or other distinctions granted ;
 (f) provide for instruction in such branches of learning as the University may decide and also to make provision for research, advancement and dissemination of knowledge ; and

(g) do all such other acts and things as may be required in order to further the objects of the University as a teaching and examining body.

4. The grants made for the purpose of the University by the Board of National Education, together with the fees, donations and all other sums paid to the Board for the purposes of the University, and rents, profits and other income derived from the property and funds vested in the University shall form a fund styled the National University Fund, which shall be at the disposal of the University to be employed for any of the purposes mentioned in this Resolution or in the ordinances of the University.

5. The accounts of the University shall once at least every year be audited by auditors appointed by the Board of National Education. The Board Audit. Auditors shall, for the purposes of their office, have access to all the accounts and other records of the University. The accounts when audited shall be published together with the auditors' report and a copy thereof shall be submitted to the Board of National Education.

6. If at any time the Board of National Education is of opinion that in any matter the affairs of the University are not managed so as to serve the objects and purposes of the University or in accordance with this Resolution and the Ordinances framed thereunder, or that Powers of the Board of National Education. special measures are desirable to maintain the standard of University teaching or examinations, it may indicate to the Council or to the Senate any matter in regard to which it desires explanation, and call upon that body to offer such explanation as it may desire to offer within such time as may be prescribed.

If the Council or the Senate fails to offer any explanation within the time prescribed, or offers an explanation which in the opinion of the Board is unsatisfactory, the Board may issue such instructions, as appear to it to be necessary and desirable in the circumstances of the case, and the Council or the Senate shall give effect to such instructions.

7. The Council shall have prepared and laid before them, at their periodical general meetings, complete accounts of receipts and expenditure of the University for the year preceding, and at a general meeting which shall be held in this behalf on such day as may be fixed by the Ordinances, a complete account of the actual and expected receipts and expenditure for the current year together with a budget estimate of the income and expenditure of the University for the year to commence.

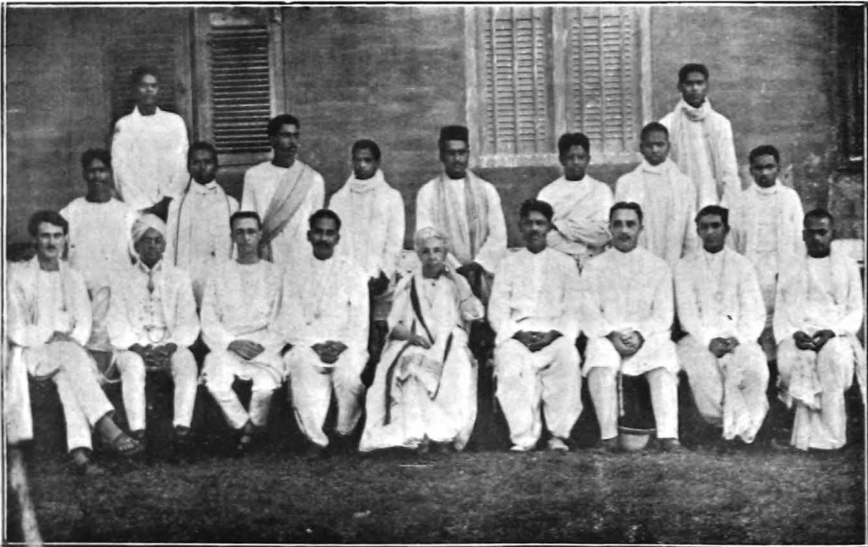
The budget as passed shall be submitted to the Board of National Education and it shall be competent to the Board to sanction the budget with such modifications, if any, as it deems fit. The budget so sanctioned may be varied or altered from time to time as circumstances may render desirable, at a special general meeting called for the purpose, subject to the sanction of the Board obtained as aforesaid.



KANKODUTHIVANITHAM
Kolattam by the girls.



SINDH NATIONAL COLLEGE
View in the Quadrangle.



NATIONAL TRAINING COLLEGE, MADRAS

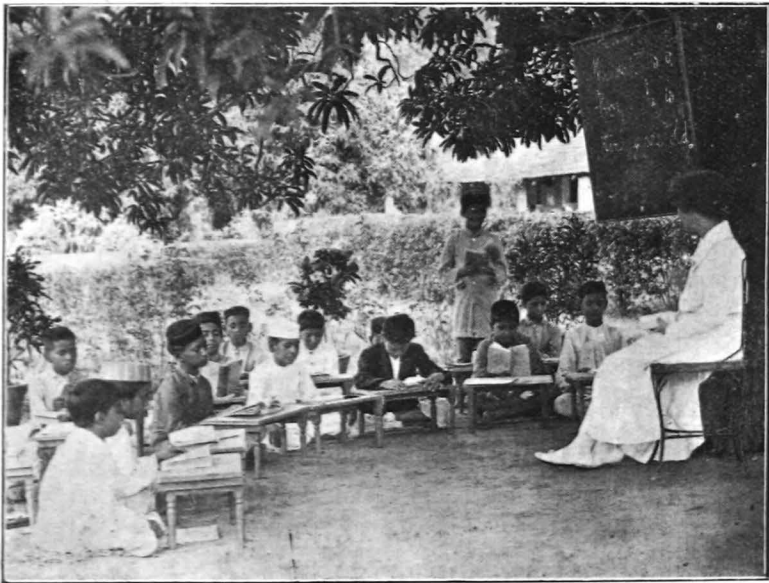
The first class and the lecturers in 1918-19. The strength has now more than doubled.

A FINE INDIAN PORCH

**Made at the Andhra Jatheeya Kalasala
by the maistries and engineering students
of that institution.**

**BOYS' NATIONAL SCHOOL,
BENARES**

**The desks fold up and each boy carries
his own under his arm. Health, beauty
and pleasure without sacrifice of pedago-
gic efficiency.**



No expenditure shall be incurred unless provided for in a budget so sanctioned, varied or altered.

8. Dr. Rabindranath Tagore shall be the Chancellor of the University.

9. The Chancellor shall by virtue of his office be the head of the University and shall take such part as may seem fit to him in presiding over Convocations and such other public functions of the University.

10. The Chancellor may at any time appoint a Pro-Chancellor to exercise such powers and functions as may be delegated to him. Such Pro-Chancellor shall in all public functions connected with the University take rank and precedence immediately after the Chancellor.

11. The Chancellor may at any time direct an inspection of the University, its buildings, laboratories and other appurtenances generally, for the purpose of seeing that the proceedings of the University are in conformity with the Resolution and the Ordinances. He may, by order in writing, annul any such proceeding which is not in conformity with the Resolution or the Ordinances.

12. The Board shall elect a first Council for the National University, to consist of twenty members. Five members of the Council shall form a quorum. Subsequent Councils shall be elected in a manner to be hereafter determined by the Board. The office-bearers of the Society for the Promotion of National Education and the officers of the National University (*see pp. 43 and 51*) shall be *ex-officio* members of the Council.

13. The Council shall, subject to the control of the Board, have the management and administration of the whole revenue and property of the University and the conduct of all administrative affairs of the University not otherwise provided for.

14. Subject to the Resolution, and any Ordinances made in pursuance thereof, the Council shall, in addition to all other powers vested in it, have the following powers, namely :

(a) to appoint from time to time Principals of constituent Colleges and such University Professors, Professors, Assistant Professors, Readers, Lecturers and other members of the teaching staff, as may be necessary, on the recommendation of the Syndicate ;

(b) in the case of other appointments, to delegate, subject to the general control of the Council, the power of appointment to such authorities as the Council may, from time to time, by general or special resolution, direct ;

(c) to manage and regulate the finances, accounts, property, business and all other administrative affairs of the University and, for that purpose, to appoint such agents as it may think fit ;

(d) to provide the buildings, premises, furniture, and apparatus, and other means needed for carrying on the work of the University ;

(e) to enter into, vary, carry out, and cancel contracts on behalf of the University ;

(f) to entertain, adjudicate upon, and, if thought fit, redress any grievances of the officers of the University, the Professors, the Teaching Staff, the Graduates, Under-Graduates and the University Servants, who may, for any reason, feel aggrieved, otherwise than by an act of the Board ;

(g) to maintain a register of donors to the University ;

(h) to select a Seal for the University, and provide for the custody and use of the Seal.

15. The Senate shall, subject to this Resolution and the Ordinances, have the entire charge of the organisation of instruction in the University and the constituent colleges, the curriculum and the examination and discipline of students and the conferment of degrees.

Powers of the Senate.

16. The Senate shall consist of not less than fifty and not more than one hundred members, excluding the office-bearers of the Society for the Promotion of National Education and the office-bearers of the National University (see pp. 43 and 51) who shall be *ex-officio* members of the Senate.

17. The members of the Council and the Senate shall hold office for three years unless they vacate sooner under the Ordinances. *Ex-officio* members shall only vacate membership of the Council or Senate when they cease to hold the offices whereby they have become such *ex-officio* members.

18. The Wood College, Madanapalle, the National College, Hyderabad (Sindh), and the Theosophical College for Women, Benares, shall be deemed to be constituent parts of the University, together with such other colleges and institutions as may be brought into existence and handed over to the University to be managed as its constituent parts.

19. Subject to the provisions of this Resolution the Ordinances may provide for any or all of the following matters, namely :

(a) the constitution, powers and duties of the Council, the Senate, the Syndicate, and such other bodies as it may be deemed necessary to constitute from time to time ;

(b) the nomination, election and continuance in office of the members of the said bodies, including the continuance in office of the first members, and the filling of vacancies of members, and all other matters relative to those bodies which it may be necessary or desirable to provide ;

(c) the number and the designation of the officers of the University, their powers and duties, the terms for which they hold office ;

(d) the payment and amount of fees to the University or in relation to the enjoyment of privileges therefrom ;

(e) the Degrees, Diplomas, Certificates and other academic distinctions to be awarded by the University, the qualifications for the same, and the means to be taken relating to the granting and obtaining of the same ;

(f) the withdrawal of Degrees, Diplomas, Certificates and other academic distinctions ;

(g) the tenure of office, and terms and manner of appointment and the duties of the examiners and examining boards, the discipline to be enforced in regard to the graduates and under-graduates ;

(h) the removal from membership of the University of graduates and under-graduates ;

(i) the admission of students to the University and their examinations ; and

(j) all such other subjects as are required or authorised by the Resolution to be prescribed by means of Ordinances.

20. The first Ordinances shall be those set out in Schedule II (*see p. 57*).

21. The Council from time to time may make additional Ordinances or repeal Ordinances.

22. The Senate shall have the power to draft or propose to the Council Ordinances to be made by the Senate and it shall be the duty of the Council duly to consider the same.

23. All new Ordinances or additions to the Ordinances or amendments or repeal of the Ordinances, shall require the previous approval of the Board of National Education, who may sanction, disallow or remit the same for further consideration.

24. The Council, the Senate, the Syndicate and other bodies that may be constituted under the Resolution and the Ordinances may make such subsidiary rules, not inconsistent with this Resolution and the Ordinances in force, as are required to regulate the conduct of the business entrusted to them, and may from time to time alter the said rules.

25. The Board shall appoint the first Registrar of the University, and may also appoint an Assistant Registrar. Such Registrar and Assistant Registrar shall hold office until otherwise provided by the Board.

APPENDIX VIII

OFFICERS OF THE NATIONAL UNIVERSITY IN 1919

CHANCELLOR :

Dr. Rabindranath Tagore, D. Litt.

PRO-CHANCELLOR :

Dr. S. Subramania Iyer, LL.D. (Late Acting Chief Justice, High Court of Judicature, Madras).

VICE-CHANCELLOR (*Acting*) :

R. Ananda Rao, Advocate-General, Travancore State, B.A., B.L.

CHAIRMAN OF THE COUNCIL OF THE NATIONAL UNIVERSITY :

Mrs. Annie Besant, F.N.U., F.H.U.

REGISTRAR :

George S. Arundale, M.A., LL.B. (Cantab.), F.R.Hist.S. (Lond.).

UNIVERSITY PROFESSORS :

<i>Political Science</i>	...	Annie Besant, F.N.U., F.H.U.
<i>Music</i>	...	C. R. Srinivasa Iyengar, F.N.U.
<i>Geography</i>	...	James H. Cousins, F.N.U.
<i>English Literature</i>	...	C. Jinarājadāsa, M.A., F.N.U.
<i>Chemistry</i>	...	G. S. Agashe, M.A., M.Sc., F.N.U.
<i>Physics</i>	...	Yadunandan Prasad, B.A., B.Sc., F.N.U.
<i>Mathematics</i>	...	G. V. Subba Rao, M.A., F.N.U.
<i>Biology</i>	...	N. S. Rama Rao, B.A., F.N.U.
<i>Western Music</i>	...	Mrs. M. E. Cousins, Mus. Bac., F.N.U.
<i>Tamil</i>	...	Rao Sahab P. Sambanda Mudaliar, B.A., B.L., F.N.U.

APPENDIX IX

THE MEMBERS OF THE COUNCIL *

EX OFFICIO :

The Chancellor, the Pro-Chancellor, the Vice-Chancellor (Chairman), the Registrar (Secretary), and the office-bearers of the Society for the Promotion of National Education.

MADRAS :

Mr. S. Kasturiranga Iyengar.
 „ A. Rangaswami Iyengar.
 „ K. Hanumantha Rao.
 „ C. Jinarājadāsa.
 „ B. P. Wadia.

BOMBAY :

Mr. M. R. Jayakar.
 „ Ratausi D. Morarji.
 „ S. R. Bomanji.
 „ Jamnadas Dwarkadas.

BENGAL :

The Hon. Mr. Fazlal Haq.
 „ „ „ B. Chakravarti.
 Mr. Hirendranath Datta.
 „ C. R. Das.

SINDH :

Mr. Jamshed N. R. Mehta.

* As the Council could not meet in 1919 the Executive Committee, by Resolution 3 of the Board Meeting of December 31, 1918, assumed its functions.

UNITED PROVINCES :

The Hon. Mr. Sami-ullah Beg.
 „ „ Pandit Motilal Nehru.
 Mr. L. Arathoon.
 „ Bhagavan Das.

BEHAR :

The Hon. Mr. Mazharul Haque.

DELHI :

Rai Bahadur Lala Sultan Singh.

APPENDIX X

THE MEMBERS OF THE SENATE

MADRAS :

Mr. G. S. Agashe, M.Sc. (Manch.), M.A. (Bombay), (Sc.)
 „ T. Ananda Rao, B.A., B.L.
 „ M. A. Anantalwar, B.A., A.C.E., B.C.E., (E. C.)
 Mrs. Annie Besant (A. Sc.)
 Miss F. Arundale (A. T. FA.)
 Mr. G. S. Arundale, M.A., LL.B., (Cantab.), (A. T. FA.)
 „ K. Bhashyam, B.A., B.L., (C.)
 „ J. H. Cousins, (A. Sc. T.)
 Mrs. M. E. Cousins, (FA. T.)
 Vaidyaratna Pandit D. Gopalacharlu A. V. S., & A. M. B. (M.)
 Mr. K. Hanumantha Rao, M.A., B.L., (A. E. FA. Ag.)
 „ J. Huidekoper (Ag.)
 „ C. Jinarājadāsa, M.A., (Cantab.), (A. T.)
 „ S. Kasturiranga Iyengar, (C.)
 „ P. R. Laxmana Ram, (C.)
 „ K. V. Laxmana Rao, (A.)
 Dr. A. Laxmipathi, B.A., M.B. & C.M. (M.)
 Mr. V. P. Madhava Rao, (A.)
 Pandit A. Mahadeva Sastri, (A.)
 Mr. K. Nageswara Rao, (A. C.)
 „ A. Nilakanta Sastri, B. C. E., (E. Com.)
 Mrs. B. Padmabai S. Rao, (T.)
 Mr. F. G. Pearce, B.A. (London), (A.)
 Dr. B. Pattabhi Seetaramayya, B.A., M.B. & C. M., (Sc. M.)
 Mr. Yadanandan Prasad, B.A., (Cantab.), B.Sc. (London), (Sc.)
 „ M. K. Rajagopalachariar, F.C.I., (C.)

Mr. K. Ramanuja Chariar, B.A., (A. C.)
 „ N. S. Rama Rao, B.A., (Cantab.), (Sc. T.)
 „ C. P. Ramaswamy Iyer, B.A., B.L., (A. Sc.)
 „ Manjeri Ramier, (A.)
 „ A. Ranagaswamy Iyengar, B.A., B.L., (C.)
 The Hon. Dewan Bahadur Justice T. Sadasiva Iyer, (A.)
 Rao Sahab P. Sambanda Mudaliar, B.A., B.L., (A. FA.)
 Mr. B. Sanjiva Rao, M.A., (Cantab.), (A. Sc. T.)
 The Hon. Rao Bahadur B. N. Sarma, B.A., B.L., (A.)
 Mrs. Sarojini Naidu, (A. FA.)
 Mr. M. C. Sitaram, M.Sc. Tech. (Manchester), (C. Sc.)
 „ C. R. Srinivasa Iyengar, B.A., (FA.)
 „ B. Srinivasan, M.A., M.R.A.S., (Sc. FA.)
 „ G. V. Subba Rao, M.A., (Sc. T.)
 Dr. S. Subramani Iyer, (A.)
 D. K. Telang, B.A., (Cantab.), (A.)
 Mr. C. S. Trilokekar, M.A., (A. Sc. T.)
 „ Vidyasagar Panday, (C.)
 „ B. P. Wadia, (A.)

BOMBAY :

Mr. S. G. Banker, (Sc. C.)
 „ J. Baptista, Barr.-at-Law, (A.)
 „ S. R. Bomanji, (C.)
 „ Bhulabai J. Desai, M.A., LL.B., (A.)
 Mr. B. G. Horniman, (A.)
 Seth Jemnadas Dwarkadas, B.A., (C.)
 Mr. M. R. Jayakar, M.A., LL.B., Barr.-at-Law, (A.)
 „ M. A. Jinnah, Barr.-at-Law, (A.)
 Miss Nagutai Joshi, L.M.S., M.R.C.S., (M.)
 Mr. R. P. Karandikar, (A.)
 „ N. C. Kelkar, B.A., LL.B., (A.C.)
 Seth Narottam Morarji, (C.)
 Mr. Ratansi D. Morarji, (C.)
 The Hon. Mr. V. G. Patel, (A.)
 Mr. V. K. Rajvede, M.A., (A.)
 „ Ramsingh Dongersingh, (C.)
 Mrs. Saralabai B. Naik, (A. T.)
 Mr. M. Subedar, B.Sc. (London), Barr.-at-Law, (A. C.)
 „ P. K. Telang, M.A. LL.B., (A.)
 „ B. G. Tilak, B.A., LL.B., (A.)
 Dr. V. S. Trilokekar, L.M. & S., (M.)
 Mr. C. V. Vaidya, M.A., LL.B., (A.T.)
 Dr. Popat Prabhuram Vaidya, L.M. & S., (M.)
 Pandit Vishnu Digambara, (FA.)

UNITED PROVINCES :

Mr. L. Arathoon, (C.)
 „ Babu Bhagavan Das, M.A., (A.T.)
 Dr. Ganesh Prasad, (Sc.)
 The Hon. Pandit Gokaran Nath Misra, (A.)
 Pandit Iqbal Narain Gurtu, M.A., LL.B., (A. T.)
 Munshi Iswaran Saran, (A.)
 Mr. R. K. Kulkarni, M.A., LL.B., (A.)
 The Hon. Pandit Motilal Nehru, (A.)
 Mr. N. G. Paranjpe, B.Sc. (Sc. T.)
 „ Sri Prakasha, B.A., (Cantab.), Barr.-at-Law, (A.)
 The Hon. Mr. Sami-ulla-Beg, (A.)
 Miss H. Veale, B.A., (London) (A. Sc.)

BENGAL :

Sjt. Abanindra Nath Tagore, (FA.)
 Aswini Kumar Datta, (A.)
 Mr. Bipin Chandra Pal, (A.)
 The Hon. Mr. B. Chakravarti, (A.)
 Mr. B. C. Chatterji, (A.)
 „ C. R. Das, Barr.-at-Law, (A.)
 Sjt. Hirendranath Datta, (A.)
 The Hon. Mr. Kamini Kumar Chanda.
 Sjt. Motilal Ghose, (A.)
 Dr. Rabindranath Tagore, (A. FA.)
 Sir Rash Behari Ghose, M.A., D.L., C.I.E., (A.)
 Dr. P. C. Ray, (Sc.)
 The Hon. Mr. Surendranath Banerji, (C.)

BEHAR :

Syed Hasan Imam Sahab, (A.)
 Mr. Kashi Prasad Jayaswal, (A.)
 The Hon. Mr. Mazharul Haque, (A.)
 Mr. Paramaswar Lall, M.A., (A.)
 The Hon. Rai Bahadur Purnendu Narayan Sinha, (A. T.)
 Dr. Syed Mahamud, Ph.D., (A.)

SINDH :

Mr. J. L. Jagatiani, B.Sc., (Sc. C.)
 „ Ernest Wood, (Sc. T.)

PUNJAB :

Lala Hans Raj, (A. T.)
 Mrs. Sarala Devi Choudri, (A. FA.)
 Mr. T. Suryanarayan, (Sc.)

DELHI :

Dr. Ansari, (M.)
 Mr. Hakim Ajmal Khan, (M.)
 Rai Bahadur Lala Sultan Singh, (C.)

N.B.—The letters in brackets after each name signify the faculties to which the members are assigned.

A. Arts.	FA. Fine Arts.
Ag. Agriculture.	M. Medicine.
C. Commerce.	Sc. Science.
E. Engineering.	T. Teaching.

APPENDIX XI

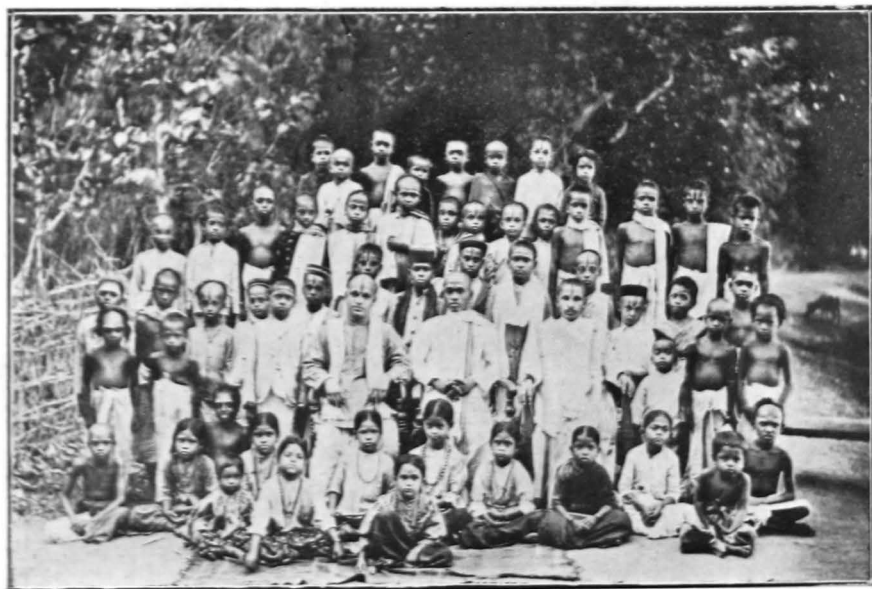
THE MEMBERS OF THE SYNDICATE

Mr. R. Ananda Rao (Acting Vice-Chancellor).
 „ G. S. Agashe.
 Mrs. Annie Besant.
 Babu Bhagavan Das.
 Mrs. M. E. Cousins.
 Vaidyaratna Pandit D. Gopalacharlu.
 Mr. K. Hanumanta Rao.
 „ Hirendranath Datta.
 „ J. Huidekoper.
 „ C. Jinarājadāsa.
 Dr. A. Laxmipathi.
 Mr. F. G. Pearce.
 „ K. Ramanuja Chariar.
 „ C. P. Ramaswamy Aiyar.
 „ B. Sanjiva Rao.
 Dr. Syed Mahmud.
 Miss H. Veale.
 Mr. B. P. Wadia.
 „ Ernest Wood.
 „ G. S. Arundale (Registrar).



THE NATIONAL COLLEGIATE SCHOOL, CAWNPORE

Above, palm weaving in the open air and sun. Below, the music teacher and his boys.



THE GOKHALE DHESEEVA VIDYASALA, KANKODUTHIVANITHAM, TANJORE DISTRICT
An interesting village school along National lines. Above, boys playing Nondi (Kasarath). Below, the whole school.

APPENDIX XII

THE ORDINANCES OF THE NATIONAL UNIVERSITY

1. (i) The following persons shall be the members of the University, namely :
 - (a) The officers of the University.
 - (b) The members of the University authorities.
 - (c) The members of the teaching staff.
 - (d) The Graduates.
 - (e) The Under-Graduates.
- (ii) Membership of the University shall continue so long only as one at least of the qualifications above enumerated shall continue to be possessed by the individual member.
2. (a) The Vice-Chancellor shall be elected by the Board of National Education.
- (b) The Vice-Chancellor shall take rank in the University next to the Pro-Chancellor and shall be *ex-officio* Chairman of the Council, the Syndicate and the Senate. He shall be the principal Executive and Academic officer of the University and shall, in the absence of the Chancellor and Pro-Chancellor, preside over the Convocation to confer degrees. The Vice-Chancellor shall by virtue of his office be the controlling head of all the constituent colleges.
- (c) It shall be the duty of the Vice-Chancellor to see that the Resolution and the Ordinances are faithfully observed.
- (d) The Vice-Chancellor shall have power to convene any meeting of the Council, the Senate and the Syndicate, and to perform all such acts as may be necessary to carry out or further the provisions of the Resolution, and the Ordinances.
- (e) If any emergency arises which in the opinion of the Vice-Chancellor requires that immediate action should be taken, the Vice-Chancellor shall take such action as he deems necessary and report the fact to the authority which in the ordinary course would have dealt with the matter.
3. (a) Subject to the provision of the Resolution, the Syndicate shall consist of the following persons, namely :
 - (i) The Vice-Chancellor for the time being.
 - (ii) Four members to be nominated by the Chancellor until such time as may be determined by the Board.
 - (iii) The Principals of constituent colleges.
 - (iv) Nine members elected by the Senate.
- (b) The elected members shall hold office for three years.
- (c) Five members of the Syndicate shall form a quorum.
4. The Syndicate shall be the executive body of the Senate.
5. It shall be the duty of the Syndicate, subject to the revision and control of the Senate,
 - (a) to order examinations in conformity with the Ordinances, and to fix dates for holding them ;
 - (b) to appoint Examiners, and, if necessary, to remove them, and to fix their fees, emoluments and travelling and other allowances, and to appoint Boards of Examiners and Moderators ;

(c) to appoint, whenever necessary, Inspectors or Boards of Inspectors for inspecting constituent colleges and colleges applying for admission to the privileges of or already affiliated to the University ;

(d) to declare the results of the various University Examinations, and to recommend for degrees, honours, diplomas, licences, titles and marks of honour ;

(e) to award stipends, scholarships, medals, prizes and other rewards, in conformity with the Ordinances and the conditions prescribed for their award ;

(f) to consider and make such reports or recommend such action as may be deemed necessary on proposals or motions brought forward by the members of the Senate and Faculties, for consideration by the Senate ;

(g) to publish lists of prescribed, or recommended, text-books and courses of study ;

(h) to prepare such forms and registers as may be, from time to time, prescribed by the Ordinances ; and, generally,

(i) to perform all such duties and to do all such acts as may be necessary for the proper carrying out of the provisions of the Resolution and the Ordinances or the Resolutions of the Senate.

6. The Senate.

I. EX-OFFICIO MEMBERS

(a) The Chancellor.

(b) The Pro-Chancellor.

(c) The Vice-Chancellor.

(d) The Office-bearers of the Society for the Promotion of National Education.

(e) The Principals or heads of Constituent Colleges.

(f) The University Professors.

(g) The Registrar.

II. ELECTED MEMBERS

(i) The first Senate shall be elected by the Board of National Education, after which elections shall take place in a manner hereafter to be determined by the Board. The members of the First Senate shall hold office for two years.

(ii) All casual vacancies among elected members shall be filled up by the body which elected the members whose place has become vacant.

(iii) Twelve members of the Senate shall form a quorum.

7. Subject to the Resolution and any Ordinances made in pursuance thereof, the Senate shall, in addition to all other powers vested in it, have the following powers, namely :

(a) to discuss and declare an opinion on any matter whatever relating to the University ;

(b) to make recommendations to the Council as to the removal of any Professor or Teacher of the University, or as to the appointment of additional Professors or Teachers ;

(c) to formulate or modify or revise schemes for the organisation of Faculties of the University and to assign to such Faculties their respective subjects, and also to

report to the Council as to the expediency of the abolition, combination or subdivision of any Faculty ;

(d) to fix, subject to any conditions made by the Founders which are accepted by the University, the times and mode of awarding, the conditions of competition for, Fellowships, Scholarships and other prizes, and to award the same.

8. (a) The University shall include such Faculties as may be determined by the Board.

(b) The Senate shall annually assign its members to the different Faculties.

(c) The method of assignment of members to the Faculty, the meeting of the Faculties and their power of co-opting additional members shall be as provided for by the Ordinances.

(d) The Dean of each Faculty shall be elected by the Board of that Faculty subject to the approval of the Council.

(e) The Dean shall be the Chairman of the Board of the Faculty and shall prepare business for it. He shall be a member *ex-officio* of all committees of the Faculty and shall present candidates for degrees in the subjects of the Faculty. He shall, except when otherwise directed by the Council, hold office for one year, and shall be eligible for re-election.

9. Every officer of the University and every member of any University authority whose term of office or of membership has expired shall be eligible for reappointment or re-election as the case may be.

10. Any member of the Senate or Council or Syndicate may resign by letter addressed to the Registrar.

11. A member of the Senate may be removed from office by the Chancellor on conviction of what in his opinion is a serious offence.

12. Convocations of the whole University for the conferring of degrees, or for other purposes shall be held in the manner to be prescribed by the Ordinances.

13. The Council, Senate and Faculties may, from time to time, appoint such and so many standing and special Committees or Boards as may seem to them fit, and may, if they think fit, place on them persons who are not Members of the University.

14. In matters not provided for in these Ordinances, the Senate or Council shall, till further Ordinances are duly framed, have power to frame subsidiary rules and to carry out the necessary functions and duties in such manner as may be convenient and reasonable, and in accordance with the spirit of the Resolution and Ordinances.

APPENDIX XIII

THE REPORTS OF INDIVIDUAL COLLEGES

The following institutions, the complete list of 1918, continued work in their various important fields :

- Women's National College, Benares.
- Sindh National College, Hyderabad.

Wood National College, Madanapalle.
 National Agricultural College, Madras.
 National College of Commerce, Madras.
 National Training College, Madras.

To these have been added the

National College, Cawnpore.
 Women's National Training College, Mangalore.

The National College at Ahmedabad did not complete its probationary affiliation. The position regarding the Bengal Technological Institute is not advanced.

With the purchase of land at Guindy Road, Adyar, Madras, the University enters on a new phase. It has now been possible to put all institutions in Madras on a departmental basis, and they have been so arranged tentatively, pending the transfer one by one to the new site. In this report they are treated as individual colleges, but under the revised scheme all the Madras institutions form departments of the National University. For the present and until those centres grow to University importance, Madanapalle, Benares, Hyderabad, Cawnpore, and Mangalore remain collegiate institutions with or without sub-departments as the case may be. The University will thus in 1920-21 constitute the following personnel :

PRINCIPAL :

George S. Arundale, M.A., LL.B. (Cantab.), F.F.Hist. Soc. (London), F.N.U.

HEADS OF DEPARTMENTS :

Agriculture : J. Huidekoper, F.N.U. ; Biology : N. S. Rama Rao, B.A. (Cantab.), F.N.U. ;
 Commerce : B. Sanjiva Rao ; Chemistry : G. S. Agashe, M.A. (Bombay), M.Sc. (Manchester), F.C.S., F.N.U. ; Journalism and Political Science : B. Sanjiva Rao, M.A. (Cantab.), F.N.U. ; Mathematics : G. V. Subba Rao, M. A. (All.), F.N.U. ; Physics :
 Yadunandan Prasad, B.Sc. (London & All.), B.A. (Cantab.), F.N.U. ; Teachers Training :
 C. S. Trilokekar, M.A. (Bombay), F.N.U. ; Weaving : M. C. Sitaram, M.Sc. (Tech. Manchester), F.N.U.

HEAD OF THE SCHOOL

ATTACHED TO THE NATIONAL UNIVERSITY

G. V. Subba Rao, M.A. (All.), F.N.U.

ENGINEER TO THE NATIONAL UNIVERSITY

T. C. Anantarama Iyer, B.E. (Mad.)

The University Board, governing the internal and inter-departmental affairs of the National University, is composed of the Principal (Chairman), the heads of Departments in Madras, the Principals of constituent colleges (in an advisory capacity only), with G. S. Agashe, Esq., as Secretary to the Board.

WOMEN'S NATIONAL COLLEGE

BENARES, U. P.

(Founded 1916, by The Theosophical Educational Trust)

A High School is constituent with this College. The Acting Principal of the College, Miss Helen F. R. Veale, B.A. (London), writes on September 15, 1919 :

The College numbers show a slight increase this year, nine students being on the roll instead of six as last year. Three are non-resident, the remaining six residing in the Hostel with the Principal. Of last year's students, three appeared as private candidates in the Intermediate Examination of a Local University, and two were successful, Miss Bishan Gurtu getting a place in the Second Division of Allahabad, and Miss Champubai Shringarpure in the Third Division of the Benares Hindu University (which again this year took the same books as Allahabad, so was an alternative examination). The College still admits, as long as its hostel is not full, candidates who wish to appear privately for these universities, but only on the understanding that they attend the English Course of the National University, in which it is easy to include their special books, and receive such other help only as the staff of the College can provide.¹ Thus only four are at present intending to enter for the National University B.A. examination, but two more may possibly do so. One student is too young as yet for any University examination, but has been admitted on special fees, and is to be prepared, by private coaching, for an English Medical College in the future. The lure of a medical career seems at present to have strange attraction for the Indian girl, whose sensitive temperament generally would seem to render her unfit for its course of training, and it is to be regretted that she cannot be made to realise that the chief need of her country is for women teachers, who can even for the health of the nation do more than the doctors, for by teaching hygiene and cultivating the intelligence of mothers, more ill-health can be prevented than ever doctors can cure.

An urgent need of the College is for an efficient lady graduate, preferably able to undertake the National syllabus in Physical Culture, as well as in one of the special subjects for a degree, other than English. In default of her, visiting tutors fill the gaps, but the officiating Principal is too much tied, with much teaching and entire supervision.

An exceedingly interesting course of lectures on Indian Citizenship has been undertaken by Mr. Sri Prakasa, M.A. (Cambridge), who speaks twice weekly on this subject in the Section Hall of the T.S., it being thought advisable to open these lectures, at a small fee to such outside friends as may like to profit by them.

The health of the College Hostel has been so far excellent this year, in spite of much serious illness around, as is usual in the rainy season.

Five students have joined the corps of Girl Scouts, and derive much benefit and pleasure from that Association. A drama in Hindi, on the taking of Mewar is being prepared by the Scouts for representation in October and the College students separately are also preparing to act some scenes from Hiawatha on October 1st, to an audience of ladies. Unfortunately the report may not wait to include photos of this performance in costume, so a group is herewith appended of students and Officiating Principal, without the visiting staff, who number four.

Music has not been neglected, and students learn the citar and violin, and singing often enlivens a dull evening, or winds up a debate.

¹ Note by Editor : By special permission of the University and for this year only.

STAFF

Miss Helen Veale, B.A. (London), Officiating Principal, English Literature and History. Pranshankar Hariprasad Bhatt, B.A., Philosophy. Sri Prakasa, M.A. (Camb.), Indian Citizenship. M. Chunekar, B.A., Indian History. Pandit Lakshmi Narain Tripathi, Sanskrit.

 THE NATIONAL COLLEGE

CAWNPORE, U. P.

Place, Name and Correspondent	The National College, Cawnpore. 16/3 Civil Lines, Cawnpore. N. G. Paranjpe.
Grade of Institution	College affiliated to the National University (in Commerce).
Date reported	1-9-1919.
Number on Rolls	Boys: 12. Girls: Nil.
In Hostel	Boys: 2.
Staff:	Mr. N. G. Paranjpe, B.Sc., Hon. Principal, Religion. Mr. K. R. Deobhanker, B.A., Vice-Principal, Citizenship and English. Dr. N. R. Deobhanker, L.M. & S. (National), Physical Culture. Mr. B. N. Chopra, Commerce. Mr. M. M. Saraswat, Asst. Lecturer in Commerce. Jagmohan Viksit, Sahitya Visharad, Hindi. Moulvi Z. H. Asi, Urdu.

The Principal writes:

The expansion of the Cawnpore National Collegiate School into a College of Commerce was decided upon in April, 1918, and the Eleventh class was opened the same year in July. As the next natural step in the expansion, the first year college class was added in July this year, thus giving the institution the status of a College in 1919.

The aim of this College, like that of other National Institutions, being to further the objects of the Society for the Promotion of National Education, it has sought to follow out the main principles of education as promulgated by the leaders of the movement, and understood by those working for it here. It adheres, as far as may be, to the syllabus and curriculum of the National University, adapting and altering where local needs and limitations require it. Eleven students appeared from here for the Admission Examination arrange by the Central Board, last year. All of them were declared to have passed. The course through which they were taken during the year was considered so efficient, that one of the candidates was given a responsible place in an established business at the end of the year, while another was absorbed in the business belonging to his family. The rest are continuing their studies.

Apart from the special course in Commerce which is drawn up in consultation with experts, the other subjects prescribed by the University are carefully attended to.

Besides the regular class work of the College, love of reading and independent study are fostered by the institution of Library periods, in which the elder students read and study by themselves under supervision. There is a fine collection of books which our Manager, Mr. Arathoon, obtained for the College from the Library of a scholar and educationist. This serves as the nucleus of what we hope to make into a comprehensive Library.

The class-rooms are pleasant and airy, being borrowed from the solid substantial Students' Home, and fitted for the purpose. They are situated in a secluded corner and overlook a fine lawn and garden.

The Students' Home itself is a commodious building, with electric fittings and suitable furniture. It has extensive grounds, beautified by lawns and garden, while the shade of huge Neem and Tamarind and Banyan trees affords agreeable spots for quiet study, open-air rest and pleasant recreation. The Home has a College House, where College students are comfortably lodged and looked after, under the personal and friendly supervision of members of the staff staying on the premises.

College work is done in the morning hours and begins with prayer and a short discourse or chat, varied by readings and music.

The College is starting a magazine of its own, edited by a member of the staff with the assistance of students. The first issue will be out in October. Besides being useful as an organ of self-expression it will give scope for experience in journalism to those who are inclined that way.

A great difficulty in the way of getting proper response from the public in the matter of National Education is the general anxiety about the prospects open to those studying in National Institutions. This anxiety is natural and to relieve that part of it which is rational as well, every effort is made to endow each student with such sound knowledge as will give him confidence in himself, and such upright character as will secure for him the confidence of others.

To remove the defect of a disproportionate amount of theoretical or book-learning, which is rightly associated with Colleges and Academies, arrangements are made to build up practical training, side by side with the acquisition of theoretical knowledge. A Commercial Agency is being started by some friends of the Institution, where students will assist in the actual performance of business transactions under supervision and get first-hand practical training. Thus while the mornings are devoted to theoretical studies, the afternoons will be spent in practical work.¹

In order to multiply and vary this training, a Practical Bureau is being arranged, which will include a number of Sham Departments of Business, *e.g.*, Insurance, Import and Export, Banking, Accountancy, Purchase and Sale depots, etc. Here the students will play the part of customers, assistants and Managers in the various Departments by turns.

Some business houses have also promised to give facilities to our students to watch the actual working of the various parts of the machinery of real business.²

As a further means of relieving anxiety about the future prospects of our students, we have approached some local and mufussil firms of standing and position

¹ Note by Editor: A like arrangement is working very well in the National College of Commerce, Madras.

² Note by Editor: Again as in Madras, where journalism students work regularly in a newspaper office, accountancy students in a bank and commerce students in various firms, by way of laboratory business practice.

and have secured their promises of preferential patronage for our young men at the end of their academic careers. It is hoped presently to utilise this and other information as the nucleus of a regular Employment Bureau.

The Institution is thus making every effort to prove a worthy Alma Mater, training her sons to become successful and good men with strong bodies, capable brains and stout hearts, who will do their duty manfully in the sight of God by themselves, their surroundings and their country. This is the national service which, like its sister institutions, this College places before itself as its Ideal and it looks to its own strenuous efforts, to men's good report and to God's blessings, for success, in its enterprise.

We adapt the following from the College Prospectus :

The Cawnpore National Education Society have decided that the National Collegiate School, Cawnpore (formerly the Cawnpore Theosophical High School) do grow into a College. Accordingly a 'College Preparatory Class' was started in 1918, and this year, in July, the first year class for the Degree of Commerce of the National University was opened. It is also proposed to develop along the line of Pedagogy (Teaching) and, if possible, along that of Science (B.Sc. Degree) later on. With this in view, Teaching has been included as a voluntary subject in the 9th, 10th and College Preparatory Classes from this year. In days to come, great need is bound to be felt of well trained teachers and scientists and this college will help to supply that need.

The object of the Commercial College is to provide Higher Commercial Education of University standard to young men desirous of entering upon business careers. In addition to a training in the technique of Trade, which unquestionably has its uses, the College aims at providing Education which will produce young men of judgment and initiative possessing scientific knowledge, organising capacity and breadth of outlook which will enable them to occupy in due time positions of trust and responsibility in the business world. Existing Commercial Firms all over the country have always been feeling the want of well-educated, capable and competent young men to take up responsible commercial work. Hence, Graduates from this college are expected to find enormous scope for their well-trained abilities. They will be the more in demand because side by side with professional Education, the National University insists upon training—theoretical and practical—in Physical Culture, Indian Citizenship and Religion, thus aiming to produce the citizens of the future, with healthy bodies, balanced emotions, keen intellects and spiritual outlook. It is therefore hoped that young men, who want to enter independent professions and at the same time be useful to the country, will avail themselves of the opportunity which has been offered to these Provinces for the first time.

The College is an affiliated College of the National University and provides at present a systematic course of study leading to the degree of Bachelor of Commerce. It will also offer facilities for Post-Graduate Research in connection with the many problems of Indian Economic development as graduates appear. The course for the Degree of Bachelor of Commerce extends over a period of three years, and comprises instruction in the following and other allied subjects: 1. Commercial and Industrial Law, including Banking Law. 2. Economics, General and Indian, including Currency, Banking and Money market. 3. Economic History of England. 4. Economic History of India. 5. Economic Geography. 6. Public Finance. 7. Administration. 8. Statistics. 9. Commerce including (a) Commercial Correspondence, (b) Book-keeping, (c) Principles and Practice of Banking, (d) Organisation of Industry and Commerce. 10. Accountancy and Practical Auditing and other subjects to be announced later. 11. English. 12. Religion. 13. Physical Culture. 14. Indian Citizenship.

SINDH NATIONAL COLLEGE

HYDERABAD, SINDH

(Founded October 1st, 1917, by The Theosophical Educational Trust)

A High School is constituent with this College. There are courses in Industrial Science, Commerce, Political Science, Languages and Agriculture. The Principal is Mr. Ernest Wood.

Staff: Principal: Mr. Ernest Wood F.N.U., Mathematics, Science, Commerce and English. *Departmental Heads:* Mr. Hukumchand Kumar, B.A., F.R.S.A., M.R.A.S., Vice-Principal, Professor of Compulsory subjects, Citizenship, Physical Culture, Religion and English. Mr. Bhagat Ram Kumar, B.A., Hons. (Oxon.), Professor of Political Science. Mr. V. Appadurai Iyer (Govt. Com. Certificates), Ag. Professor of Commerce. Mr. Jhamatmal L. Jagtiani, B.Sc., F.N.U., Professor of Pure and Applied Chemistry (on leave). Mr. Menghraj A. Jagtiani, B.A., Ag. Professor of Agriculture. Mr. Iswardas W. Raisingani, B.A., Ag. Professor of Sindhi. *Additional:* Mrs. Hilda Wood, English, Shorthand and Typewriting. Mr. Mangharan D. Idnani, Sindhi, English and Religion. Mr. Vallabhdas L. Bodha, Hindi, Sanskrit and Mathematics. Mr. D. G. Phatke, Physical Culture and Hindi. Mr. Santdas Mangharam (visiting), Commercial Law. Mr. Jethmal Parsram (visiting), Sindhi. Mr. Thanwardas P. Gulrajani (visiting), Agriculture. Mr. H. W. Muirson Blake, Chemistry. Mr. P. Pavri, B.Sc., L.C.E., Mathematics and Engineering.

WOOD NATIONAL COLLEGE

MADANAPALLE, MADRAS

(Founded in 1915, by The Theosophical Educational Trust)

A High School is constituent with this institution also; of both Mr. F. G. Pearce is Acting Principal. For statistical and other particulars see Madanapalle High School. Of the college Mr. Pearce writes:

The reduction in numbers consequent on separation from the Madras University, recorded in last year's report, has without doubt proved a blessing in disguise. The classes are small enough for adequate attention to individuals, the Hostel is just filled, not overcrowded, and no students are obliged to live in the town as in previous years.

These conditions have enabled a much more intensive development of the ideals of an Indian Residential University College, ideals which were brought into action under the Principalship of Mr. C. S. Trilokekar in former years under more difficult conditions, and greatly fostered by the work of Mr. and Mrs. J. H. Cousins last year. There is a very marked enthusiasm among the students for their College and the ideals it stands for and a growing determination and unity in carrying them into practice. The Hostel is managed entirely by the representatives of the students themselves. Elsewhere in this Report will be found some account of the Village Night Schools,

conducted mostly by the students, and the Indian Boy Scout Movement, in which the spirit of service to others has found expression. In addition to this spiritual and moral aspect of the life at Wood College, the intellectual is adequately attended to. The Degrees of the National University prepared for in Wood College are :

B.A., in Mother tongues, English, Political Science, Economics, Philosophy. B.Sc., in Geography.

The Staff appears under the school heading. Eight acting members thereof hold degrees, but no formal designation can indicate adequately the enthusiasm with which they work.

In addition to the ordinary studies, there is plenty of scope for those who have special aptitudes, through the Parliament, Tagore Literary Society, and various literary and religious meetings held weekly.

A number of the College students take part in the technical pursuits, weaving, rattan-work, photography, which are dealt with more fully in the Report of the National High School, Madanapalle.

Not the least important feature of the National Education as carried out at Madanapalle, is the emphasis laid on physical culture. The climate of the place is naturally healthy and bracing, as the college stands 2,500 feet above sea level and among beautiful hills. Madanapalle has only 28 inches of rain per annum on an average. It is becoming well known as a sanatorium.

Out-door games are played daily, and the Scouts and other students and their teachers frequently go for rambles, excursions and camps in the charming country around. Twice a week there are classes for practical instruction in physical culture, and students are encouraged to practise daily. There is also a regular Gymnastics Class.

The absence of Mr. Cousins, on leave in Japan since April, and of Mrs. Cousins, transferred to Mangalore, is much felt, as is also that of Mr. K. B. Harikrishnan, Games Superintendent, transferred to Madras. Their places have been taken by Mr. F. G. Pearce, B.A. (Hons.), London, and Mrs. Pearce, and Mr. S. Alwar, a pupil of Mr. Harikrishnan. The staff has also been increased by the addition of Messrs. M. V. Veukateswaran, M.A. (Hons.), and K. R. Krishnier, B.A.

THE NATIONAL AGRICULTURAL COLLEGE

ADYAR, MADRAS

(Founded July 15, 1918, by The Society for the Promotion of National Education)

Mr. G. S. Agashe, M.A. (Bombay), M.Sc. (Manchester), F.C.S., is Principal. He writes the following interesting note on the agricultural special feature instituted this year by Mr. J. Huidekoper, Head of this Department :

During the year instruction has been given along the lines laid down in the syllabus published last year. The course has included theoretical work in the various subjects and practical work in the grounds attached to the College and in those of the Theosophical Society, which have been used as demonstration grounds especially in so far as fruit trees are concerned. The main object of interest however in the year's

work has been the introduction of a new scheme of practical agriculture based on co-operation with well-known and successful agricultural firms and industries.

The scheme consists of attaching such firms to the College and sending the students on periodical visits to them. During these visits, the students become thoroughly acquainted with the business and financial aspect of the undertaking as well as with the actual practical side. This is accomplished by the students themselves taking part in cultivating, planting, grafting or whatever may be the work in hand and by the authorities of the estate supervising and instructing them in both the theory and practice of the work.

It is hoped that the benefit will be mutual and that the employers will find the presence of such enthusiastic young men, eager to improve the Agricultural condition of India, of real service to them and that later they may find among the students, as they pass out of the college, managers for their estates who combine with their theoretical knowledge obtained at the College a practical knowledge obtained under actual business conditions.

The scheme will be best understood if we give a short account of the first of these business visits which the Second Year Students have made. The estate chosen was that of Mr. P. V. Hanumantha Rao, Landlord and Gardener at Panyam, Kurnool District. The estate was originally developed by his father and now consists of more than 200 acres under cultivation partly as fruit orchards and partly with ordinary cereal crops. The day's work begins with lectures from 7.30 to 9 a.m. from Mr. Hanumantha Rao himself and is followed by practical work from 10 to 12 a.m. and 3 to 5 p.m. under Mr. Hanumantha Rao's personal supervision. The evenings are devoted to writing notes of the days theoretical and practical work and studying books on the subject. The course of lectures during the fortnight's visit has included the laying out of a fruit-garden on a commercial scale, irrigation, manuring, selection of stock for grafting and budding, profitable varieties of the various fruit-trees, spraying and other means of combating pests, calender of work month by month during an agricultural year, how to obtain a market, etc. The actual practical work done by the students has included transplanting, guava and orange seedlings, gooty grafting, layering, grafting of guavas, oranges, mangoes, sastras, budding oranges and flower plants, manuring seedlings and full grown plants, removing diseased branches of orange trees, etc. It is clear that such a course is invaluable and that when the new scheme is in full working order the agricultural course of the National University will be second to none.

At present arrangements have been made for similar visits to oil-pressing, rice-hulling and market gardening firms and it is intended to include sugarcane milling, fruit and vegetable canning industries, dairy and butter-making, cattle breeding establishments, coffee, cocoanut, indigo plantations and also a plant-breeding station. For this we shall need the active co-operation of all those who have at heart the promotion of the Agricultural condition of India and the opening up of the latent richness of the country to her own people. We wish to record our grateful thanks to Mr. Hanumantha Rao for being the pioneer in the execution of our scheme and for the devoted thoroughness and kindness with which he has more than carried out his obligations to the students during their visit.

Staff: The National Agricultural College has, under the new scheme, been expanded and divided into several departments of the National University, Guindy Road, Madras, each with its own Head and staff of assistants.

The departments opened so far are as follows :

1. Mathematics Department. Head : G. V. Subba Rao, M.A. (Allahabad).

2. Physics Department. Head: Yadunandana Prasad, B.A. (Cantab.), B.Sc. (Hons. London).
3. Chemistry Department. Head: G. S. Agashe, M.A. (Bombay), M.Sc. (Manchester), F.C.S.
4. Biology Department. Head: N. S. Rama Rao, B.A. (Cantab).
5. Agriculture Department. Head: J. Huidekoper.

No degree course in mathematics has yet been opened; for the time being the department of Mathematics subserves the needs of the other degree courses.

Communications regarding the institution or any department of it may be addressed to Mr. G. S. Agashe.

THE NATIONAL COLLEGE OF COMMERCE

KILPAUK, MADRAS

(Founded July, 1918, by The Society for the Promotion of National Education)

Mr. B. Sanjiva Rao, M.A. (Cantab.), is Principal. He writes:

Last year there were four departments or sections of the College of Commerce, Accountancy, Journalism, Political Science, and Building Construction. It was thought that the last two sections should not form part of a college of Commerce and so the Political Science section was removed to the College at Madanapalle, and the Building Construction section to the National technical school at Masulipatam. The remaining two sections form two distinct departments; the Commerce Department and the Journalism Department.

A considerable amount of enthusiasm was aroused in the beginning. As usual the inevitable difficulties arose and many students dropped off. Some came from curiosity, others came allured by the promises of a stipend. It has taken quite a year for equilibrium to be restored. The strength of the college has diminished to nearly half of what it was last year, partly due to the removal of two of the departments and partly to the other causes which I have mentioned.

THE COMMERCE DEPARTMENT

This department now has both theoretical and the practical instruction. In the former, Mr. N. Rajagopalan, a member of the London Institute of Bankers, is helping us with his knowledge and valuable experience. Mr. Vidya Sagar Pandya and Mr. Gopal Menon have shown the most cordial goodwill and have extended their unfailing sympathy and help. Mr. Bashyam, High Court Vakil, has placed his great knowledge of Commercial Law at our disposal.

A special feature of our work, last year, the one solid achievement in a year of storm and stress, was a series of lectures on Political Science delivered by Mrs. Besant. These lectures have now been printed and form a most valuable contribution to the literature on Political Science. She has approached the whole subject from a totally different angle of vision and one gains some idea of India's experiments in the science and art of Government and its solid contribution to the stock of the world's political

experience. It is impossible to be adequately grateful to Mrs. Besant, to whom the College of Commerce owes more than to any other individual.

Professor Ramanujachariar delivered a valuable series of lectures on Economics. But as the learned professor retired from his work in Madras, the lectures had to be discontinued.

The practical work is now in full swing also, the Department supplying training for Merchants, Merchants' Assts., Brokers, Godown-keepers, Office Managers, Cashiers and Exchange Brokers, supplementing the theoretical teaching given in the College of Commerce. The instruction is in the hands of capable men actually engaged in business and an attempt is made to bring the students into actual touch with the market. Most business-men have to gain their practical knowledge by actual experience and no systematic effort has hitherto been made in our existing institutions to equip the student with the knowledge which will enable him to enter the business world, not as a stranger, but as one who, having been initiated into the mysteries of trade, is more or less familiar with the details of that business world. In ancient India we had our caste guilds and in Mediæval Europe we had the trade guilds. As a result of the Industrial Revolution these very useful institutions have disappeared. Our object is to bring some of this ancient spirit into our modern schools and Colleges and we have been fortunate in securing the services of a Brahmin teacher of the science and art of trade, who with the true Brahmana spirit requires no remuneration of any sort and wishes to remain unknown. Our students have been apprenticed to him and the only reward that he claims is a promise that every student has solemnly taken to communicate the knowledge that has been imparted to him to a dozen students on similar conditions.

A Commercial Museum on a very humble scale will shortly be attached to this department. Samples of various articles of produce will be kept in the museum. Information useful to men of business about the various articles will be collected and placed in the museum.

This department is temporarily located in Sunkurama Chetty Street. A staff of business-men is attached to it. It is impossible to give detailed information about the nature of the work that is sought to be done. But it is hoped that we shall in a year or two be able to put in the market capable business-men who possess practical business knowledge illumined by that broadening culture which it is the ideal of the National University to impart. It is too early yet to prophesy with certainty what we may be able to accomplish, for the whole scheme of practical business training is yet in the experimental stage. But the outlook is distinctly promising and we trust that in spite of the inevitable errors that must accompany every pioneer effort, we shall be in a position to justify the confidence of the public.

THE JOURNALISM DEPARTMENT

Students in the Journalism Department similarly receive theory in the College and practice in newspaper offices daily.

The National College of Commerce opened at Kilpauk by the Society for the Promotion of National Education in July, 1918, has under the new scheme been divided into two departments each with its own Head and a staff of assistants.

1. The Department of Journalism : Head : B. Sanjiva Rao, B.A. (Cantab.).
2. The Department of Commerce : Head : N. Rajagopalan, Barr.-at-Law.

The Staff includes :

1. K. Bhashyam, B.A., B.L. (Mercantile Law).
2. M. S. Madhav Rao, M.A. (Economics).
3. K. N. Chidambara Iyer, B.A. (Accountancy and Commercial Geography).
4. R. Krishnaswamy Naidu (Short-hand, Type-writing, Book-keeping and Commercial Practice).
5. Guruswamy Aiyah, Practical Department.
6. Sankara Aiyar, Practical Department.

THE NATIONAL TRAINING COLLEGE

KILPAUK, MADRAS

*(Founded September, 1918, by The Society for the Promotion of
National Education)*

This college is, in the nature of the case, one of the more essential parts of the S. P. N. E. work. It is the first Department of the National University to move to the new site (see page 60).

Staff: George S. Arundale, M.A., LL.B., F.R. Hist. S., F.N.U.—Principal of the University and Lecturer in Theory and Practice of Education. C. S. Trilokekar, M.A., F.N.U.—Head of the Teaching Department and Lecturer in Psychology. Pt. A. Mahadeva Sastri, B.A., Late Curator, State Library, Mysore—Lecturer in Samskrit and Hinduism. N. S. Rama Rao, B.Sc. (Cantab.), F.N.U.—Lecturer in Nature Study and Botany. B. Sanjiva Rao, M.A. (Cantab.), F.N.U.—Lecturer in Indian Citizenship. Fritz Kunz, B.A. (Wisconsin)—Lecturer in English and School Management and Administration. G. S. Agashe, M.A., M.Sc. (Manchester), F.C.S., F.N.U.—Lecturer in Chemistry. (Under Appointment from England)—Lecturer in Method and Kindergarten. (Under Appointment)—Lecturer in Geography and Mathematics. (Under Appointment)—Teacher for Drawing and Painting. (Under Appointment)—Teacher for Manual Training. K. B. Harikrishnan Chetti—Teacher for Practical Physical Culture and Athletic Superintendent. Dr. Achari—Lecturer in Physical Culture (Theoretical).

Concerning special features Mr. Trilokekar writes :

As a preliminary training for the practical psychological work to be done by the students of the Training department in the Psychological Laboratory to be installed at the University, the department gives facility to the teachers for research work along the lines laid down by Madame Maria Montessori in her most valuable book *Pedagogical Anthropology*. Much work is already done in this direction and much more is expected in the future. Messrs. Thurston and Risley, the latter being specially known for his anthropological studies in Bengal and former for his researches in the southern parts of India, have done much to familiarise Indians with the way

of approach towards the study of Indian races and their temperament. The application of the results of their investigation to the study of Indian children, accomplished by Madame Montessori and others in Italy and other parts of the world will no doubt offer one more instrument for getting an insight in solving that most tangled problem of education, namely of individual temperaments of Indian children. Any observations made by the students of the Training Department are carefully preserved by being recorded in note-books specially designed for the purpose. Material has already been gathered and as more opportunities offer we may be able to give the special anthropological characteristics of children belonging to the different parts of southern India and their educational significance. We feel sure that such work is bound to be of great value in the education of Indian children.

The teachers are also being trained to understand the principles lying at the root of the recent movement started by Jaques-Dalcroze. Eurhythmics, which tries to explain the value of Rhythm as a factor in Education, is taken in hand with a view to adapt it to Indian ways and customs and experiments are being tried to bring it home to Indian children. The Lotus, the Rose, the Swastika, the Eye, the Swan are taken as symbols and songs in Indian tunes with proper rhythmical movements are being composed to suit the proper execution of musical drill. It is hoped that this would mean a shedding of come more light of happiness and joy in the atmosphere of the school and the life of the children.

NATIONAL TRAINING COLLEGE FOR WOMEN, MANGALORE

SOUTH CANARA DISTRICT, MADRAS

(Founded on June 17, 1918, by the S.P.N.E.)

A High School is constituent with this College. Staff, etc., is given under the school. The Principal, Mrs. M. E. Cousins, B. Mus. (Ireland), reports :

Four ladies have taken up the Course of the National University for the Degree of Bachelor of Teaching. These ladies give half their day to teaching in the High School, thus gaining practical experience of teaching, and half to their College Lectures. They will appear for the First Year College examination next April. Two have chosen English Literature as their special subject, one Sanskrit, and one Indian History. Religion, Civics, Physiology, Psychology and a Speaker's Class (in English) are compulsory subjects.

The College is indebted to its Honorary Lecturers for their invaluable help : Dr. Shiva Rao, L.R.C.P. and S. (Edin.), Physiology. Mr. Vaman Pai, B.A., Civics. Mr. Balakrishna Shetty, B.A., Psychology. Mr. P. Mangesa Rao, B.A., L.T., Psychology applied to Teaching. Mrs. M. E. Cousins, English and Religion. Mr. D. K. Bharadwaj (Vidyabhusan), M.R. A.S., Sanskrit and Indian History.

A special course of University extension Lectures is also part of the College Curriculum, and students are brought to visit other schools and take notes of their

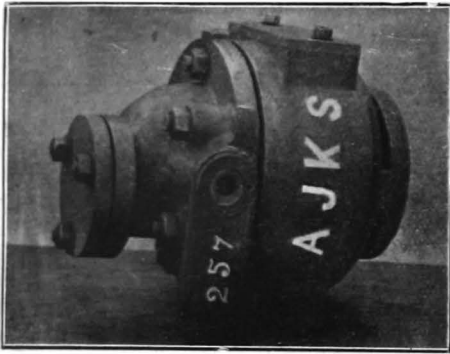
various methods. The combination of college and school in the fine new buildings of the institution works out for mutual helpfulness. Advantage is taken of visits from well-known public men and women to secure helpful lectures from them.

This is the only Training College for Women Teachers under the National University scheme and we believe it will become popular and extremely valuable as a source for our women National teachers. Special attention is given to a study of current affairs and training in the conduct of meetings and in matters of business administration.

The Boarding House in connection with the College forms a comfortable and happy home for teachers and students and makes it easy for students to come to Mangalore from other Districts.

THE ANDHRA JATHEEYA
KALASALA,
MASULIPATAM

Ring bearings made by the students.

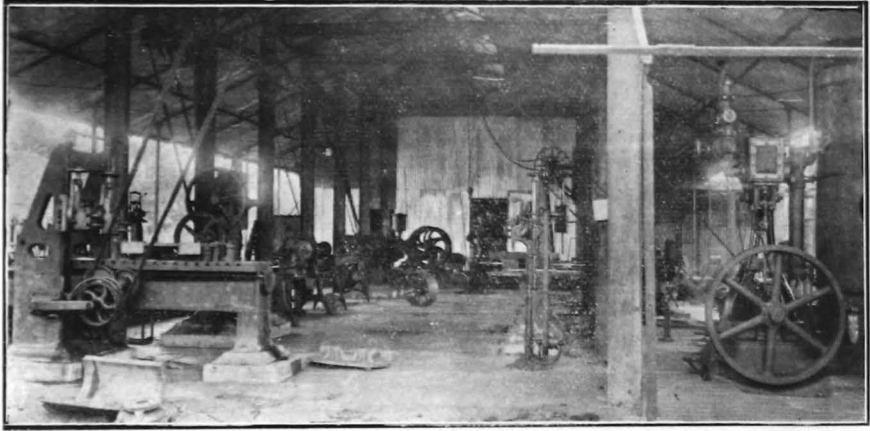


Vital parts of an oil engine made by students.

THE NATIONAL COLLEGIATE
SCHOOL, CAWNPORE

Modelling out of doors.

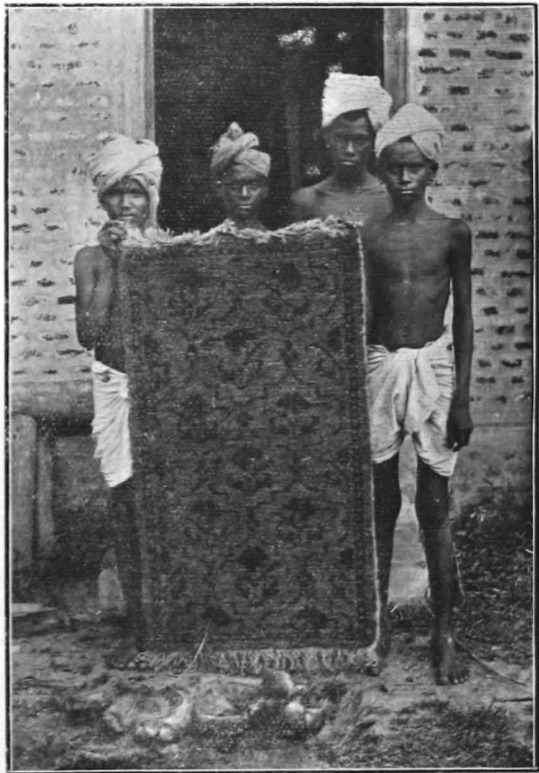




THE ANDHRA
JATHEEYA KALASALA,
MASULIPATAM

Above, the machine shops.

Right, a new departure
in the Kalasala. Pauchama
boys taught carpet weaving.
First work in coir—raw material
on the ground, finished article
held up. After this they pass on
to real carpet weaving.



APPENDIX XIV

THE CENTRAL SCHOOL BOARD

RESOLUTION OF ESTABLISHMENT¹

The Secretary reported that it was desirable to establish a Central School Board with the following general powers :

- (a) The general supervision of all schools affiliated to or under the sole control of the Society for the Promotion of National Education.
- (b) Preparation of the curricula from the beginning to the Preparatory Class for the College.
- (c) Assignment of work to Inspectors.
- (d) Consideration of text-books for schools.
- (e) Issue of circulars of instructions and recommendations to schools.
- (f) Recommendation to the Executive Committee as to the affiliation of schools and the payment of grants to schools in areas where no Provincial Boards operate.
- (g) General supervision of local School Boards appointed by Provincial Boards, including general directions, if necessary, as regards curricula, time tables, etc.
- (h) The general conduct of the National School Leaving Certificate Examination, jointly with representatives of the National University, to act as a joint Board for the general supervision of the Preliminary Class and the Admission Examination to the University.
- (i) The creation of employment bureaux for providing students with posts according to their capacities.
- (j) Such other work as may be conducive to the carrying out of these powers and to the welfare of the institutions under the supervision of the Board.

Resolved that the Central School Board be constituted with the following members : The Chairman and the Secretary of the Executive Committee (Ex-Officio), Mr. James H. Cousins, Mrs. de Leeuw, Miss F. Arundale, Mr. B. Sanjiva Rao, Rao Sahab G. Subbiah Chetty, The Secretaries of the Provincial Boards (Ex-Officio), Mr. T. M. Krishnaswami Aiyar, Dr. M. Krishnamaswami Aiyar, Mr. G. S. Agashe, Mr. F. G. Pearce, Mr. Ernest Wood, and Mr. F. Kunz.

The following have since been added to the membership of the Central School Board :

Mr. G. V. Subba Rao, Mr. C. S. Trilokekar, Mr. N. S. Rama Rao, and Miss E. Amery.

¹ Resolution No. 11 of the Executive Committee of the meeting of the 29th of May, 1918.

APPENDIX XV

THE REPORTS OF INDIVIDUAL SCHOOLS

The following schools appeared in the last Annual Report as constituent or affiliated.

No.	Place	Chiefly for	No.	Place	Chiefly for
1.	Bellary	Boys	16.	Madanapalle (Raja Night)	Boys
2.	Benares	Girls	17.	(Krishna Night)	Boys
3.	Benares	Boys	18.	Madras, Kilpauk	Boys
4.	Cawnpore	Boys	19.	Mylapore	Girls
5.	Coimbatore	Girls	20.	Teynampet	Boys
6.	Hyderabad (Sindh)	Boys	21.	Madura	Girls
7.	Kallakurichi	Boys	22.	Mangalore	Girls
8.	Kankoduthivanitham	Boys	23.	Masulipatam	Boys
9.	Karachi	Girls	24.	Nellore	Boys
10.	Kumbakonum	Girls	25.	Palni	Boys
11.	Lalgudi	Girls	26.	Rajahmundry	Boys
12.	Madanapalle (High)	Boys	27.	Tindivanam	Boys
13.	(El.)	Boys	28.	Vayalpad	Boys
14.	(Panchama)	Boys	29.	Vayalpad	Girls
15.	(Vasanta Night)	Boys			

Of the foregoing institutions those at Palni and Lalgudi have been disaffiliated, and control of the Nellore School is to pass into the hands of a local committee shortly. All other institutions continue and most have made marked improvement.

The Benares School for Boys had made application for affiliation at the end of 1918. It therefore appears in the above list, though the acceptance of the institution into the list of recognised schools dates formally from 1919, as noted in the Headmaster's report, pages 78 and 79.

As to new schools, in conformity with the policy of the Society's workers, effort is made to attach only such schools which show special promise. To this end arrangements have been concluded for a remarkable institution in South Malabar of which the following is an account.

An interesting educational venture, to be carried out in South Malabar, is made possible by the generosity of a resident there. He is putting at the disposal of the Society twenty acres of rich land on a gently sloping hill side where different types of cultivation are possible, paddy, fruits, etc. He will build at his own cost a suitable building or buildings, and by the time these are ready the estate will be sufficiently in bearing to support village children, who will then be taken for education under a special curriculum comprising the fundamentals of school education, with special country industrial arts, both those of Malabar and other parts of South India, and scientific agricultural training. The course will be eight years, each class carrying on for two years, so as to have advantage of two sets of seasons, before being advanced to the higher class.

The Headmaster of the institution will in due course be selected, and will be trained by the S.P.N.E. for this special duty. It is proposed to have a young man of Malabar, who is equipped with sufficient English to study the scientific side of agriculture, and to receive the advantage of western experience, but who has been brought up in country surroundings and is sufficiently intimately in touch with the life of Malabar to be appreciative of its great value and to know what lines can be taken for advance.

This endowment, we may add, is not dictated by any vague feeling of philanthropy or charity on the part of the owner of the estate, but is the outcome of certain definite ideas which have formed within his mind as the result of his close observation and touch with the conditions of village life in the country-parts in Malabar. What has struck him painfully is the inefficiency, indebtedness, and poverty of the middle and lower strata of the population of the country-parts whose occupation is agriculture and who constitute the back-bone of the country. Only by communicating to them the spirit of modern progressive life, by raising their standard of life, by increasing their vitality, by making them more efficient, vigorous and hopeful and by enabling them to make better use of their lands, their time and their natural powers can they be redeemed from the depressing and demoralising influence of poverty and their country be enabled to advance surely and swiftly along the path of life and progress.

One main cause of the helplessness and incompetence of our agricultural classes is the fact that they work only for a small part of the year, that is, during the cultivation seasons and that for the rest of the year they have no occupation. The result is that they have to maintain themselves for one whole year on the labour of a small portion of the year. And that labour is of the crudest and most untrained character. If they can be taught improved and up to date practical methods of agriculture in addition to some cottage industries which will enable them to find useful occupation during the intervals of agricultural work it will help them to earn a more assured and decent livelihood and to become more efficient and useful citizens. It will further enable them to spare time, energy and money to be utilised in work for the benefit and advancement of the larger interests and causes of the country and the nation.

The present system of higher education has left untouched this problem as it has been concerned only with turning out professional and literary men and as it has, necessarily, been confined to the few. Nor can the elementary schools which stand out in the country-parts as the distributors of modern education to the masses be said to have done better towards achieving the above purpose. The parents of village children of the poorer classes cannot afford the luxury of paying for the upkeep of their children at school, when those children, if they are not shut up in the school, can earn something by grazing cattle or doing odd jobs and thus add in howsoever small a degree to their parent's income. It will be a double loss to them to send their children to the ordinary village school. But if education can be made free and if at the same time poor children be fed and maintained in the school and the parents are relieved of the burden of maintaining them, the latter may not complain if their children are taken away to be taught something which will help them to earn a better living than they are themselves able to do.

If free and residential schools of this kind for the poor are started in the country-parts and the village children are enabled to grow into efficient and useful men, it will go a great way to solve the acute economic problem with which we are faced. And it is in the hope that the school, of which this endowment is laying the foundation, will be the forerunner of many similar institutions, throughout the country that the present donor has ventured to dedicate his mite for an attempt of this kind.

The estate which is to be the cradle of the new school, though situated in a rustic spot fit in every way to be a site of a school for village children, is at the same time within two or three miles of a town and a railway-station. It is, therefore, accessible and is sufficiently in touch with the quickening currents of modern life.

A girls' school at Trichinopoly along advanced lines is also in course of preparation.

Particulars of the schools recognised for this year follow, the arrangement being alphabetical by towns. Schools in villages and city wards are entered under the name of the post town. Dates teachers took up work are shown in brackets.

THE SANMARGA FREE SAMSKRIT SCHOOL

BELLARY, BELLARY DISTRICT, MADRAS

(*Founded 1889, by R. Jaganathia, F.T.S.*)

(No Report received.)

THE NATIONAL GIRLS' SCHOOL

BENARES CITY, UNITED PROVINCES

(*Founded July, 1913, by Mrs. Annie Besant*)

Place, Name and Correspondent	Benares. The Theosophical National Girls' School. Pandit Iqbal Narain Gurta.
Grade of Instruction.	Primary, Secondary and High.
Date Reported	8-10-1919.
Number: On Roll	Boys: Nil. Girls: 151 [97 Day scholars and 54 Boarders].
In Hostel	Boys: Nil. Girls: 54.
Staff	Miss B. T. Banning, M.A., Ph.D., Principal, Honorary [1918]. Miss H. F. R. Veale, B.A. [Lond.], Mathematics Partial, Honorary. Mrs. B. Sita Bai, Superintendent, Boarding House and teacher of Home Management [1914]. Mr. J. C. Deb, read up to B.A., Mathematics, General and Bengali [1917]. Pandit Ramadeva Dwivedi Sahityachar, Sanskrit [1915]. Mr. Chhote Lal, Matriculate, Honorary, Hindi and General [1918]. Pandit Surya Prasad Misra, Hindi and Sanskrit [1918]. Miss S. Ware, English and Drawing, Honorary. Miss Parvati Bai, Medical

qualification, Scouting and General [1917]. Pandit Sri Krishna Hari Hirlekar, Gayanacharya Music [1918]. Miss P. Dharmasewak, Infant Division [1919]. Srimati Sudhamayee Devi, Infant class [1913]. Srimati Vasanti Devi, A. V. Examination, Elementary Hindi [1918]. Miss Margaret Reed, Drawing, Honorary [1919]. Mrs. Ram Devi, Infant Division [1919]. Mrs. Mahadevi, General [1919]. Miss J. Jhanga, General [1919]. Miss Uma Shuri Gurtu, Geography, Honorary [1918]. Miss Asha Adhikari, English, Honorary [1918]. Miss Anusuya Wagle, Mathematics, Honorary [1919]. Mrs. Madho Prasad, Needle work, Honorary. Mrs. Sharga, Needle work, Honorary.

Subjects	Religion : Hinduism. Language : Mother-tongue, Hindi, English, Bengali. Classical : Sanskrit. History : Indian, English, Civics [or Sociology]. Physical Culture : Gymnastic, Drill and Scouting. Mathematics : Arithmetic, Algebra, Geometry and Trigonometry. Science : Geography, Nature Study, Elementary Physical Science, School-gardening, Domestic Science, Hygiene. Music : Vocal and Instrumental. Other manual Arts : Paper Work, Weaving, Book-binding, Sewing, Domestic Arts. School Excursions.
Land Area	Rented : 56,408 sq. ft. plus a playground [loan]. Owned : Nil.
Buildings :	Rented : Nil. Owned : 19,259 sq. ft. Plinth area, standing on T. S. grounds.

The Principal writes :

The school now numbers 151 pupils of whom 54 are boarders. This is a marked increase over last year's figures of 96 pupils of whom 35 were boarders, showing a growing interest in girls' education.

The range of teaching is from the Preparatory to Class XI. Class X is the Matriculation Class, while in Class XI the first year of University work is given. This is called the College Class. [It is, however, a High School Class.—ED.]

In addition to the former sports of basket-ball, tennis and badminton, this year volley-ball, tether-ball and several other sports have been introduced. The Girls' Scout Movement has grown steadily in membership.

Nor are Scouting and athletics the only student activities ; besides the School Debating Club, the Sunshine Club, for the High School Girls, organised in October, 1918, has since become an organisation of influence. The members have a programme of work for the year ; meeting weekly, they have assigned one week to the study of political and social problems, one to religions and ethical ideas, one to literature, Tagore being the author at present studied, and the fourth week of each month a programme of entertainment ; music, speeches, recitations and short dramas. Occasionally ladies are invited to lecture to the club.

There is also a small " Writers' Club " for girls who show ability and interest in writing. Before being invited to join the Writers' Club, each girl must produce a creditable piece of original composition, either story, poem, essay or play. At the meetings not only are the original writings of the members read and discussed, but also some study of the art of writing is made, and some masterpieces read.

We hope at the end of this year to bring out a school annual which will be the work of the students.

A concise and useful prospectus is published from which we quote :

Besides the general aims and objects of the Society for the Promotion of National Education, the Benares Girls' School has for its particular aim to help each student toward the building of a character truly womanly in the broadest, finest sense of the word, holding before her the ideals of Indian womanhood, loved and revered in Indian story and tradition, as in Sita, Savitri, Padmini and others, in accordance with our belief that true education must ever primarily devote itself to the development of character and secondarily to intellectual accomplishment. We seek, therefore, to help the child to a balanced cultivation of body, emotion, intellect and spirit. Our desire is less to train than to assist in self-cultivation by providing suitable conditions for growth. Realising that a mere memory of facts, a mere assortment of varied knowledge, is not true power, we seek less the acquisition of knowledge than the development of the qualities necessary for the effective application of knowledge to life.

THE NATIONAL BOYS' SCHOOL

BENARES CITY, UNITED PROVINCES

(*Founded July 7th, 1913, by Mrs. Annie Besant*)

Place, Name and Correspondent	Benares City. The National Boys' School. Pandit Iqbal Narain Gurtu.
Grades of Instruction	Secondary and High.
Date Reported	2-10-1919.
Number: On Roll	Boys: 174. Girls: Nil.
In Hostel	Boys: Nil. Girls: Nil.
Staff	Pandit Iqbal Narain Gurtu, M.A., LL.B., Principal. Mr. Damodar Prasad, B. Sc., Headmaster. Mr. M. G. Kanitkar, B.A., Asst. Headmaster. Miss D. M. Codd. Mr. Anand Marti [Inter.]. Mr. Braja Velas [Inter.]. Pandit Chhedi Misra [School Final]. Pandit Radha Kumar Vyas [Matric.]. Mr. Gajapati Saran Sinha [Matric.]. Mr. M. B. Wagle [Matric.], Honorary. Mr. Khadim Hussain [Matric.], Maulvi. Mr. H. N. Banarjee, Drawing Master. Mr. B. N. Banarjee, Drill Master. Mr. K. P. Bagchi, L. M. E., Workshop Foreman. Dr. R. V. Phansalkar, L. M. & S., Resident Physician. Mr. Badri Prasad Asthana, Qualified from Government Handicraft School, Lucknow, Carpentry Teacher.
Subjects	Not reported.

The Headmaster writes :

It gives me great pleasure to record that our school has now become affiliated to the Society for the Promotion of National Education. We have two years' work

under review, and the last year closed our independent career as a Government-recognised institution; but, although the school was not then yet affiliated to the S.P.N.E. the work was marked by changes tending towards the fuller realisation of our National ideals. Chief among such changes was a greater stress upon the adoption of Hindi as the first language. A larger number of lectures and speeches were delivered in Hindi; the debates were held in English and Hindi alternately; the boys have been encouraged to read Hindi story-books, and the vernaculars have been increasingly introduced into class-teaching and examinations.

The second important development was the starting of classes for carpentry and metal-work, which are under the direction of qualified instructors. Unfortunately, owing to the War and consequent restrictions, our workshop could not be equipped with the necessary machinery, but it is hoped that in due course it will be properly fitted up with machine tools, foundry and electrical appliances. In the ensuing year, weaving is to be included in the technical subjects, for which a loom has been procured, and Mr. M. C. Sitaram, the Society's expert, has come from Madras to organise.

A school magazine has been started, to which teachers and pupils contribute, and which is written by hand and bound by the boys. It has proved an interesting feature, and numbers of the magazine, as also samples of the technical and practical scientific work, were exhibited at the National Education Exhibition at Delhi, and elicited praise from our revered Founder.

The open-air classes have been very successful. Platforms of earth and bricks have been built around two or three of the trees, where the little boys arrange themselves with their small folding tables, which can be easily carried under the arm.

The efficiency of the school is maintained at the high level to which it was raised by its first illustrious Headmaster, Mr. P. K. Telang. Religious instruction, music, hygiene, sanitation, first-aid, gardening and manual work, are marked features of the school. Considerable keenness for games is shown, and our football team is one of the best in Benares. For the lower classes, regular periods in school hours also are allotted for games.

Scouting has become one of the chief activities of the school, and has had a most beneficial influence on the students, improving their health and spirits, and stimulating in them the spirit of service and an *esprit de corps*. Frequent camping excursions are made on holidays, and there have been instruction classes in first aid, ambulance, fire-drill, signalling, tracking, music, cooking, etc. During the Kumbha Mela at Allahabad, some of the Scouts and members of the Band of Service attached to the school did excellent work and impressed the authorities by their energy, high sense of duty and courage. They have won for the school high praise from the Government, as well as from the Seva Samiti Officials. During the recent floods, help was rendered by our Scouts to those whose homes had been flooded and destroyed. Much credit is due to the untiring energy of the Scoutmaster. In two years, the number of our Scouts has risen to 135. The present strength of active working Scouts is 85.

I greatly regret to record the loss of some valuable teachers. In addition to the loss of our energetic and beloved English teacher, Miss A. Herington, who had been associated with the school from its foundation and now transferred to the National School, Teynampet, we lost a valuable Scout organiser in Mr. Hari Narain Chowdhery, who had to leave to look after his aged parents. At the close of last term Mr. Hari Pado Rai Chowdhery, M.A., left us to take up work in Burma as Headmaster of the Theosophical Trust School, Rangoon, and Maulvi Hafiz Ullah to take up other duties. On the other hand Miss D. M. Codd came to replace Miss Herington

as English teacher, and two new teachers, as already mentioned, were added in the technical department.

Since the middle of July, our beloved Principal has been compelled to be absent through a very serious illness ; but we look forward to his return at the end of October.

Owing to the influenza epidemic in November, 1918, the school was closed for three weeks, and therefore kept open during Christmas week, and also for an extra week in May, to make up for lost time. The health of the boarders has been very satisfactory, which is chiefly due to the care taken by the Superintendents and our Resident Physician. Medical inspection is continued with more detailed records than hitherto. The Puja Room attached to the hostels is regarded as a sacred place and is attended morning and evening by all the residents. Hymns are chanted, devotional songs are sung and some of the essential rites and ceremonies are explained and performed. Discourses are given on the lives of the Great Teachers.

We had the honour and happiness of two visits from our revered Founder, and she made us proud and glad by her praise of the work, and her interest in the school's progress. She was specially pleased with the Scouts' open-air drama and display which were enacted in honour of her presence. The ceremony of opening the foundry was performed by her.

Another honoured guest was Sir Rabindranath Tagore, who read to the students a newly-written play from his pen. He was accompanied by his Secretary, Mr. C. F. Andrews, who also paid us a separate visit and told us about the life of the great poet and about his school, " Shanti Niketan ", at Bholpur.

Among other illustrious visitors to the school were Messrs. C. Jinarajadasa, P. K. Telang, Seth Ratansey D. M. Goculdas, and B. P. Wadia, John Scurr and Swami Shradhanandji.

THE NATIONAL COLLEGIATE SCHOOL

CAWNPORE, UNITED PROVINCES

Place, Name and Correspondent	Cawnpore, United Provinces. National Collegiate School, 1612 Civil Lines, Cawnpore. J. D. L. Arathoon Esq., Gwalior.
Grades of Instruction	Secondary and High.
Date Reported	1-9-1919.
Number : On Roll	Boys : 111. Girls : 6
In Hostel	Boys : 20 Girls : Nil.
Staff	N. G. Paranjpe, B. Sc., Hon. Principal, English, Mathematics and Religion [July 1915]. B. Sahay, B.T., Headmaster, English, History and Religion [July 1914]. K. R. Deobhan-ker, B.A., Civics and History [July 1915]. Dr. N. R. Deobhan-ker L.M.&S., Medical Officer, Physical Culture and Gardening [July 1916]. R. K. Wehal, M. Sc., Science Teacher, Science, Mathematics and English [September 1918].

	B. N. Chopra, Commerce Teacher [August 1918]. M. M. Saraswat, Asst. Commercial Teacher [August 1919]. Jagmohan Viksit, Hindi, Arithmetic and Geography [July 1916]. Pt. Ramlal Sharma, Hindi, History and Nature Study [July 1915]. Sheo Naik Singh, Hindi and Mathematics [July 1918]. Chhammilal Tripathi, Head Pandit [July 1914]. M. Z. H. Asi, Head Moulvi [July 1914]. M. Md. Hanif, Asst. Moulvi [July 1914]. S. P. Mukerji, Drawing Master [July 1914]. Bhudher Chander Chatterji, Drill Master and Manual Training Teacher [July 1916]. V. T. Mayalagoo, Scout Master [September 1918]. Govind Parsad, Clay Modelling Teacher [July 1919]. Kashi Nath, Music Teacher [July 1919]. Pt. K. S. Shukla, Clerk and Typist [July 1918].
Subjects	Religion [Hindu and Islamic], Mother-tongue [Hindi and Urdu], English, Classics [Sanskrit and Persian], History, Geography, Nature Study, Science, Hygiene, Drawing, Brush work, Gardening, Music, Commerce, Manual Training [Carpentry, Clay Modelling, Paper Cutting, Bookbinding, etc.], Drill and games.
Land Area	Rented : 3 acres [about]. Owned : Nil.
Buildings	Rented : 4 bungalows, for School and Boarding. Owned : Nil.

The Principal Reports for the year 1918-19 :

Having sent our old batch of students for the Matriculation of the Allahabad University in March, 1918, we determined to keep ourselves affiliated only to the National University, and so closed our connections with the Allahabad University and informed that University accordingly. Thus we were left free to draw our inspiration entirely from the S.P.N.E.

The School is now a real Collegiate School, as we have a College with two classes, and it has certainly added to the dignity of the Institution. A further attempt was made to conform to the principles of Education laid down in Mrs. Besant's pamphlet of that name, and discipline continues to be maintained by love as before. Girls are admitted to the lower classes, thus encouraging co-education of boys and girls. The best ideals were placed before the boys by example and precept.

Pupils and guardians like the patriotic tone of text books that we selected in Mother-tongue and English : it has to be admitted, however, that really good text books to suit Indian boys are not yet written. Classics—Sanskrit and Persian—were taught from the lowest class upwards with a view to familiarising boys with the terms of their respective religions and to giving a good grounding for the Vernaculars. Direct lessons on the religion of the pupils were given to all the classes, and to these were added lessons on the principles common to all the religions, in the case of the IX and X classes. A few early occupations such as paper-cutting, paper-folding, gardening, carpentry and clay-modelling were continued and some were newly introduced, with a view to manual training. A serious attempt is being made to introduce weaving and pottery. No novelty in the ordinary school subjects was introduced except in History, where the teachers had to abandon all existing text books for the class use, and had to gather materials from other sources and to familiarise the boys with the main story of the history of India, from the point of view of an Indian who adores his country.

The school library was enriched by a magnificent gift of 453 volumes by L. Arathoon Esq. Three daily papers, two weekly papers and seven monthly magazines were subscribed for the Library. A senior teacher, assisted by one of the senior students, looked after the library.

The games department devoted much attention to the introduction of indigenous games, which are at once cheaper and more suitable for our boys. Health was inspected systemically by the Medical Officer, who is a regular member of our staff. The Scout Movement was introduced in this School almost from its beginning. The troop was affiliated to the Indian Boy Scouts' Association, and it got a strong impetus by the appointment of a King's Scout, who comes from Ceylon. A training camp for prospective Scout Officers was opened and it was taken advantage of by young men from Lucknow, Allahabad, Agra and other places. This form of physical activity is expected to go a long way in the character moulding of the pupils and it has certainly enhanced the happiness of many girls and boys of this and other Schools. Scout Troops consisting of students from other schools also have been formed and are being trained. It is a matter of pride to note that a troupe of girl guides has also been started.

The excellent Hostel building, completed during the year under report, with electric fittings and beautiful surroundings, is sure to attract a larger number of boarders in future years. The congregation of a number of devoted and enthusiastic teachers, living on the hostel premises and taking keen interest in the life of the inmates of the Hostel, is sure to be of great help to the students of what is really more a Home than a school in the matter of residence and social life.

THE MARANA GOUNDER NATIONAL GIRLS' SCHOOL

COIMBATORE, COIMBATORE DISTRICT, MADRAS

*(Founded May 24th, 1906, by Rai Saheb Marana Gounder of
Deenampalayam. Taken over in 1916 by the T. E. T.)*

Place, Name and Correspondent	Coimbatore. The National Girls' School. Miss E. B. Noble,
Grades of Instruction	L. L. A. Primary and Secondary.
Date Reported	23-9-1919.
Number : On Roll	Boys : Nil. Girls : 425.
In Hostel	Boys : Nil. Girls : Nil.
Staff	Miss E. B. Noble, L. L. A., Principal [8-8-16]. Mrs. Xavier [4-8-19], Trained, Elementary Higher certificate. Passed Form V. Miss Rosemary [10-6-19], Trained, Higher Elementary. Passed Form VI. Mrs. Estherammal [17-6-19], Trained, Higher Elementary Certificate. Passed Form III. Mrs. Hezbibah [16-6-19], Trained, Higher Elementary. Passed Form III. Mrs. D. Chikkatayammal, Trained, Higher Elementary Standard [24-5-06]. Mrs. N. Subbammal,

	Trained, Higher Elementary Standard VII [1-10-07]. Mrs. K. Pachayammal [4-4-18], Trained, Higher Elementary Standard VII. Mrs. Lydia Lazarus [28-5-18], Trained, Lower Elementary Standard VII. Mrs. L. Sugavarnam [16-11-17], Trained, Kindergarten Certificate, Mrs. Mariammal [20-8-18], Needlework Certificates. Mr. Sreenivasa Sastri, Samskrit Pandit. Mr. Venkataraya Aiyer [24-5-06], Music Master.
Subjects	Hinduism, Tamil, Sanskrit, English, Indian and English History, Civics, Arithmetic, Geography, Nature Study, School gardening, Physical Culture, Domestic Science, Hygiene, Cooking and Household Management, Instrumental and Vocal Music, Drawing, Paper-work, Weaving, Sewing, Basket-work, Clay Modelling.
Land Area	Owned : Two acres :
Buildings	One rented house where school is at present conducted. New building (to hold 500 pupils) in course of construction.

Miss Noble writes :

The chief event of the past year was the laying of the foundation-stone of the new School Building by Mrs. Besant on November 8th, 1918. The building when finished will consist of twelve class-rooms and a large central Hall and is intended for the accommodation of 500 pupils, the present number on the roll being 425 and the number is steadily increasing. The building stands on two acres of ground. On behalf of Dr. Rabindranath Tagore the school was visited in February, 1919, by Mr. C. F. Andrews, the poet being indisposed and not able to fulfil his intention of visiting the school. Her Excellency Lady Willingdon visited the school on September 17th, 1919, and was entertained by the pupils. All these visitors expressed their appreciation of the work being done in the school, but were impressed by the cramped and crowded conditions under which the school is working at present in an ordinary dwelling house, and the necessity, on account of the large and increasing number of pupils, for the speedy completion of the new school building. Work on this is going on rather slowly for want of funds, Rs. 10,000 having been spent on it but Rs. 20,000 more all required for its completion.

THE NATIONAL HIGH SCHOOL

HYDERABAD, SINDH

(Founded October 1st, 1917, by The Theosophical Educational Trust)

The particulars of the staff of the school are given in a large and interesting prospectus of the whole institution published by the Principal of the Sindh National College, to whom applications may be addressed. The subjects taught are as follows :

Sindhi, Arithmetic, Object lessons, Handwork, Geography, Manual work. Nature Study, English, Moral Education, Physical Education, History, Civics, Religious instruction, Hindi, English History, Physics, Chemistry, Algebra, Geometry, Commercial Arithmetic, Agriculture, Typewriting, Shorthand.

Other particular appear under the College in this Report.

THE GOMUKHI NATIONAL SCHOOL

KALLAKURCHI, SOUTH ARCOT DISTRICT, MADRAS

(Founded January, 1915, by N. T. Vasudeva Rao)

Place, Name and Correspondent	Kallakurchi [South Arcot Dt.]. Gomukhi National School. N. T. Vasudeva Rao, Manager.
Grades of Instruction	Primary and Lower Secondary.
Date Reported	25-8-19.
Number: On Roll	Boys: 145. Girls: Nil.
In Hostel	Boys: Nil. Girls: Nil.
Staff	M. Venngopala Pillai, Headmaster [1-1-18]. N. R. Srinivasachari, I Asst. and Music [1-12-18]. O. Devasenapathy Sastri, Sanskrit Teacher [14-3-18]. K. Perumalu Naidu, III Asst. [3-11-19]. R. Venkatramanuja Aiyah, Telugu Pandit, Telugu Teacher [1-1-18]. Perumalu Naidu, Peon [1-4-18].
Subjects	Hinduism, Tamil, Telugu, Sanskrit, English, Indian History, Civics, Gymnastics, Drill, Arithmetic. Science: Geography, Nature Study, Elementary Physical Science; School-gardening, Hygiene, Vocal and Instrumental Music, Drawing, Modelling, Paper Work, Religious lessons from <i>Gita</i> and <i>Ramayana</i> , etc.
Land Area	Rented: Nil. Owned: Nil.
Buildings	Rented: One building. Owned: Nil.

THE GOKHALE DHESEEYA VIDYASALA

KANKODUTHIVANITHAM, TANJORE DISTRICT, MADRAS

(Founded May 9, 1917, by R. Panchapagesan)

Place, Name and Correspondent	Kankoduthivanitham [Tanjore Dt.]. The Gokhale Dheseeya Vidyasala. K. R. Santhanam, R. Panchapagesan.
Grades of Instruction	Primary and Lower and Higher Secondary.
Date Reported	1-9-1919.
Number: On Roll	Boys: 58. Girls: 11.
In Hostel	Boys: Nil. Girls: Nil.

Staff	K. G. Sivaswamy Esq., B.A. (now on short leave), Headmaster [15-5-19]. Panchapagesiyer, Intermediate, Acting 1st Asst. [25-5-19]. K. Rajagopalaiyengar, Higher Secondary, 2nd Asst. [1-9-18]. R. Doraiswamy Aiyengar, Lower Secondary, 3rd Asst. [12-6-19].
Subjects	Hinduism, Tamil, Sanskrit, English, Indian History, Civics Drill, Arithmetic, Geography, Nature Study, School-gardening, Hygiene, Vocal Music, Drawing, Modelling, Patriotism, Lyceum, Story telling, El. Science.
Land Area	Rented: Nil. Owned: Nil.
Buildings	Rented: Nil. Owned: One thatched building on an acre of land freely allowed.

The Correspondent writes :

The school work begins daily in the early morning with a prayer and then a religious class for studying Hinduism (in the light of all other religions of the world). Then begins the usual class lessons, which are after all only light, amusing, and in the way of conversations and stories. There is an "Uthsaha Ashramam" to which boys assemble and decorate their patriots' photos. Then in the evening, the students take delight in watering their gardens, or playing foot-ball and Indian kasaraths, or singing Barathi's songs. For the coming year we have planned the Gurukula system, of taking boys along with us, living with us, sleeping with us, praying with us, etc., so as to train their character, by this residential system.

THE VASANTHA PATHASHALA

KARACHI, SINDH

(Founded August 7, 1917, by a Local Committee of Theosophists)

Place, Name and Correspondent	Karachi, Sindh. The Vasantha Pathashala. Miss K. Veale.
Grades of Instruction	Primary and Lower Secondary.
Date Reported	1-9-1919.
Number: On Roll	Boys: 13. Girls: 57.
In Hostel	Boys: Nil. Girls: Nil.
Staff	Miss K. Veale, Headmistress [7-8-17]. Mrs. N. K. Mirza Honorary [Jan. 1918]. D. Vaswani, B.A. [Oct. 1917]. Hiranand Cathara, Sindh [March 1919]. G. Naraindas, Sindh [July 1919]. Miss Jummabai Malwankar, Montessori [July 1918]. Miss Surabai Malwankar, Montessori [June 1919]. Music Master [Jan. 1919].
Subjects	Hinduism, Sikhism, Sindh, Hindi, English, Indian History, Civics, Drill, Scouting, Arithmetic, Algebra, Geometry,

	Geography, Nature Study, Elementry Science, Domestic Science, Hygiene, Vocal Music, Delruba, Drawing, Colour Work, Paper Work, Wood Work, Sewing, School excursions.
Land Area	Rented : 7,000 sq. yds. Owned : Nil.
Buildings	Rented . One. Owned : Nil.

This school uses the Montessori method in forms adapted to Indian conditions.

THE SRI SARASVATI PATHASALA FOR GIRLS

KUMBAKONAM, TANJORE DISTRICT, MADRAS

*(Taken up, after being relinquished by the Municipality in
1908, by a Local Committee)*

Place, Name and Correspondent	Kumbakonam. Sri Saraswati Pathasala for Girls. S. Raja Ram Ayyar Averal.
Grades of Instruction	Primary and Secondary.
Date Reported	1-9-1919.
Number: On Roll	Boys : Nil. Girls : 157.
In Hostel	Boys : Nil. Girls : Nil.
Staff	Mr. R. Narayana Sastry, Trained Matriculate, Headmaster [1-8-19]. Miss Sellammal, 7th Standard, trained, I Assistant [7-2-18]. Mrs. Manoharammal, Lower Secondary trained II Asst. [26-11-18]. Miss B. Wright, 7th Standard, pupil teacher, III Asst. [15-8-18]. Mrs. Manonmany Ammal, untrained teacher, IV Asst. [9-1-19]. Mrs. Visalakshi Ammal, 8th Standard, trained by Miss Parsons, V Asst. [15-8-18]. Pandit B. Ananthanarayana Sastrial, Samskrit Teacher [29-10-17]. Mr. Rathakrishna Baghavathar, Nadalakshana-bushanam, Music Teacher [20-9-18]. Servant (conductress).
Subjects	Hinduism, Tamil, English, Indian History, Civics, Domestic Economy, Drill, Arithmetic, Geography, Nature Study, School-gardening, Hygiene, Vocal Music, Drawing, Colour Work, Paper Work, Sewing, Domestic Arts, Sanskrit. Tableaux and entertainments during National Education Week.
Land Area	Rented : Nil. Owned : 1.02 acres.
Buildings	Rented : Nil. Owned : One Building.

THE NATIONAL HIGH SCHOOL

MADANAPALLE, CHITTOOR DISTRICT, MADRAS

(Founded March 13, 1888, by O. L. Sarma)

Place, Name and Correspondent	Madanapalle. The National High School. P. R. Subramania Aiyer, B.A., L.T.
Grades of Instruction	Upper Secondary and High.
Date Reported	24-9-1919.
Number : On Roll	Boys : 119. Girls : 1.
In Hostel	Boys : 50. Girls : Nil.
Staff [School and College]	J. H. Cousins, Principal [1916] on leave ; F. G. Pearce, B.A., (London), Acting. P. R. Subramania Aiyer, B.A., L.T., Headmaster [1915]. B. Rajagopalan, M.A., History Professor [1915]. D. Gurumurthi, M.A. (Hons.), Logic Professor [1915]. R. Ranga Chariar, M.A., L.T., Asst. and Tamil Professor [1911]. K. S. Kuppu Rao, B.A., Asst. [1912]. Mrs. M. E. Cousins, B. Mus., Asst. [1916] (on leave). M. V. Venkateswaran, M.A., English, K. R. Krishna Aiyar, B.A., History. M. Rama Rao, Matric, Asst. [1910]. C. Subba Rayudu, F.A., Asst. and Warden [1915]. K. B. Harikrishna, S.S.L.C., Drill Asst. [1916]. V. Venkatarama Sastrulu, Telugu Pandit [1909]. G. Raghavendra Charlu, Kanarese Pandit [1916]. G. A. Pichiknappa Iyer, Middle School Drawing Master [1916]. Ramabhagavatula Subbayya, Music Master [1918]. M. S. V. Gopal Rao, Asst. [1916]. N. Balaji Row, S.S.L.C., Asst. and Clerk [1916]. M. N. N. Gupta S.S.L.C., Asst. and Clerk [1916]. Syed Karim, Hindustani, Paudit [1910]. R. Bindu Rao, S.S.L.C., Librarian [1915]. T. Hanumantha Rao.
Subjects	Religion : Hinduism, Islam, Christianity. Language : Mother-tongue, Sanskrit, English. History : Indian, English, Civics [or Sociology]. Physical Culture : Gymnastics, Drill, Scouting. Mathematics : Arithmetic, Algebra, Geometry, Trigonometry. Science : Geography, Nature Study, Elementary Physical Science, School-gardening, Hygiene. Music : Vocal, Instrumental. Fine Arts : Drawing, Colour Work, Clay Modelling, Modelling. Other Manual Arts : Paper Work, Weaving, Rattan Work, Photography, Agriculture.
Land Area	Rented : Nil. Owned : About 70 acres.
Buildings	Rented : Nil. Owned : Halls, hostels, classrooms, etc.

The Headmaster writes :

This long-established Institution, founded in 1888 and long managed by R. Giri Rao, life-long Headmaster, with its residential quarters and playing fields, is situated on a table-land and surrounded by picturesque hills. The climate is delightful and

healthy. The work of the School is carried on by an efficient staff devoted to the ideals of National Education—that is, the fullest development of each student physically, mentally, morally and spiritually. Residence in the Hostel, participation in one or more of the many games for which there is provision, the common prayer and short addresses at the beginning of each day's work, the close sympathy between the teacher and the taught, enable the students to rise above narrow and harmful prejudices, to realise the importance of harmony and service. Love of country is fostered by a real study of Indian History, and India's political, Social, Economic Evolution, and students are encouraged to take an intelligent interest in present day problems by means of discussions in their Sabhas. The preparation Class every night encourages habits of study in the students. Music forms an additional interesting feature.

The Weaving Department has been enlarged by the addition of an up-to-date warping machine which makes it possible to prepare warps of considerable length. Rattan work has been introduced, and a very large number are already showing great skill in it; and a student has been sent to Bangalore to learn more of this Industry. Through the kindness of the Proprietor of the Sarma Art Studio, who has agreed to teach our students free, the first batch of students have made fair progress in Photography. An attempt has been made to cultivate some of the College fields with the help of students. A students' Co-operative store is in the course of formation.

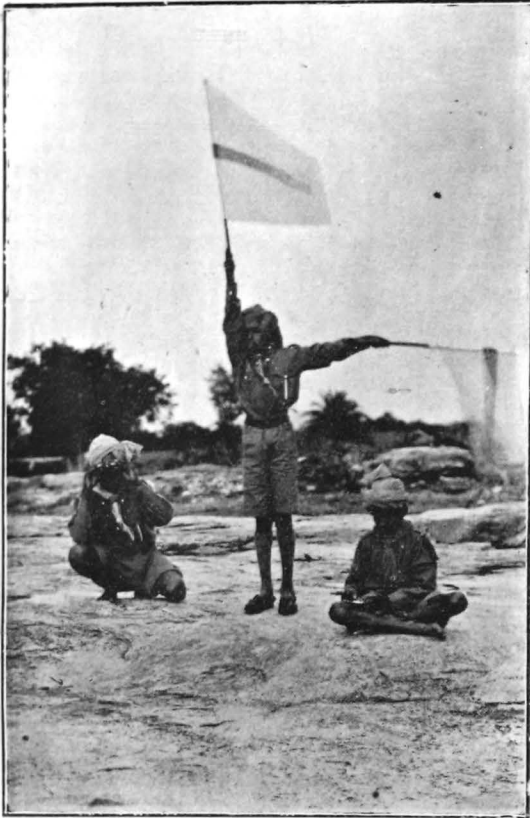
The main object in all the above undertakings is to remove the shamefacedness about manual labour, and to make the students realise the dignity of work of any kind, so that not a few may turn their attention to industrial walks of life. The fact that the education imparted is less bookish has not diminished the students' interest in books. Without losing sight of the importance of a liberal culture, our aim has been to prepare them for Citizenship and Livelihood.

THE NATIONAL ELEMENTARY SCHOOL

MADANAPALLE, CHITTOOR DISTRICT, MADRAS

(Founded about 1893, by P. Siddapah)

Place, Name and Correspondent	Madanapalle. The National Elementary School. T. R. Subramania Aiyar, Madanapalle.
Grades of Instruction	Primary and Lower Secondary.
Date Reported	24-9-1919.
Number: On Roll	Boys: 164. Girls: Nil.
In Hostel	Boys: Nil. Girls: Nil.
Staff	A. Rama Rao, Headmaster (on leave). K. Seshagiri Rao, Lower Secondary, Acting [20-6-15]. P. Seshagiri Rao, Lower Secondary, Asst. [13-7-16]. P. Lakshmana Sastri, Primary Grade, Asst. [16-10-17]. A. Sreepathacharu, J. Santhoji Row, B. Lakshminarasimhulu, Music Masters.



THE NATIONAL
HIGH SCHOOL
MADANAPALLE

A new night school building,
where older high school students
teach.



MADANAPALLE SCOUTS

Signalling.



First Aid.



WOOD NATIONAL COLLEGE, MADANAPALLE
Gymnastic Class. Technical and manual arts department.

Subjects	Hinduism, Telugu, English, Indian History, Civics, Drill, Arithmetic, Geography, Nature Study, School-gardening, Music, Drawing.
Land Area	Rented : Nil. Owned : One acre.
Buildings	Rented : Nil. Owned : One Building

THE FREE ELEMENTARY PANCHAMA SCHOOL

MADANAPALLE, CHITTOOR DISTRICT, MADRAS

(Founded October 1, 1915, by a Local Committee)

Place, Name and Correspondent	Madanapalle. Free Elementary Panchama School. F. G. Pearce.
Grade of Instruction	Primary.
Date Reported	24-9-1919.
Number: On Roll	Boys : 22. Girls : 4.
In Hostel	Boys : Nil. Girls : Nil.
Staff	A. Krishnayya, passed IV Form [18-7-16]. Gangader, Shoemaking Instructor [18-7-16].
Subjects	Religion, Telugu. History : Indian [Stories]. Civics [Stories]. Physical Culture : Drill. Geography. Mathematics : Arithmetic. Manual Arts : Shoemaking. Hygiene.
Land Area	Rented : Nil. Owned : Nil.
Buildings	Rented : Nil. Owned : One small school building.

THE VASANTHA NIGHT SCHOOL

BANDAMEETHA KAMMAPALLE, MADANAPALLE, CHITTOOR DISTRICT, MADRAS

(Founded March 5, 1917, by R. Giri Rao)

This, and the two schools following, are staffed entirely by honorary teachers, students of the Wood National College. The experiment is a most successful illustration of what can be done from one social centre, as the village life has been greatly improved.

Place, Name and Correspondent	Bandameetha Kammapalle, Madanapalle. The Vasantha Night School. B. Rajagopalan, Wood National College, Madanapalle.
Grade of Instruction	Primary.
Date Reported	23-9-1919.
Number: On Roll	Boys: 25. Girls: 15.
In Hostel	Boys: Nil. Girls: Nil.
Staff	R. Bindu Rao, S.S.L.C., Headmaster, Honorary. V. J. Canniah, Student, Asst., Honorary. V. J. Seethapati, Student, Asst., Honorary. G. Gundu Rao, Student, Asst., Honorary. M. S. Vengopal Rao, Student, Asst., Honorary. Ramabhagavulu Subbiah, Music.
Subjects	Hinduism, Mother-tongue, Indian History, Arithmetic, Hygiene, Vocal Music, School excursions.
Land Area	Rented: 300 sq. ft. Owned: Nil.
Buildings	Rented: Nil. Owned: One thatched hut, costing about Rs. 150.

The special feature of this school is that a number of elderly people between thirty and forty years of age have taken advantage of this institution to get education themselves. There is a Bhajana every Saturday evening at which the school room is tastefully decorated. The songs sung by the pupils led by the Headmaster and accompanied on the violin by the College music master are very well done and have given pleasure to many visitors. At these Bhajanas, the whole village (men and women), turns up and therefore these are something like extension lectures. The thanks of the management are due not only to the co-operation of the Honorary staff who have sacrificed much of their personal convenience for this noble task of uplifting the uneducated, but also to Dr. Gopal Rao, L.M.S., and his household for their frequent visit and encouragement. A village Panchayat was organised by the staff of the school and was meeting regularly for some time, but is no longer working. It is hoped that the next effort will prove more successful.

THE RAJA NIGHT SCHOOL

CHIPPILI, MADANAPALLE, CHITTOOR DISTRICT, MADRAS

(Founded September 16, 1917, by D. Rajagopalacharya)

Place, Name and Correspondent	Chippili, Madanapalle. Raja Night School. B. Rajagopalan, M.A., Wood National College, Madanapalle.
Grade of Instruction	Primary.
Date Reported	23-9-1919.

Number : On Roll	Boys : 30. Girls : 20.
In Hostel	Boys : Nil. Girls : Nil.
Staff	V. Subramanyan [Vellore], Student, Headmaster, Honorary [16-9-17]. V. C. Subramanyan [Cuddalore], Student, Asst., Honorary [November, 1917]. S. Narayanaswami, Asst., Honorary. D. Ananda Rao, Student, Asst., Honorary. M. S. Ramachandran, Student, Asst., Honorary. Ramabhadgavata Subbia, Music.
Subjects	Hinduism, Mother-tongue, English, Indian History, Arithmetic, Hygiene, Vocal Music.
Land Area	Rented : Nil. Owned : 1,350 sq. ft.
Buildings	Rented : Nil. Owned : One Building, costing about Rs. 3,000.

Chippili is a village consisting almost exclusively of very poor people, and so in spite of their great eagerness for education they have necessarily to send away their boys and girls to the fields at nights to watch after a heavy working day. This portion was aggravated this year by influenza, which removed a number of people, a famine which has affected the population very severely and a fire in March, when the whole village was completely destroyed. At that time of difficulty the staff of the school helped greatly in alleviating the suffering of the people. The school building served as a refuge to the people for some time and for nearly a month the children were fed in the school twice a day.

The school building erected at a cost of nearly Rs. 3,000 was opened last December by Mr. G. V. Subba Rao, M.A., on the birthday of Mr. C. Jinarājādāsa after whom the school has been named.

The thanks of the management are due to the enthusiastic teachers who daily walk $1\frac{1}{2}$ miles to and fro, every evening without minding the great trouble and sacrifice it entails on them.

THE KRISHNA NIGHT SCHOOL

PAPPIREDDIPALLE, MADANAPALLE, CHITTOOR DISTRICT, MADRAS

(*Founded November 14, 1916, by V. A. Rajaratnam*)

Place, Name and Correspondent	Pappireddipalle, Madanapalle. Krishna Night School. B. Rajagopalan, M.A., Wood National College, Madanapalle.
Grade of Instruction	Primary.
Date Reported	23-9-1919.
Number : On Roll	Boys : 31. Girls : 7.
In Hostel	Boys : Nil. Girls : Nil.

Staff	N. Balaji Row, S.S.L.C., Headmaster, Honorary. M. Sitaranih, Matric, College Class Student, Asst., Honorary. R. Doraiswamy, Student, Asst., Honorary. C. Ramachandra Reddi, Student, Asst., Honorary. A. L. Sinha, Student, Asst., Honorary. Ramabhadgavata, Music.
Subjects	Hinduism, Telugu, English, Indian History, Arithmetic, Hygiene, Vocal Music.
Land Area	Rented : Nil. Owned : 2,700 sq. ft.
Buildings	Rented : Nil. Owned : One Building, costing about Rs. 2,300.

The Correspondent writes :

This school was the first of the night schools to be started round about the Madanapalle College. There is a Bhajana held every Saturday at which many of the villagers are present. The School is working steadily. Famine and pestilence have affected the strength of the school. The enthusiastic staff derive congratulation on their pulling on without very much encouragement.

In this connection I may say that we have formed a Village Teachers' Association. This was started last March with Mr. B. Rajagopalan, Correspondent, as President, and Mr. R. Bindu Rao, Headmaster, Vasantha Night School, as Secretary. It has got a small library consisting of forty books dealing with elementary educational work, which is being used by the members—the teachers of the village schools. From time to time, the Association meets for purposes of study, and discussion of affairs connected with the village schools. In connection with this it has been proposed to start a Teacher's Training Class and it will start work immediately after the Dasara holidays. The Professors and Teachers of the College will be requested to help in this: and some have consented to help in whatever way they can.

THE NATIONAL ELEMENTARY SCHOOL

KILPAUK, MADRAS CITY, MADRAS

(Founded July, 1918, by M. K. Rajagopalachariar)

Place, Name and Correspondent	Landon's Gardens, Kilpauk, Madras. National Elementary School. F. Kunz, Adyar, Madras.
Grades of Instruction	Primary and Secondary.
Date Reported	22-9-1919.
Number: On Roll	Boys: 94. Girls: 12.
In Hostel	Boys: Nil. Girls: Nil.
Staff	P. Sundramurti, Diploma in Dyeing (Sibpur), First Class at the City and Guilds of London in Dyeing. Sometime Assistant Dyehouse Master at the Carnatic Mills, Madras, on deputation from S. P. N. E., Headmaster [18-11-18]. K. Rajagopalachari, studied up to the Matriculation Class, Trained

Elementary Higher, Government Technical Examinations in Botany (Elementary), and Physiology (Elementary), Trained Scoutmaster, 1st Assistant and Scoutmaster [24-12-18]. T. S. Kuppaswamy Iyengar, completed S.S.L.C. of the Government of Madras, Trained Scoutmaster, 2nd Assistant and Assistant Scoutmaster [22-9-19]. R. Janardhana Iyer, Failed Matriculate of the Madras University, 3rd Assistant [16-4-19]. V. K. Natesa Iyer, completed S.S.L.C. of the Government of Madras, 4th Assistant and Superintendent of Games [1-7-19]. K. Danakoti Ammal, Studied up to the IVth Form, Trained Elementary Higher, Specially qualified in Kindergarten, 5th Assistant [25-8-18]. K. Chellammal, Studied up to the IIrd Form, Trained Elementary Lower, 6th Assistant [16-4-19]. K. C. Natesa Mudaliar, Intermediate in Outline Drawing, Elementary in Cabinet Making, Design and Painting of the Government Technical Examinations, Drawing Master [1-8-18]. P. Govindarajulu, Instructor in Cane Work [1-2-19]. P. Chenchiah Reddy, Instructor in Cloth Weaving [1-8-19]. K. R. Doraiswamy Mudaliar, Intermediate in Carpet Weaving, Elementary in Geometrical Drawing, Freehand Outline Drawing, and Design of the Government Technical Examinations, Instructor in Carpet Weaving [12-9-19].

Subjects	The child's own religion, Mother-tongue, English, Indian History, Civics, Arithmetic, Geography, Nature Study, School-gardening, Hygiene, Music, Drawing, Colour Work, Modelling, Cloth and Carpet Weaving, Wood Work, Cane Work, School excursions
Land Area	Rented : About two acres. Owned : Nil.
Buildings	Rented : Nil. Owned : Two, Standard pattern five-block building and one industrial building.

The prospectus (Tamil) of this promising and useful school states :

The object of the promoters of this institution is to give a sound system of education—physical, moral, industrial and intellectual—and to encourage the spirit of patriotism, self-sacrifice, self-reliance, and self-respect and the love of order and freedom amongst the boys and girls living round about Kilpauk, thus conforming to the first principles of the S.P.N.E.

In order to infuse into the minds of the pupils the idea of dignity of labour and to afford means of livelihood to such of the pupils who desire to follow the particular trade or craft in which they have specialised, we teach the following trades and crafts : cane work, cloth weaving and carpet weaving.

School excursions to places of interest such as the museum, are undertaken under the supervision of one or the other of the teachers.

The School has a library containing about 100 selected works in English and Tamil on Geography, History, Nature Study, Civics, Hygiene and Methods of Teaching.

In connection with the Indian Boy Scouts Association, a troop of Boy Scouts, "Ranade Troop", has been started in January, 1919. This troop won a prize at the first Scout Craft Exhibition held in March, 1919.

The boys of the School take much interest in Foot-ball playing, as well as in Gardening. They have prepared a vegetable garden. We are also cultivating cotton, which we propose to carry through every stage up to dyed turbans for our Scouts.

A Boys' Association, "The National School Boys' Association, Kilpauk", has also been formed early in January, 1919, wherein the boys discuss questions relating to the moral, religious, social and intellectual sides according to their age and school needs. Under the management of this Association a Tamil monthly Magazine has been started and the July number is out. The August number is in the press.

THE NATIONAL HINDU GIRLS' SCHOOL

MYLAPORE, MADRAS CITY, MADRAS

(Taken over by the S.P.N.E. in July, 1918)

Place, Name and Correspondent	Mylapore, Madras. National Hindu Girls' School. The Headmistress.
Grades of Instruction	Primary and Secondary.
Date Reported	23-9-1919.
Number: On Roll	Boys: 5. Girls: 253.
In Hostel	Boys: Nil. Girls: Nil.
Staff	Miss Arundale, Honorary, Principal [17-7-18]. Miss Amery, B.A. (Lond.), L.C.P., Honorary [1-7-19]. Mrs. A. E. De Leeuw, Inspectress of Schools for S.P.N.E. on deputation, Honorary [1-8-18]. Mrs. Lakshmana Rao, Honorary [17-9-18]. Mrs. Indira Bai, Honorary [1-8-18]. Mr. Doraisawmi Iyer, Mary Joseph Ammal, M. Thayarammal, Mr. Govindasamy Naidu, S. P. Thayarammal, V. Yasothammal, Jagadambal, Vedambal, Susaiammal, Arputha Mary Ammal, Ratnamani Ammal, Ramabadrachariar, Religious Teacher, Music Teacher.
Subjects	Hinduism, Tamil, English, Indian History, Drill, Geography, Nature Study, Domestic Science, Mathematics, Hygiene, Vocal Music, Drawing, Colour Work, Modelling, Paper Work.
Land Area	Rented: Nil. Owned: About 2 acres.
Buildings	Rented: Nil. Owned: One pucca, 3 cadjan (standard type 2).

The Head of this important School writes:

This school has made substantial progress since July, 1919. Miss Amery, B.A. (London), is taking the entire management of the higher classes including the VII Class, which was opened in July and which has been working well with five girls. Geometry, Algebra, Drawing, Tamil Literature and English are, of course, the staple subjects of study; but time is found for singing, drill, hygiene and those general subjects of knowledge which are indispensable to a well-cultured woman.

The IV, V and VI Classes are satisfactorily attended, and we hope that as the need to carry on the education of Indian girls on National lines to a more advanced age is increasingly realised, we may be able to say the same of the VII Class as well as of an VIII which we are prepared to open as soon as suitable pupils present themselves. Miss Amery spares no pains to make the upper school efficient and to create in the girls a love of knowledge and a desire for self-improvement which is the truest test of efficiency.

Lower School: Class III has three divisions, the second two and the first four divisions, the number in this latter class having so largely increased that we have had to stop further admissions for want of room. Three new teachers have been engaged, two trained and one untrained. The little ones are taught to use their hands and eyes, and every advantage is taken of Kindergarten and Montessori methods of teaching. There is, of course, no punishment of any kind, and if a little one cries the first day of school, in a very short time it is not only willing but anxious to come, as the parents themselves inform us.

The Purchase of Land: A very important addition has been made to the school premises in the purchase of five plots of ground adjacent to the school. We had hoped to have ten plots but the price per plot was more than we anticipated. The land will, however, be sufficient for the erection of extra class rooms which are much needed for the Infant Classes. Our thanks are due to the many kind friends who came forward to help in our financial difficulties, for the land had to be acquired when the auction took place or we should have lost it altogether. We had to borrow about Rs. 6,000 which will have to be repaid as soon as possible, and there will also be expense in enclosing the land and in building school huts. An earnest appeal is therefore made for further help.

Ladies' Classes: These have not had the success in numbers we could have wished, but there have always been three or four present who were glad to improve their English and general knowledge.

The Library: Thanks to the grants of Rs. 300 from the S.P.N.E., the Library has been improving, and by the end of this year we hope to have a good supply of English books which the girls are now eager to read.

THE NATIONAL HIGH SCHOOL

TEYNAMPET, MADRAS CITY, MADRAS

(Founded July 9, 1918, by the S.P.N.E.)

Place, Name and Correspondent	Madras. National High School. G. V. Subbarao.
Grades of Instruction	Primary, Secondary, High, College preparatory.
Number : On Roll	Boys : 85. Girls : 3.
In Hostel	Boys : 59. Girls : Nil.
Staff	G. V. Subbarao, M.A. (All.), F.N.U., Headmaster [9-7-18]. Miss A. Herington, Supt. of English and Primary Depts. [9-7-18]. Y. Prasad, B.A. (Cantab.), B.Sc. (Lon. and All.),

Supt. of Hostel and Athletics, Physical Science [9-7-18]. N. S. Ramarao, B.A. (Cantab.), Biology [9-7-18]. S. A. R. Hussainy, Government Certificates in Carpentry and Wicker work, Manual Training and Modelling [9-7-18]. M. C. Sitaraman, B.Sc. (Technology, Manchester) (lent by S.P.N.E.), Weaving [9-7-18]. P. Sundaramoorthy (lent by S.P.N.E.), Dyeing [9-7-18]. V. S. Mahadevan, Tamil [9-7-18]. V. Thiruvengkatachar, Telugu and Sanskrit [9-7-18]. N. R. Srinivasachar, Gardening, Nature Study [9-7-19]. K. N. Sundareswaran, B.A., History [22-7-18]. V. A. Rajarathnam, Primary Department [24-7-18]. S. R. Sripathi Rao [9-7-18]. P. N. Menon, L.M.P., Doctor [29-8-18]. Nyaz Hussain, Retired Havildar, Drill Master [1-9-18]. T. Ramachandran, Science and Geography [13-6-19]. A. Ramaswami Iyengar, B.A., Mathematics, Shorthand, Typewriting [17-7-19]. P. Narasimhachar, B.A., History, English [17-7-19]. D. Steward, English [Aug. 1919].

The general practice in this school is dealt with in the body of the Report. Regarding Medical Inspection the Resident Doctor writes:

The summary of observations (see p. 15) points to a result which though not very brilliant in itself affords some satisfaction, considering the short period of not more than a year during which this system has been in operation. The healthy locality of the school, the housing of students in airy cottages and above all a graduated time-table of study and sports in which the widest scope is given for all-sided development, is mainly responsible for this happy result. Manual training, gardening and weaving, that form part of the regular time-table, afford a pleasing diversion to the nerves and play not an inconsiderable part in the balanced growth of the children.

The school also provides sufficient fine fields for sports for all the boys. The time and care bestowed on it are sufficiently compensated by a high degree of physical strength and alertness that is obtained.

Of 91 students 35 students show an increase of weight of more than 2 lbs. in the course of three months and 48 students of less than 2 lbs. The number of boys that show a decrease is only 8. Considering the fact that the boys had to pass through this season of heat and influenza the figures are not at all unsatisfactory.

The boys of the "poor" class display previous malnutrition to a very deplorable extent. No improvement in their condition is possible unless sufficient provision is made for their proper feeding.

The middle class boys which form the bulk of this school as well as of other schools show gratifying results in all respects. The great deterioration that takes place in the physical condition of other school children is due to want of proper care of details on which the National School lays great stress.

These facts show unmistakable evidence of the superlative importance and argue for the supreme necessity of medical examination and care in schools.

The purpose of medical examination is to help a child to grow to the greatest possible development which his inherited capacity entitles him to. To accomplish this object it is first of all necessary to conduct a preliminary examination in which the weight, the height and the girth of the chest are noted down, along with the conditions of various organs, *viz.*, the heart, the lungs, liver, etc., so as to form a rough estimate of his physical capacity for play and study. On this hypothesis the

child is put on a tentative course of daily routine. His growth and his tendencies to weakness manifest themselves in what ignorant schoolmasters might call laziness, weariness and illness (signs of mental and physical overstrain) and are marked out for the ensuing three months, at the end of which he is subjected to another thorough medical examination. If the child is found to be developing any serious physical defects a necessary adjustment in the routine of his activities is made until he is on a safe road to uninterrupted development of his faculties.

Most boys on admission exhibit many remediable defects which if allowed to remain will be not only a great handicap to their growth, but may also reduce them in the end to mere physical wrecks. Those defects have to be corrected first before any marked improvement can be perceived, but in some cases the boy may outgrow the defects under the most favourable condition. In cases of defect in the lungs plenty of open air occupation will produce gradual improvement and ultimate cure if sufficiently persisted in. In cases of weak heart the work is regulated according to the capacity so as to avoid any undue strain.

The period of youth and growth which forms the period of school life is a dangerous period in the life history of a man. All his inherited tendencies and weaknesses try to break forth at this time when the tissue is prone to yield to any external influences good or bad. It is the time at which the body is liable to the greatest number of diseases. Germs of future illness, unsuspected by his ignorance, lie in wait for him at this critical pass of life and before he is aware he finds himself in the death grapple with his insidious foes. All nature's efforts to build up are rendered futile in a most tragic manner. Many a boy who would have developed to vigorous manhood in the natural course of things is reduced by a relentless educational system to a dismal physical state and is unable to earn his livelihood, unable to breathe the sweet air of independence and freedom.

The school medical officer's duty is to safeguard the health of the boy at this critical time. He must be like a soldier always ready with his medical and hygienic, his offensive and defensive, weapons to protect the boy from the ravages of the disease-producing germs. As soon as the slightest symptom of disease is visible the shrewd eyes of the medical officer must detect it and he must hurry with all his dexterity to the help of the boy. By keeping such a close watch on, and jealously guarding the health of the children the medical officer is able to ward off many an attack of illness or at least reduce the gravity of its mischief to a minimum in school life. This, however, is the negative side. One of the greatest factors concerned in the growth of the child is proper feeding. The school medical officer has to see to it so as to give no room for overloading or underfeeding and to avoid digestive and infective diseases. One cannot enter here into a detailed description of the injuries arising from bad food but one may get an idea of it from the photographs of proper nutrition and malnutrition presented with this report.

THE SRI MINAKSHI VIDYASALA

MADURA, MADRAS

(Founded October 3, 1904, by the Madura Theosophical Society)

Place, Name and Correspondent	Madura. Sri Minakshi Vidyasala. B. A. Subramanyam, Headmaster.
Grades of Instruction	Primary and Secondary.
Date Reported	24-9-1919.

Number : On Roll	Boys : 2. Girls : 304.
In Hostel	Boys : Nil. Girls : Nil.
Staff	B. A. Subramanyam, Certified Matriculate, Headmaster [Feb. 1918]. L. Subramania Aiyer, Certified L. S. Grade, 1st Asst. [Feb. 1909]. D. Subramanya Aiyer, Certified L. S. Grade, 2nd Asst. [June 1906]. S. Eswara Aiyar, Certified L. S. Grade, 3rd Asst. [July 1916]. J. Gnanadhavyam, Trained Elementary Lower, 4th Asst. [14-7-18]. Rukmani Ammal, 5th Asst. [Sept. 1914]. Ragavala Ammal, 6th Asst. [Nov. 1910]. Ponnamani Ammal, 7th Asst. [Sept. 1916]. Ramasubramania Sastri, Music Master [Aug. 1917]. Balasubramanya Sastri, Sanskrit Pandit [Nov. 1917].
Subjects	Hinduism, Tamil, Sanskrit, English, Indian History, Drill, Arithmetic, Geography, Nature Study, Domestic Science, Vocal Music, Instrumental Music, Drawing, Modelling, Sewing, Kummi and Kolattam.
Land Area	Rented : Nil. Owned : 120 ft. X 120 ft.
Buildings	Rented : Nil. Owned : Two pucca buildings, and 2 stone and thatch.

THE NATIONAL GIRLS' SCHOOL

MANGALORE, SOUTH CANARA DISTRICT, MADRAS

(Founded June 11, 1918, by the Mangalore Public)

Place, Name and Correspondent	Mangalore. The National Girls' School. M. S. Ekambara Rao, B.A.
Grades of Instruction	Primary and Secondary.
Number : On Roll	Boys : Nil. Girls : 170.
In Hostel	Boys : Nil. Girls : 2. Teachers : 3.
Staff	Mrs. M. E. Cousins, B. Mus., Headmistress, Honorary [16-6-19]. G. Ratna Bai, Matric, Honorary [17-6-18]. Manoramma, Matric, Honorary [17-6-18]. B. Tara Bai, Honorary [17-6-18]. M. Leela Bai, Honorary [16-6-19]. K. Leela Bai, Honorary [17-6-18]. M. Sunderi, Honorary [16-6-19]. Dr. M. Siva Rao, Medical Practitioner, Honorary [17-6-18]. Lakshmi Bai Riswadkar, Marathi Teacher [21-7-18]. Lakshmi Bai, Canarese Teacher [7-7-19]. Narayani Pisharashiar, School Final [21-7-18]. Chinnammalu Amma [25-7-18]. Miss M. Mathia's, [1-7-19]. Mrs. Slochana Carut, Lower Secondary

[1-7-18]. L. Girija Bai, Primary Trained [17-6-18]. Anusuya Bai, [17-6-18]. D. K. Bharadwaj Vidyabhushan, Sanskrit Teacher, Honorary, [1-1-19] Udapi Krishna Rao, Music Teacher [7-7-19.]

Subjects	Hinduism, Canarese, Marathi, English, Sanskrit, Indian History, Drill, Arithmetic, Algebra, Geometry, Geography, Nature Study and Gardening, Domestic Science, Physiology, Vocal Music, Drawing, Colour Work, Modelling, Paper-work, Sewing, Basket Work and Rattan Work, School Excursions, Games.
Land Area	Rented : $1\frac{1}{2}$ acres (on permanent base). Owned : Nil.
Buildings	Rented : Nil. Owned : Class rooms and hall, worth about Rs. 15,000.

The Principal writes :

This school has been in existence only one year, but it has become firmly established as it most satisfactorily fills a long-felt need for a high-class School for Girls on other than Missionary lines. At first it was held in a private house but now it owns a remarkably fine set of buildings consisting of a large Hall capable of seating 800, on the model of the Gokhale Hall, with a gallery fitted with book-cases; two wings, built on a new model with six class-rooms in each, one side of each of which is entirely open to the verandah; an enclosed playground, and a fine extent of ground surrounding the buildings. The Foundation Stone of the Hall was laid by Mrs. Besant on November 6th, 1918, and the completed buildings were opened by Miss F. Arundale on Mrs. Besant's Birthday, October 1st, 1919.

The site of the school is one of the finest in Mangalore, and health, happiness, and the spirit of service prevail amongst staff and students.

The prospectus states :

The physical health of the pupils is of the greatest consideration and due attention is given to it in all manner of means. The situation of the school is itself a striking feature. It is built in one of the best sanitary quarters of the town. The promoters have in view periodical supervision by a competent lady doctor.

The courses of instruction follow the general lines laid down in Mrs. Besant's *Principles of Education* which is the basis of instruction in all the schools affiliated to the S.P.N.E. In the primary classes, instruction is largely given through games, action songs, easy recitations and such other methods in which the children evince keen interest. Formal instruction through text-books is not begun till a higher stage is reached. As far as is practicable, the instruction is given through the medium of the child's mother tongue.

The languages taught are Kannada, English (officially begun in the second class), Marathi and Sanskrit (both optional) from the fourth class onwards. The instruction proceeds on the 'direct method' and the apparent burden of learning many languages is not felt as such. This is specially the case as regards Sanskrit, the study of which has to be particularly emphasised in a national school. Nature Study, Home Economics, History and Geography, Hygiene and First Aid, Drawing and Painting, Music, Basket-making, Needle work, (cutting out of garments, plain and fancy work) and other manual arts are taught throughout the school, graded according to age and stage. The methods combine practice and theory and tend to give girls a foundation of that knowledge and skill which will stand them in good

stead whatever path of life they may choose to tread. Religion is the thread upon which all instruction and training are strung.

The celebration of important national festivals, the staging of social and religious plays, serves to link the life in the school with the larger life of the nation, and the growing interest and enthusiasm which the women have shown in this aspect of the girls' work makes one hope that the school will become a centre of intellectual and spiritual culture not only for the girls but for the community as a whole.

The school provides courses including the High School standard. The National Training College for Women is also attached and trains up students for the degree of Bachelor of Teaching of the National University. It will also arrange for the training of teachers for the elementary schools.

Fees charged are moderate. The scale begins with As. 2 per mensem in the lowest class and rises by As. 2 in the lower and by As. 4 in the higher classes. Fees are payable for ten months in the year. Poor and deserving girls are exempted from payment.

Boarding and lodging arrangements are also being made for students who come from outside. The charges for each boarder are estimated at not more than Rs. 15 a month. Each boarder is supplied with a writing desk, a book-shelf and a mat. A lady superintendent takes charge of the physical and moral welfare of boarders.

THE ANDHRA JATHEEYA KALASALA

MASULIPATAM, KISTNA DISTRICT, MADRAS

(Founded December, 1907. Opened February, 1910)

by the Public of the Andhra Districts)

Place, Name and Correspondent	Masulipatam, Andhra Jatheeeya Kalasala, K. Hanumantha Row.
Grades of Instruction	Primary, Secondary, High and Technical.
Date Reported	3-9-1919.
Number: On Roll	Boys: 194. Girls: Nil.
In Hostel	Boys: 52. Girls: Nil.
Staff	K. Hanumantha Row, M.A., B.L., Principal [18-2-10]. C. Srinivasa Row, B.A., Vice Principal [24-2-10]. S. V. Subbaraogaru [23-6-19]. D. Swamisastri, B.A. [7-3-19]. Varansai Venkatasubbarao [4-2-18]. Ch. V. Narasimham [1-8-18]. K. Punnayya [3-3-19]. V. Rangacharyulu, Sanskrit Pandit [4-1-14]. P. V. Subrahman, Telugu Pandit [1-8-18]. M. Narasimhasastri, Agricultural Assistant [23-6-19]. V. Narayanamurthy, F.C.R.A. (Glas.), F.G.P.S. (London), Govt. Diplomatic in Short hand, Commercial [1-9-13]. P. Ramakrishna Row, Mechanical Engineering [15-3-17]. E. Venkatasastri, Drawing [1-2-12]. K. Narasimham, Music [1-10-17].

Abbas Hussain, Native Gymnastics [1-3-16]. K. Adinarayana, Manual Training [8-10-17].

Subjects	Hinduism, Telugu, Indian History, English History, Civics, Gymnastics, Drill, Scouting, Arithmetic, Algebra, Geometry, Geography, Nature Study, Elementary Physical Science, School-gardening, Hygiene, Vocal Music, Instrumental Music, Drawing, Colour Work, Paper Work, Modelling, Weaving, Wood Work, Metal Work, Carpet Weaving, Surveying, Levelling, Agriculture, Typewriting, Shorthand.
Land Area	Rented : Nil. Owned : 40 acres.
Buildings	Rented : Nil. Owned : One large main building, Rs. 20,000. Three workshops, Rs. 20,000. Quarters for Teachers and Hostel, Rs. 16,000.

The following are extracts from the Principal's Report, 1918-1919 :

First, of the Mechanical Engineering section. There has been a slight increase in the number of boys coming into the Higher or Engineering class of this section from 12 in April, 1918 to 17 in April, 1919. The present number, that is, in June, 1919, is 25—of which two are from Ceylon, two more from the Tamil Districts of the South, three from the Ceded Districts and the rest from the Northern Circars with one Uria from north of Berhampore. The Lower or apprenticeship class had 46 boys in April, 1918 and 47 in April, 1919. More than the increase in strength there has been a distinct improvement in the quality of boys coming into these classes. In the former are many boys who have completed their High School course and in the latter is quite as good a proportion of fellows who have finished the Lower Secondary course in general education. I am bound to add that all the boys of these latter years are evincing markedly greater interest in practical Engineering and are submitting themselves to harder discipline of workshop work than their predecessors of a few years ago, and it is really this that would strengthen our faith in their, as in our country's future, as we believe that only high efficiency in practical work would continually keep up that moral self-confidence which is the truest test of a good Engineer. Yet another proof of the earnestly practical nature of our system of training is furnished by the percentage of passes from among those who appeared for the Government Technical Examinations of March and April, 1919. Of the two boys who appeared for the Intermediate grade in Carpentry both have been successful, with one of these in the first class. One boy appeared for the Intermediate in Fitting and was successful. Six boys appeared for the Elementary grade in Fitting of whom five secured passes. Four appeared for and took a pass in Elementary grade Carpentry. As to the life career of the young men who left the Institution seeking employment in the world's work one of our earlier reports gave an account of half-a-dozen youths, who sought and found appointment in the Tata Iron and Steel Works Sakchi—one of whom at one time rose to the position of a Foundry Foreman in the Ore-smelting Department. Three other young men are now in the machine shops of the Singareni coal mines. One young man is now Assistant lecturer and demonstrator in the Government Leather Grades School, Madras. Many other young men have similarly won an adventurous way forward wherever manual skill and a fertile and resourceful brain were in requisition and by sheer weight of capacity have put themselves in important positions in various mills and factories or have started small independent businesses of their own. A list of these is in preparation and will shortly be published.

Of actual manufacturing work in the workshop there is unfortunately but little to point to, specially as compared with the exceptional manufacturing activity of

the previous two years. The primary reason for this comparative dulness is the lack of coke—as our stock of this essential article was exhausted early in 1918 and no supply could be had under stress of unrelenting war conditions. A very important piece of work was however taken up and carried out in the face of extremely unfavourable conditions which has earned us great credit in the eyes of many expert Engineers. The Engine of a big mill in Coconada owned by Messrs. Simpson & Co., had lain for years unworked and various Engineers who had tackled it off and on pronounced it unworkable and it was consequently on the verge of being scrapped. At which psychological moment a young man from this Institution, who had for some years received a foreman's training in our workshops, was taken into service on the express condition that he would set right and work the whole Mill. The Engine was then pulled to pieces and all the vital parts brought down to our workshops. The huge and complicated cylinder with its valves was re-bored a new piston cast and machined to suit the enlarged bore, then each separate valve re-made and fitted into renovated seatings and so a new and pulsating vitality breathed into the old skeleton, once deemed fit only to be thrown on the scrap heap. The whole mill with practically every part renovated or replaced has played a somewhat unexpectedly important part in the severe season of the rice famine in Coconada, as it was the one important milling centre for the manufacture and sale of rice in the town.

The new carpet weaving section has progressed rapidly. It will be remembered that we owes its installing to the cultured generosity of Dr. Mehatha of Rangoon. His scholarship of Rs. 15 we assigned last year to two Muhammadan boys. This year we are distributing it among two panchama boys and one of the Muhammadan boys of last year, the second Mohammadan young man having been taken over into the ranks of permanent employees. The introduction of panchama boys into carpet weaving will perhaps sound a bit romantic. These were pupils of the night school attached to the Institution, who devoted the day hours to coolie or their hereditary occupation of mat-weaving. We tried their incipient weaving capacity first at an imitation carpet woven out of cocoanut fibre. They showed themselves quick in learning this new development of their ancient craft and the weaving process being fundamentally similar they were allowed to pass on to regular carpet weaving. And now they are taking their part in the weaving, of course under the supervision of the Maistry, of the best carpets we have been turning out. With this cocoanut fibre weaving as a stepping stone we are taking more panchama boys into this section and expect to enlarge the number of our looms and the quantity of our turnout. Before leaving off this subject I may reiterate an assurance frequently given to our friends that both in the colouring and design of our carpets we are religiously keeping to the old and long established designs of this part of the country or adopting new ones of which there is the most genuine evidence of pure Indian or Indo-Persian style. For colours too we are strictly confining ourselves to Indian vegetable and natural dyes and refusing even the adventitious aid of such brightening accessories as magenta.

Our commercial section has progressed in line with the others. At present there are 24 students on its rolls. The type-writers are kept engaged practically all the day through. The results in the Technical examinations were 8 successful out of 18 who appeared—the short-hand examination having yielded but poor results. It is unfortunate that our agricultural class is taking long to fill up. There is now only one student, and that an indifferent one. But we on our part have not been niggardly of effort to establish and equip this section. As we were anticipating last year, we did get into possession of 22 acres of good land in Cowthavaram out of which through the kindness of our co-sharers we were enabled to consolidate 6 acres of wet land and 7 acres of dry into two easily accessible and adjoining areas and have started a farm on the

dry block. We shall take up wet cultivation also from next year and we hope to demonstrate some new and useful improvements on local methods of wet and dry farming.

DR. ENGLISH'S PANCHAMA FREE SCHOOL

NELLORE, NELLORE DISTRICT, MADRAS

As this school is to be transferred to local management shortly it is not reported here.

THE RAJAHMUNDRY NATIONAL SCHOOL

RAJAHMUNDRY, GODAVERI DISTRICT, MADRAS

(Founded January 1, 1908, by the Public of Rajahmundry)

Place, Name and Correspondent	Rajahmundry. National School. Ch. Lakshminarasimham.
Grades of Instruction	Primary and Secondary.
Date Reported	27-7-1919.
Number: On Roll	Boys : 228. Girls : 21.
In Hostel	Boys : Nil. Girls : Nil.
Staff	D. Venkanna Pantulu, Trained Matriculate, Headmaster [23-7-19]. V. Satyanarayana, School Final, I Assistant [5-7-19]. Ch. Virabhadra Rao, Failed Matriculate, II Assistant [24-7-15]. K. Narasiah, Lower Secondary, III Assistant [9-11-10]. K. V. Ramariah, Lower Secondary, IV Assistant [19-7-16]. K. Appalaswami, Primary, V Assistant [19-1-08]. G. Ramamurti, Lower Secondary, Drawing teacher [19-1-08]. A. Vyasanarayana Sastry, Pundit [6-8-17]. N. Suryanarayana, Gymnastics Instructor [1-10-18].
Subjects	Hinduism, Telugu, Samskrit, English, Indian History, Gymnastics, Drill, Arithmetic, Algebra, Geometry, Geography, Nature Study, Drawing, Colour Work, Scouting.
Land Area	Rented : Nil. Owned : 9 acres.
Buildings	Rented : 1 Building. Owned : 2 Buildings.

THE VICTORIA HIGHER ELEMENTARY SCHOOL

TINDIVANAM, SOUTH ARCOT, MADRAS

(Founded January 1, 1902)

Place, Name and Correspondent	Tindivanam, South Arcot Dist. The Victoria National Higher Elementary School. C. Subrahmanya Aiyar, B.A., Headmaster.
Grades of Instruction	Primary and Secondary.
Date Reported	23.9-1918.
Number: On Roll	Boys: 38. Girls: Nil.
In School	Boys: Nil. Girls: Nil.
Staff	C. Subrahmanya Aiyer, B.A., Headmaster [18-6-17]. P. S. Natarajachetti [20-1-19]. S. Adinarayanayyah [19-1-02]. Pachariyan Sahib, Gymnastic Instructor.
Subjects	Hinduism, Tamil, English, Indian History, Civics, Drill, Arithmetic, Algebra, Geometry, Geography, Drawing, Clay Modelling.
Land Area	Rented: Nil. Owned: 15,000 sq. ft. and about 2 acres [new].
Buildings	Rented: Nil. Owned: One Building 2,500 sq. ft.

The Headmaster writes :

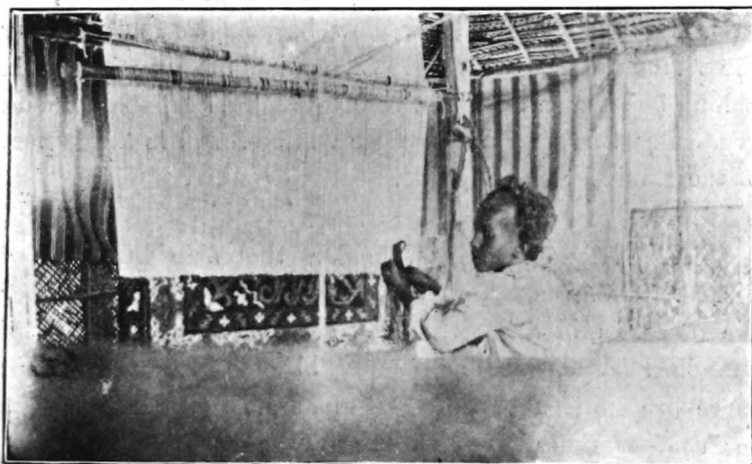
The School was originally founded on January 1st, 1902, by the Committee formed for the Celebration of the Coronation of His late Majesty Edward the VII, as an institution for commemorating that happy event. The President of the said Committee was Mr. D. K. Sambasiva Chettiar who later endowed the institution in a substantial manner. In the year 1917, the Committee made over the institution together with its belongings to the "Theosophical Educational Trust". The Trust, in its turn, made it over to the "Society for the Promotion of National Education" as soon as it was formed in the year 1918.

Meanwhile, Government withheld its grant-in-aid to this school in 1917, in accordance with its then policy towards institutions managed by the T.E. Trust. As soon as the S.P.N.E. took the school over in 1918, Government withheld its recognition also. These two acts of the Government much unhinged the attachment of the public towards this institution. The chief donor Mr. Sambasiva Chettiar died last year. From these and other causes, the school did not make much headway in popular estimation and did not flourish.

The S.P.N.E. having taken the situation well in hand, has now purchased a site withdrawn from the bustle and noise of the town, and from the sanitary point of view situated in a more advantageous locality. Steps have been taken to build cheap but healthy class rooms and instruction will be imparted on the lines best fitted for National Education.



CANE AND CARPET WEAVING AT KILPAUK



THE NATIONAL SCHOOL, KILPAUK, MADRAS

This interesting experiment has proved most successful. The idea was to create on small funds as fully equipped a school as possible, to see how far the National Education ideals were workable under ordinary conditions. The school has cane, cloth and carpet weaving and gardening as manual arts with scouting and other pursuits which the society encourages along with ordinary book subjects and occupations.



THE NATIONAL SCHOOL, KILPAUK, MADRAS

Although it does not do justice to the original, we print this picture to show how harmonious and pleasing the Standard Type of S.P.N.E. cadjan building is even in a long block such as these five class rooms. The particulars regarding this type of structure will be found in the Report of the Engineer on page 114.

The Kilpauk School, under the able headship of Mr. P. Sundaramurti, is the only school of its kind under the direction of the S.P.N.E. Its buildings are both of Standard Type, with ample wall blackboard, air and light; there are no benches, etc. Manual arts take the special form of weaving and gardening. The school is just now growing cotton and proposes to gin, spin and weave it. It already has successfully established paper and cane weaving for the younger children, and cloth and carpet weaving for the older ones.

THE NEMALI PATTABHIRAMA RAO NATIONAL HINDU
GIRLS' SCHOOL

VAYALPAD, CHITTOOR DISTRICT, MADRAS

(Founded February 17, 1895, by O. L. Sarma)

Place, Name and Correspondent	Vayalpad, Chittoor Dist. The N. P. R. National Girls' School. P. R. Subramania Aiyar, Madanapalle.
Grades of Instruction	Primary and Lower Secondary.
Date Reported	24-9-1919.
Number: On Roll	Boys: Nil. Girls: 78.
In Hostel	Boys: Nil. Girls: Nil.
Staff	C. S. Kuppaswamy Iyah, Lower Secondary Grade Training Certificate, Headmaster [10-6-12]. G. Narayanaswamy, Lower Secondary, Assistant [16-6-17]. P. Akkayamma, Primary Grade Assistant [1-3-17]. T. Krishnamurti.
Subjects	Hinduism, Telugu, Indian History, Civics, Drill, Arithmetic, Geography, Nature Study, School-gardening, Domestic Science, Hygiene, Music, Drawing, Sewing.
Land Area	Rented: Nil. Owned: 1 acre.
Building	Rented: Nil. Owned: One Building.

This institution was started in the year 1895 by the late Mr. O. L. Sarma, a great patriot and a Theosophical worker of Madanapalle. When it was about to be closed in the year 1900, for want of funds, the institution was taken up by Nemali Subba Rao, one of the co-workers of Mr. R. Giri Rao and was named by him Nemali Pattabhirama Rao Hindu Girls' School in honour of his brother. It was transferred to the Theosophical Educational Trust in the year 1915.

THE POLEPALLI VENKATARAMAYYA CHETTY'S
LOWER SECONDARY SCHOOL

VAYALPAD, CHITTOOR DISTRICT, MADRAS

(Founded February 17, 1895, by O. L. Sarma)

Place, Name and Correspondent	Vayalpad, Chittoor District. P.V.C. Lower Secondary School. P. R. Subramania Aiyer, Madanapalle.
Grades of Instruction	Primary and Secondary.
Date Reported	24-9-1919.

Number : On Roll	Boys : 144. Girls : Nil.
In Hostel	Boys : Nil. Girls : Nil.
Staff	A. K. Lakshmana Row, Trained Matric, Headmaster [28-6-06]. H. Vital Rao, Studied up to Matric, II Form, Assistant [1-7-16]. S. Vasudeva Sastri, Asst. [1-8-15]. V. Khandu Row. T. Srinivasa Rao, V Assistant [20-10-14]. K. S. Ramiah, VI Asst. [24-7-17]. R. Sitaramiah, Gymnastic Instructor [1-8-14]. M. V. Venkatasubbiah. T. Krishna-swamy Sastri, Assistant and Writer [1-2-17].
Subjects	Hinduism, Telugu, English, Indian History, Civics, Drill, Arithmetic, Geography, Nature Study, Elementary Science, Hygiene, Music, Drawing.
Land Area	Rented : Nil. Owned : 5 acres.
Building	Rented : Nil. Owned : One.

This institution was started in the year 1895 by the late Mr. O. L. Sarma, a great patriot and a Theosophical worker of Madanapalle. When it was about to be closed in the year 1900, for want of funds, the institution was taken up by Mr. Polepalli Venkataramayya Chetty, one of the co-workers of Mr. R. Giri Rao, and was named by him Polepalli Venkataramayya Chetty's Hindu Boys' School. It was transferred to the Theosophical Educational Trust in the year 1915.

OTHER SCHOOLS

The National Council of Education, Bengal, as mentioned before, has in view amalgamation with this Society. Particulars of these schools are available in the voluminous Calendar of that Society.

APPENDIX XVI

THE INSPECTORS AND OTHER OFFICIALS WORKING UNDER THE DIRECTION OF THE EXECUTIVE COMMITTEE, THE UNIVERSITY AND THE CENTRAL SCHOOL BOARD

Organising National Lecturer : Mr. Ernest Wood, Hony. [23-1-18]. On deputation.
Travelling Organisers : North—Mr. M. D. Pauday, Hony. [16-2-18]; South—Mr. Ernest Kirk [6-2-18].

Inspectors of Schools : Mrs. A. E. de Leenw [1-2-18]; Mr. J. H. Cousins, Hony. [1-2-18]. As both Inspectors are on deputation the Secretary of the Central School Board is acting.

Engineer : Mr. T. C. Anantarama Aiyar [1-7-18].

Weaving and Dying Experts : Mr. M. C. Sitaram [27-3-18]; Mr. P. Sundaramurti [27-3-18].

Scout Commissioners: Chief—Mr. F. G. Pearce, Hony. [13-5-18]. Asst.—Mr. M. V. Venkatesvaran [13-5-18].

Commissioner of Girl Guides: Mrs. L. M. Pearce, Hony. [13-5-18].

Supt. of Clinics: Dr. A. Lakshmiopathy, Hony [14-5-18].

Legal Adviser: Mr. T. M. Krishnaswamy Aiyar, Hony. [23-1-18].

REPORT OF THE WEAVING AND DYEING DEPARTMENTS

The object of this department is to give a theoretical and practical training in its various branches (as warping, sizing, weaving, bleaching, dyeing, printing, finishing and testing of yarn, colours and chemicals) not only to such of the boys as are desirous of taking up these industries in life but also as a form of manual arts.

The first institution of this kind is attached to the National High School, at Sudder gardens, Teynampet, Madras. We have fully fitted up a jacquard loom for weaving figured cloths, a special loom for weaving silk, a fly shuttle hand-loom with improved methods of producing ornamental borders, two fly shuttle hand-looms for weaving sarees, one fly shuttle hand-loom to be used by pupils alone and two other small looms with fly shuttle arrangement and a warp making machine.

The Dyeing section is now supplied with dyes, thanks to Mr. Jamnadas Dwarkadas, who sent us a supply of dyes towards the end of April 1919.

At present there are three boys taking up a full weaving and dyeing course of the High School.

A similar institution has been started at Kilpauk, for instructing boys of the Kilpauk National School in weaving and colouring under the supervision of Mr. P. Sundramurti. Two hand-looms have been filled up and a small hand-loom for weaving kerchief and turban cloth is also being worked. There are three boys who learn this industry. The Kilpauk has other industrial works, *viz.*, Rattan work and Carpet weaving.

Schemes for the opening of a weaving school at Chapra have been sanctioned and it is proceeded with under the personal supervision of Mr. Sitaram.

The dyeing course in the National High School is begun in right earnest and if Mr. P. Sundramurti could be relieved from the Kilpauk National School and placed in a laboratory much more work could be turned out.

The weaving department of the National High School, Teynampet, started with four looms at the beginning of the session in June 1919 and has since two more looms added. Two looms are exclusively employed in practising by the regular weaving students, two looms are purely worked by professional weavers who are producing sarees for Madras consumption, another loom is a silk loom which is employed in weaving fancy and ornate fabrics with Ampthill Patent Figuring harness and the eighth loom is a jacquard loom, which weaves figured fabrics as done in Cotton Mills. There are three regular weaving students of the High School Department who are specialising in weaving. These Students will after a Course of two years' training in Theory and Practice of weaving, be in a position to start and manage a hand loom factory that could produce most important and useful cotton and silk fabrics. The students have also a chance of acquiring a good knowledge in the management of hand

loom factory from the factory side of our weaving shed. The boys are also given a good training in the art of dyeing, bleaching and finishing.

The great and striking feature of our hand looms which are all worked with fly shuttle, is that every portion and part of the loom is locally made except in the case of the jacquard. Even the jacquard loom will be made in Madras in order that we may not have to depend upon foreign countries for our loom accessories and parts. We are using yarn spun in Indian mills and we are also going to acquire some hand-spinning churkas as are used in Mahatma Gandhi's Ashrama. Mr. Sundaramurthi, the dyeing expert of the Society, and myself have also been trying to substitute indigenous vegetable colours in place of foreign aniline colours. Though there seems to be scarcely any chance of producing vegetable colours to such an extent as to avoid buying foreign dye-stuffs, yet I am confident that some of the important colours can be extracted from vegetables and be made use of in large quantities.

As it had been resolved by the Executive Committee of the Society to lend my services to some of our affiliated Schools and College in Benares and Cawnpore and also to Chapra weaving institute, I went to Chapra with a weaver of our school and there started a weaving school fitted with hand looms made in Madras. This institute started with five fly shuttle looms, two of which are purely employed in weaving coarse fabrics, one fine cotton cloth, one silks and the fifth one for weaving handkerchiefs, neck-ties, tapes and wicks. This institute is started with a view to turning it into a factory in the course of a year or two. The profits of this institute will be mostly used in coaching up apprentices and local weavers in the art of fine cotton and silk weaving on improved fly-shuttle hand looms. Great credit is due to the public-spirited gentlemen of Chapra for having started an institution of this kind with a view to improve and revive the time-honoured cottage industry of hand loom weaving. The Secretary (Babu Chandra Deva Narayan) of this concern and Babu Ramanad Singh, the manager of the institute, are so full of enthusiasm in the country's industrial welfare that I feel sure that the shareholders of this concern can rest assured of the successful results that they are aiming at, by the establishment of such institutes.

The Theosophical Collegiate High School has a loom made in Benares and started working under my supervision. The Headmaster, Babu Damodhar Prasad, has taken a very great interest in the matter of cottage industries and has acquired by constant experiment a very great insight into the working of machines and especially in the mechanism of looms. He is devoting a good part of his time in devising easier and simpler mechanisms to be adapted in hand looms and in hand loom warping mills. I believe he will prove a very successful manager of a technical institute in which research forms the chief subject. I have no doubt that Benares Collegiate School will soon open a weaving department which will prove of eminent help to the Benares weaving community.

The National College at Cawnpore which wishes to runs on a commercial line has been thinking of starting a weaving factory attached to the College. This factory is to be worked purely by weavers and the profits used in the management of the College. The principal, N. G. Paranjpe Esq., has ordered hand loom of Madras type for trial. I hope the factory in contemplation will come into existence at an early date.

WORK OF THE HONORARY LEGAL ADVISER

Mr. T. M. Krishnaswami Aiyar, B.A., B.L., High Court Vakil, Mylapore, Madras, has very kindly acted in the capacity of Honorary Legal Adviser since the foundation of the Society. In various matters such as the amalgamation of the Theosophical Educational Trust with the Society for the Promotion of National Education, and drawing up agreements, etc., his invaluable services have been at the disposal of this Society. The separate account of these important tasks is unnecessary in this report, but they have made possible the regularising of innumerable portions of the work, and the securing of the Society's position as a legal entity in respect to its property and in relation to its personnel.

ORGANISING LECTURER

Mr. Ernest Wood has been on deputation at Sindh National College throughout the year and such work as has been done in this line by officials of the Society has been accomplished mostly by Mr. B. Sanjiva Rao and Mr. F. Kunz (for whose work see under *Inspectors of Schools*).

TRAVELLING ORGANISERS

Mr. Ajit Prasad's private affairs have taken him away from the work and Mr. M. D. Panday has been effectively organising in the North.

In the South Mr. Ernest Kirk completed his work and then proceeded on special collecting work into United Provinces, Gwalior and Indore. He has now resumed work in the South.

INSPECTORS OF SCHOOLS

Mrs. de Leeuw has been on deputation at Mangalore and Mylapore, Madras, through the year, and Mr. James H. Cousins is on leave in Japan as an University Professor at Keikowiji University. The inspection of schools has consequently been carried out by Mr. F. Kunz, Secretary of the Central School Board, and others (as noted) who report on inspection of the following institutions in August and September: Ottapalam (for new site; see page 74) and Madanapalle (Mr. Kunz), Vayalpad (Mr. Anantarama Aiyar), Madura, Kumbakonam, Tindivanam, Trichy (for new site) and Nellore (Mr. Kunz), Mangalore (Miss Arundale), Coimbatore (Mr. Kunz). The inspection is proceeding. Work in the South will be concluded in October and November in the North in December and January.

CLINICAL WORK

Dr. Lakshmipati has continued to give his valued assistance in his honorary advisory capacity. Physical inspection is carried through in several institutions, the

most notable case being the National High School at Teynampet. This is separately dealt with elsewhere.

THE INDIAN BOY SCOUTS ASSOCIATION

The Scout Commissioners have been on duty at Madanapalle, but work has proceeded steadily throughout the year. The following extracts from Mr. Pearce's Annual Report, dated September 30, 1919, are of interest.

The earliest years, 1914,-15,-16, were the times of isolated beginnings, in Cawnpore, in Benares and in Madanapalle. From the example and influence of these arose in 1917 the beginnings of our Movement as an organised Association, first in Madras and then in Trichinopoly, Madura and the extreme South. It was certainly our *Scout Officers' Training Camps* which awakened latent initiative and led to the extraordinary expansion and progress of the past year. The first and the most memorable to many of us was spent among the hills at Kodaikanal, a glorious fortnight packed full to overflowing with the inspiration of comradeship and hard work. Nearly all the Kodaikanal campers are still numbered among our best officers. Quickly we followed up the Kodaikanal training by the *three camps at Adyar* in close succession, which drew our first candidates for training from the North and West, and also included some of the Olcott Panchama School teachers. Adyar in May was something of a contrast in temperature to Kodaikanal, yet with enthusiasm behind us how easy it seemed to rush about the compound in our Scout games in defiance of the sun. This camp was the means of setting on foot the Movement in the Northern Circars, Salem District, South Canara and Indore. The Madras City Scout work now began to be consolidated and the work of the I.B.S.A. became more widely known through frequent occasions on which the Scouts rendered public service. When the Madras Director of Public Instruction issued his circular instructing inspectors to see that Scout troops in schools should belong only to the Government Scout Movement, it might have been expected that this would be a set-back for our Movement. Quite the contrary was the case, however, and in many places the perseverance, patriotism and enthusiasm of the boys gained them support from the adults in successfully carrying on in the towns I.B.S. troops to which they could belong. October 1918 saw the foundation of the Movement in Malabar and Cochin, and during the Dasara holidays another *Officers' Training Camp* was held at our Broadway Headquarters, Madras. November was a month of much public service activity, during the food riots, the Influenza pandemic and the Victory celebrations, while December saw the beginnings of the big push in the North. Mr. Aryaratna's enthusiasm in Sindh soon enabled the movement to spread into the chief places of that Province, while Mr. Venkatesvaran held training camps at Poona, Agra, and Muttra, and visited the existing centres at Cawnpore and Benares. The presence of a good contingent of Scouts from Sindh and Cawnpore at the Exhibition held by the Society for the Promotion of National Education at Delhi during the Congress Session did much to familiarise people from many parts with the "Green and Khaki Boys" and their work. The results were soon seen in the speedy spread of the Movement in U.P., troops being started at Muttra, Bareilly, Etawah, Brindaban.

In the meantime the Southerners were not idle. Instead of having a single training camp in Madras, our enthusiastic officers set out to take the Presidency by storm, and training camps were held at Bezwada, Salem, Tiruvadi, Lalgudi, Trichinopoly, Madura, Ambasamudram, Tuticorin, Tenkasi, Trivandrum, Nagercoil and Alleppey, the last three laying the foundations of the Movement in the State of Travancore, which is now flourishing.

This rapid expansion of the Movement emphasised the necessity for better organisation. For this purpose it was decided to undertake a great *Rally of Indian Scout Officers* at the hill station of Lonavla in early May. In the months previous to this I visited most of our Southern troops, going to the Circars in January, Trichinopoly, Kumbhakonam and Mayavaram in February, Madanupalle in March, and a circular tour of the South in April visiting Ernakulam, Cochin, Alleppey, Trivandrum, Nagercoil, Ambasamudram, Kallidaikurichi and Madura. Two training-camps for Cubmasters were held in April at Madras and Madura by Mr. G. P. Wickramanayaka whom we invited from Ceylon for the purpose, with a view to developing this junior branch of the Movement.

The great Rally at Lonavla served its purpose well. As a mere camp for the sake of Scout training and comradeship alone it was a splendid experience. Malayalis and Sindhis, Mahrattas and Andhras, Sinhalese and English, we were all thrown together in happy companionship, cooking our own food, enjoying the routine as well as the games in camp and the delightful excursions in that historic and romantic neighbourhood. Problems of organisation and administration too were thoroughly discussed, one of the chief results being the decision to organise the Movement henceforward on a *provincial* basis, the provinces being determined mostly according to linguistic areas. This has already proved a decidedly successful experiment in those Provinces which have taken the organisation into their own hands, such as Sindh, where our Movement is trusted and encouraged by the Educational authorities and which has its own magazine, and the Andhra province which has a full-time Provincial Commissioner and Organising Secretary, and is now carrying out a definite policy the progress of which we follow with the greatest interest, namely, the policy of conducting Scouting and Scout training camps *entirely in the mother-tongues*, using Hindi drill terms, vernacular signalling codes, and adapting the system in general specially to the needs of villagers, and those preserving their own traditions and ideals. Development of this kind would not have been possible in a highly centralised administration of the movement, because conditions and opinions differ so widely in different Provinces. Decentralisation enables initiative to be fully encouraged and developed; the different ideas can be worked out to the full, not only enabling the I.B.S.A. to be of the fullest possible *practical* use in *all* parts, but also enabling us to find out on what lines the Scout system as a whole will have to be modified to suit India. No mere conclave of officials, even of Scout officials, be they Indian or Anglo-Indian, can possibly do this. It must be a matter of actual experience. That is why it is to the advantage of the Scout Movement as a whole that the administration should be provincial and that the Provinces should be allowed real autonomy. Only thus can we have a Movement which will at the same time unite all India and help all India.

The publications department has not been much extended in 1919, owing to lack of capital. The magazine of the Association, *The Indian Scout*, has been successfully carried on, however, so much so that it is now well into its third thousand and circulates far and wide, not only through India but as far afield as Burmah, Mesopotamia, Europe, S. Africa and America. It has received friendly greetings and appreciations from "*The Boy Scouts of America*" as well as from many in India who, though not in all cases Scouts, find it interesting reading. The price has been raised to Re. 1-8. per year, post free, the circulation remaining undiminished. Last year's price (Re. 1. per year) enabled a large circulation to be quickly achieved but it was financially impossible to keep the magazine at that price at the present cost of paper.

The Indian Scout Pamphlets have been entirely sold out, also the Calendar and Scout-Law folders, and are being reprinted, after revision, and new ones are being added to the Series.

The Scout Headquarters and *Indian Scout* office were transferred in April from Broadway to 3/33 Mount Road, a more convenient place. A Scout Supply Store has been now been started there also, where Scout equipment (including special I.B.S. belts, whistles, knives, etc.) is obtainable.

Largely as a result of advertisement in *The Indian Scout* there has been a big demand for the Scout Books which are got from England and the U.S.A. and stocked by the T.P.H. Messrs. Rajasabhai, Lawrence and Mayo, and the Central Swadeshi Stores have also benefitted in like manner.

Unfortunately lack of capital to start the Scout Supply Store sooner and to stock it with our own publications and Swadeshi equipment have prevented these profits from going to the benefit of the I.B.S.A. instead of to outside firms. For the same reason the supply of badges has been inadequate and irregular.

Several Troops have shown great enterprise in themselves manufacturing really good saleable articles such as baskets, stockings, soap, leather goods, envelopes, note-books, etc.

The Sindh branch has its own printed monthly magazine *The Sindhi Scout*—half in Sindhi, half in English. The Andhra branch is about to bring out a similar periodical, and the Malabar section has announced its intention to do likewise.

It is unfortunately still impossible to ascertain the exact numbers of Scouts and members of the Association. This is not due to lack of or decline in enthusiasm, for there are very few cases of Troops having ceased to exist: on the contrary we are often surprised and delighted to hear from new Troops in remote places which we had never suspected of having started. But our officers are better at practical work than at correspondence. In fact, they are, almost without exception, to be severely censured in regard to the latter, repeated requests having failed to elicit actual figures. Hence we can only estimate that we have at least five or six thousand active Scout members, in some two hundred to two hundred and fifty Troops.

These numbers are steadily increasing in spite of all obstacles and a very bright prospect seems to be in front of the Association. There is unity and perseverance and enthusiasm in plenty among the members. The chief want (as last year) is capital for producing literature, badges, equipment, etc. An Association of this kind which is of permanent public use, needs donations and, above all, endowments and

bequests : for these we appeal to the generosity of those who have at heart the welfare of India's youth and want to do something *practical* to help.

Our gratitude for help during the last year is due, first of all to our Protector, Mrs. Besant; then to the Society for the Promotion of National Education, which by helping the I.B.S.A. has promoted National Education in the past year among many who would not otherwise have had anything of the kind.

To mention by name all others who have helped us would be to give a very long list—but we cannot omit the names of Mr. G. S. Arundale, Hon. Mr. B. N. Sarma, the Hon. Mr. B. V. Narasimhiah, Mr. Evalappa Mudaliar, Zemindar of Poona-mallee, and his brother, Mr. C. Rajagopalachari, and Mr. P. K. Telang. One other we must mention by name, since he has happily become a full-time worker for Scouting, Mr. K. Sanjeeva Kamath, B.A., B.L., our Madras Provincial Commissioner of last year, who has been appointed by the Mysore Government as the Director of the Boy Scouts of Mysore. We congratulate him and ourselves on the honour and, most of all, Mysore on its good fortune. Fortunately the policy of decentralisation which we have adopted has prevented us from feeling his loss as much as would otherwise have been the case, and, furthermore, our other officers in Madras have risen to the occasion and their initiative and energy have prevented the Madras work from suffering.

Our other officers need neither mention by name nor thanks, for, one and all, they have worked tirelessly, devotedly, unitedly, for the I.B.S.A. for India's sake, and the success we have had, is almost entirely due to this; we feel confident of the future because we feel confident in them.

Given even the small encouragement we have received during the past year from the elders, the enthusiasm of our boys, the devotion and initiative of our officers has seen the I.B.S.A. through the past year, not merely holding its own, but making extraordinary progress and expanding far and wide.

We are sure of the boys and the officers: their spirit will remain as keen as ever, or will grow keener. Given therefore, more encouragement by the adults, by the public, by the authorities (who ought to have appreciated by this time the genuine nature of the I.B.S.A. and its value to India, in solid work done)—given these (or at least no obstruction), the coming year should not only see the I.B.S.A. strengthened and consolidated, but should see in India a 'Big Push' on behalf of our National Scout movement akin to that which the adults and parents of the U.S.A. are making for theirs, at President Wilson's urgent request. The Scout Movement is rightly a National Movement, a people's Movement, a non-official Movement, and it must be that in India no less than in other countries. The I.B.S.A. uniquely provides the opportunity. The young are taking it. Will not the elders help?

SISTER-SCOUTS

Mrs. Pearce writes about Sister-Scouts (or Home Servers) :

There are several Companies of Girl Scouts at work, specialising in First-Aid and all Home arts, such as cooking, needlework, knowledge of home nursing, hygiene, herb medicines, etc., and there are a good many more Sister-Scouts, trained by their brothers and cousins, who are not organised into companies, but are quite capable

nevertheless. One of them, for instance, a little girl of eleven or twelve, won the prize in a Signalling Competition in Madras some months ago. Benares led the way in organising a Company, at the National Girls' School, specialising in Handicrafts as well as other Home-craft; Adyar, Cawnpore and Bangalore followed, the girls at the Vani Vilas Institute, taking up an all-ground Scout training. A start was made at Ernakulam, Trichur, Kumbhakonam, Mangalore, Salem and Madanapalle. But to Saidapet (Madras) falls the honour of having led the way in an enterprise which is going to have very great results for India's good if it is shared in by other Scout troops also. Two of the Scouts in the Saidapet Troop felt the importance of interesting their little sisters in Scouting, with the result that two little girls (under 12 years old) were soon ready to be trained as Patrol-leaders and a dozen others to be trained as Sister-Scouts. A Company of Girl Scouts was formed and regular training is being given to them, in Tamil, by one of these two boys, to whom our congratulations are due for taking up this most important branch of Scout work. The drawing together of boys and girls in Scouting will be one of the very greatest benefits which the Movement will bring to India. The girls will be not less good but better housewives later on through sharing the common interest of Scouting with their brothers now, and they will not only be good housewives when they grow up, but real helpmates to their husbands, who will have grown up with the high ideals of the Scout Life before them, if they too while they are young learn what that Scout Life means and share in its ideals and in its pursuits as far as they are able and as far as such pursuits are suitable for them. A similar enterprise has also been going on in the Cub training of girls at Trichinopoly. Our congratulations are also due to the Brother Patrol-leader who initiated and is carrying on this. A *Sister-Scouts Handbook* is now in the press, intended to supplement the training which the girls can obtain from their brothers and from the Boy Scout books, and give them the special knowledge needed by them. The expert help of a highly qualified lady doctor has been obtained in the writing of this little book.

SPECIAL REPORT OF THE ENGINEER

The Engineer, Mr. T. C. Anantarama Aiyar, B. C. E., has had heavy duty throughout the year. He reports as follows:

Construction Work

In the beginning of this year, proposals were made to remove, to one suitable place, all the educational institutions under the management of the National University in the city of Madras. By the end of March these proposals took definite shape and were approved by the Executive Committee. About twenty-five acres of land were then purchased for this purpose on the Guindy Road near Adyar. In view of these proposals, I have been making a comparative study of the various types of buildings from all points of view so as to find out which type is most suitable under the conditions obtaining in this country. I have come to the conclusion that, all things considered, the best type of building for our purposes is the open building

with a thatched roof, a substantial basement and a floor that can be kept clean and dry; and that pukka buildings of the usual orthodox type (I do not mean the official packing case pattern, but the even same improved from the architectural and æsthetic point of view) are required only for laboratories, libraries, kitchens and store rooms and other places where costly materials or apparatus are kept or where the frequent use of fire or chemicals necessitates the provision of a less easily combustible roof.

The chief points for consideration in a school building are: (1) ventilation, (2) protection from the sun and heat, (3) protection from rain, dew, cold and dampness, (4) initial cost, (5) cost of maintenance, (6) safety from fire, (7) education facilities offered. We shall examine the comparative merits of our type of design and of the usual pukka buildings under each head.

(1) *Ventilation.* The superiority of our open thatched buildings over other types in this respect is obvious to any one who has had experience of both types. However well ventilated a closed room may be, the air within it cannot be possibly so pure and wholesome as that in an open building.

(2) *Protection from the sun and heat.* It is common experience that, in the hot summer months, it is quite cool, comfortable and pleasant under a thatched roof, in agreeable contrast to the hot, oppressive and stifling atmosphere under any other roof. A high terraced roof with deep verandahs on all sides is endurable but, under a Mangalore tiled roof, it is nothing short of a hot furnace in the summer months.

(3) *Protection from rain, dew, cold and dampness.* A thatched roof has been found to be quite as good as any other kind of roof in keeping out rain and dew—in fact it is better than the Mangalore tiled or country tiled roof when these are built without flat tiles underneath, as both when so built let in rain and dew to a large extent, but our cottages at Teynampet never leaked even in the unduly heavy rains of November, 1918. Our flooring being as substantial as that of any substantial buildings, are as dry, clean and free from damp as the others. Only our buildings are not so effective in keeping out cold where extremely low temperatures and strong cold winds prevail. But as such extremes are very rare in this Presidency, our buildings are quite suited for adoption in this Presidency even from that standpoint, and in many central parts of India.

(4) *Initial cost.* This will vary with different localities and the kind of soil on which we build. I am comparing figures for Madras City and the *proportion* could not be very much different for other places. Our buildings cost from 7 to 10 annas per square foot of plinth area while pukka buildings would cost between Rs. 3-8 and Rs. 7 per square foot according to design, and the kind of timber used, plain buildings with tiled roofs and the country timber costing less, while terraced buildings with teak wood and architectural details come up to the maximum limit mentioned. Our initial cost may, therefore, be safely put down as one-eighth of the initial cost of pukka buildings intended for the same purpose.

(5) *Cost of maintenance.* In our thatched roofs, the posts and framework are of casuarina poles. The framework being protected from sun and rain, it lasts a long time. The posts and thatch alone require renewing once in two years. Even then,

more than half the cost of the poles is recoverable by selling them as firewood as only those portions of them that are under ground level get rotten. In the light of the above explanation, it will be seen that the cost of maintenance of our buildings will not be in excess of the cost of the annual repairs (whitewashing, painting to wood-work and iron work) to pukka buildings of the same plinth area.

(6) *Safety from fire.* This is the only point in which our buildings suffer in comparison with the pukka buildings. It is hoped that the general adoption of this design will lead to greater care and caution on the part of the management, students of our institutions thus reaping good out of the one bad feature of the design.

(7) *Educational Needs.* In the case of class rooms, end and partition walls of bricks give plenty of wall blackboard space.

But these are not all the advantages. The strain of class work in a closed room is particularly injurious to the eyes while in an open class room the eyes get ample facilities for rest and relaxation by reposing, at suitable intervals, on the landscape and scenery all round. Also it must have been within the experience of most people that, for obvious reasons, the surroundings of an open building are less liable to be made insanitary than those of a closed one. Our buildings, furthermore, can be constructed quickly in any season (the roof can be put up first and then the other parts of the structure can be proceeded with even in the heaviest rain) with local materials and local labour. Skilled labour and special materials have not to be brought from other places at great inconvenience and high cost, and so good work can be got done in any place; whereas, if pukka buildings are taken up in places where skilled labour is not available, shabby work done after inordinate delay is the result—so true is this that repairs have often to be commenced before the building is completed and the so-called substantial building becomes apparently less substantial than our simple buildings in every respect except cost. In such cases rebuilding or very costly repairs have to be taken up as frequently as for thatch roofs. An examination of the elementary school buildings in the villages will be very instructive in this respect. Pukka buildings, unless the design is first rate with harmonious blending of colour and shade, architectural details and æsthetic finish (details which go to swell the initial cost and cost of maintenance considerably), have a very injurious effect. They stifle the imagination and have a jarring effect on the emotions—matters of very serious concern to every one who is interested in the future of this country. Our buildings blend harmoniously with the landscape. The very simplicity of their design appeals to the imagination and, taken side by side with the ideals for which we stand, brings out prominently to the minds of every one associated with them our ancient ideal of plain living and high thinking as the guiding principle in our everyday life. Our buildings are always surrounded by gardens which blend beautifully and effectively with the simplicity of their design and produce a most agreeable effect. The students help to make these gardens and to nurse them, and as the open class rooms never shut them out from the view of the students, they learn always to live in harmony with Nature and derive in full all the elevating influences that constant communication with Nature has on one's emotions. Lastly, for obvious reasons, a

closed class room to accommodate a certain number of students has to be of larger area than an open class room for the same number of students, another factor that goes to swell the comparative cost of the pukka building.

It is thus evident that, while our design is superior to the orthodox Government designs in almost every respect, its initial cost is only an eight of the other designs. Taking all things into consideration, therefore, it is high time that the subject should command better attention so that the more sensible design is widely adopted in all school buildings, Government or private, with such improvements as further experience might suggest. The speedy establishment of a free and compulsory system of education will then become an easy task since, with the same initial cost, Government can construct at least eight times as many school buildings as they can now on the plan of the so-called substantial (expensive) buildings. With this change in the outlook, the restrictions now in force regarding expensive buildings and equipment for recognised private institutions will also disappear and private enterprise will also come forward in large and liberal measure to supplement Government effort at educational expansion. I am sure that if this aspect of the subject is carefully examined it will supply the new Indian minister of Education the one and only effective means of making education free and compulsory without burdening with additional taxation the poor Indian raiyat, who is already labouring under the existing heavy taxes, direct and indirect.

Specifications

Our class rooms are estimated to comfortably accommodate about 40 students and are each 25 ft. \times 16 ft. with verandahs 5 ft. deep all round. They are generally constructed in units of 2 or 3 end to end with a cross wall between them, the rooms being perfectly open on the remaining three (or two) sides.

The foundations of the walls, all round, are from $1\frac{1}{2}$ to 2 feet deep, according to the nature of the soil, and $1\frac{1}{2}$ feet broad and filled with concrete broken stone or bricks in lime mortar up to a depth of six inches below ground level. The wall is of brick in mortar, nine inches thick from the top of the concrete to the top of the plinth which is $1\frac{1}{2}$ ft. to 2 ft. high according to requirements and plastered with cement mortar all round. The retaining walls have no superstructure. The cross walls have a foundation of 2 to 3 feet depth and 2 feet breadth filled with concrete up to 6 inches below ground level. The foundation and basement are of brick in mortar $13\frac{1}{2}$ inches thick. The superstructure is 9 in. thick and 8 ft. high, plastered with lime mortar. The roofing is thatched with cocoanut leaves, palmyra leaves or grass secured by wind ties of bamboo 6 to 8 feet apart. We make a special effort at a fine, trim finish. They are supported by king post trusses made of casuarina poles (3 to 4 inches diameter) $8\frac{1}{2}$ feet apart, and common joists of casuarina poles about 15 in. apart. The whole roof is supported on casuarina posts, $8\frac{1}{2}$ feet apart, and 4 to 6 inches diameter embedded in concrete to a depth of $2\frac{1}{2}$ feet. The roof has a pitch of 45 degrees.

The flooring is of Cuddapah slabs $1\frac{1}{2}$ in. to 2 in. thick or patent flooring tiles pointed with cement over a layer of sand 6 ft. deep. The flooring extends to the outer edge of the retaining wall on all sides.

The class rooms are screened from the glare of the sun and the radiated heat by a bamboo mat screen 4 ft. high all round the edge of the verandah. Each side of the cross wall is provided with a wall blackboard all along its length, 2 ft. above plinth level and 4 feet high.

DETAIL MEASUREMENTS

Constructing Two Class Rooms each 25 ft. x 16 ft. with 5 ft. Verandahs all Round

Particulars	No.	L	B	D	Contents	Total
<i>Earthwork, excavating foundations :</i>						
Retaining walls, all round	1	130½	1½	2	392	
Cross wall	1	13	2	2	52	
Steps	2	5	3½	1	35	
Total, excavations, c. ft.						489
<i>Filling in basement with earth :</i>						
Class rooms	2	24½	14½	1½	1,055	1,055
Total, filling with earth, c. ft.						1,055
<i>Filling in with sand :</i>						
Class rooms	2	24½	14½	½	352	
Total, filling in with sand, c. ft.						352
<i>Concrete, broken stone or brick in mortar :</i>						
Retaining walls, all round	1	130½	1½	1½	294	
Cross wall	1	14½	2	1½	44	
Steps	2	5	3½	½	26	
Total, concrete, etc., c. ft.						364
<i>Brick in mortar :</i>						
Retaining walls, foundations and basement	1	130½	¾	2½	245	
Steps	2	4	3	1½	30	
Cross wall, foundation and basement	1	14½	1½	2½	41	
Total, brick in mortar, c. ft.						316
<i>Brick in mud :</i>						
Cross wall	1	16	¾	8	96	
Total, brick in mud, c. ft.						96
<i>Plastering with mortar :</i>						
Cross wall, front and rear	2	16		8	256	
„ ends	2	8		¾	12	
„ top	1	16		¾	12	
					280	
Deduct for wall black boards	2	13		4	104	
Total, plastering with mortar, sq. ft.						176
Wall black boards	2	13		4	104	
Total, wall black boards, sq. ft.						104
<i>Plastering with cement :</i>						
Retaining walls, all round	1	133½		2	267	
Steps, top	2	4		3	24	
do. ends	2 x 2	6		½	12	
Total, cement plastering, sq. ft.						303
<i>Roofing with coconut leaves including posts and framework :</i>						
	2	64		20	2,560	
Total, roofing, sq. ft.						2,560

Particulars	No.	L	B	D	Contents	Total
<i>Flooring with Cuddapah slabs or patent flooring tiles pointed with cement :</i>						
Class rooms	2	25		16	800	800
Total, flooring, sq. ft. ...						
<i>Mat screens with bamboo mats and bamboo frames :</i>						
Outside the verandah	1	172		4	688	688
Total, screens, sq. ft. ...						

ABSTRACT

Quantity	Description of work	Rate		Per	Amount		Total
		Rs.	A. P.		Rs.	A. P.	
489 c. ft.	Earthwork, excavating foundations ...	7	0 0	1,000	3	8 0	
1,055 c. ft.	Filling in with earth	7	0 0	"	7	0 0	
352 "	Filling with sand	7	0 0	100	24	8 0	
364 "	Concrete, broken stone or brick in mortar ...	25	0 0	"	91	0 0	
316 "	Brick in mortar	35	0 0	"	111	0 0	
96 "	Brick in mud	27	0 0	"	26	0 0	
176 sq. ft.	Plastering with mortar... ..	4	8 0	100	8	0 0	
104 "	Wall black boards	6	8 0	"	7	0 0	
303 "	Plastering with cement (1 : 3)	12	0 0	"	36	0 0	
2,560 "	Roofing with cocoanut leaves	12	0 0	"	307	0 0	
800 "	Flooring with Cuddapah slabs 1½ in. to 2 in.	25	0 0	"	200	0 0	
688 "	Bamboo mat screens	6	4 0	"	43	0 0	
	Sundries and contingencies ...				864	0 0	
					36	0 0	
	Total Rupees ...						900

NOTE.—This presumes that the soil is bad, requiring for our retaining walls a two feet foundation and plinth of 26 inches. In ordinary cases where a 12 to 15 inches plinth is sufficient, our retaining walls are of Cuddapah slabs set up right in brick concrete reducing the cost to Rs. 650. Even for the above design our *actual cost* comes to only about Rs. 600.

APPENDIX XVII

PROVINCIAL BOARDS

These bodies consist in each case of the members of the Board of the Society who reside in that Province, together with members of the Society whom they may co-opt. The Secretaries so far notified are :

Madras : T. C. Anantarama Aiyar, B.C.E., 5/1 Badagoor Shelva Vinayagar Coil St., Mylapore, Madras.

Bombay : Kanji Dwarkadas Dharamsey, Chartered Bank Buildings, Fort Bombay.

United Provinces : Rai Iqbal Narain Gurtu, Benares City [till 30-9-1919].
N. G. Paranjpe, National College, Cawnpore [from 1-12-1919].

APPENDIX XVIII

THE OFFICIAL PUBLICATIONS OF THE SOCIETY IN STOCK AT THE DATE OF
PUBLICATION OF THIS REPORT

National University Prospectus, Courses, etc., 110 pages. Price As. 4. Postage 1 Anna. For school prospectuses address individual schools.

Lecture Outlines, a set of Four. Price As. 4. Postage $\frac{1}{2}$ Anna.

PAMPHLETS :

1. *Principles of Education*, by Annie Besant. Price As. 4. Postage $\frac{1}{2}$ Anna.
 2. *Public Religious Endowments and National Education*, by Dr. S. Subramania Iyer. Price As. 4. Postage $\frac{1}{2}$ Anna.
 3. *Indian National Education—Its Psychology and Relation to Indian Nationalism*, by K. Hanumantha Rao. Price As. 4. Postage $\frac{1}{2}$ Anna.
 4. *National Education—A Symposium*, Messages and opinions of some leading Indians. Price As. 8. Postage 1 Anna.
- A Manual on Marking*, by F. Kunz, B.A. (Wisconsin, U.S.A.). Price Re. 1-8, Postage 1 Anna.

TEXTS :

Stories for Indian Children :

1. *Value of Friendship*, compiled by Annie Besant from the Hitopadesha. Price As. 2. Postage $\frac{1}{2}$ Anna.
2. *Disunion of Friends*, compiled by Annie Besant from the Hitopadesha. Price As. 2. Postage $\frac{1}{2}$ Anna.
3. *Sri Rama and Sita Devi*, compiled by Annie Besant. Price As. 2. Postage $\frac{1}{2}$ Anna.

Lectures on Political Science, by Annie Besant. Price Re. 1-8. Postage As. 2.

The Coloured Garden (Poems), by Harindranath Chattopadhyay. Price As. 8. Postage $\frac{1}{2}$ Anna.

OTHERS

Annual Reports of the Society :

For 1918, 100 pages, 40 engravings and other illustrations. Price Re. 1-0. Postage 1 Anna.

For 1919.

The Centre of Indian Culture, by Rabindranath Tagore, Chancellor of the National University, 50 pages. Price Re. 1. Postage $\frac{1}{2}$ Anna.

APPENDIX XIX

The Society for the Promotion of National Education

AUDITOR'S REPORT

By Resolution No. 9 of the Board meeting held at Delhi on December 23rd, 1918, the financial year is made to end on the 30th of April every year. To be in conformity with that resolution, a statement of Receipts and Disbursements of the Society for the Promotion of National Education for the period from 1st December 1918 to 30th April 1919, together with the Income and Expenditure statement and the Balance Sheet prepared and signed by the Financial Assistant is herewith enclosed duly audited and certified. The school year begins in July every year and the Budget is also framed for the year from July to June. Therefore, by another resolution of the Board, the financial year may be made to end with the 30th of June every year. With this end in view, another statement of Receipts and Disbursements for the short period of two months of May and June 1919, together with the Income and Expenditure statement for that period and the Balance Sheet as on 30th June 1919, is also enclosed herewith duly audited and certified. The notes on the audit are given separately to the Executive Committee for consultation.

The figures contained in the Balance Sheets are only those that have been passed through the books of the S.P.N.E. As the valuation of the Society's property is not complete as contemplated in the last para of page 4 of the last Audit Report, the figures obtained so far by valuation have not been incorporated in the main accounts. However, a separate interim assets statement of the school properties is now published with figures under the various heads obtained to the nearest possible accuracy. It is hoped that everything will be completely valued and incorporated in the main accounts as early as possible. In the last report mention was made about the existence of Jewels to the value of about Rs. 2,000 besides the balance under the "Jewel Fund". These jewels were kept for sale along with this year's collection of jewels and other articles in the National Education Week Bazaar of 1919. A portion of the sale proceeds is now brought under "Jewel Fund" receipts and the remainder is merged under National Education Week Bazaar sales of 1919. Now at the close of June 1919, jewels worth about Rs. 500 and other articles are on hand pending sale.

It is gratifying to note that the work in connection with the A B C membership registers has been thoroughly done by the office with much perseverance.

The figures in the various statements now published are so arranged as to be clear by themselves without further detailed reporting. It may be noted in passing that the accounts are all maintained in a satisfactory manner.

Triplicane, Madrás
11th September, 1919.

P. R. LAKSĪMANRAM,
*Government Diplomat in Commerce
and Gold Medalist,*
Qualified Accountant and Auditor.

RECEIPT AND DISBURSEMENT ACCOUNT OF THE S. P. N. E.

RECEIPTS	DETAILS			TOTAL		
	Rs.	A.	P.	Rs.	A.	P.
1. A Class membership				2,786	12	0
2. B Class. Entrance Rs. 1,465-8-0. Annual Rs. 1,525 ..				2,900	8	0
3. C Class. Entrance Rs. 284-8-0. Annual Rs. 1,536 ..				1,820	8	0
4. D Class				2,276	6	0
5. National Education Week :						
(a) Bazaar entertainments, etc. (Net amount)	7,504	8	0			
(b) Ear-marked for Training College	10,168	15	9			
(c) " Mylapore Girls' School	4,092	10	0			
(d) " Teynampet High School	500	0	0			
(e) " Dindigal Girls' School	20	13	0			
(f) " National College of Commerce	3,010	0	0			
(g) " Mangalore Girls' School	332	0	0			
				25,628	14	9
6. Donation :						
(a) General	40,798	10	5			
(b) Ear-marked for University land	657	9	0			
(c) " Donation	30	0	0			
(d) " Agricultural College	86	13	0			
(e) " Nilgiri Industrial School	25	0	0			
(f) " Malabar Village Ver. Education	50	0	0			
(g) One-tenth collection at Karachi and Hyderabad	366	3	0			
				42,014	3	5
7. "8333 Cards" and "Jewel" Fund				1,305	0	0
8. Women's Education Fund				684	0	0
9. Prize Fund				50	0	0
10. Lecture Proceeds. (Includes Rs. 516-5-9 realised at Delhi)				666	5	9
11. Sale of literature				396	15	0
12. Interest				344	8	6
13. Examination Fees. University	474	8	0			
Central School Board... ..	66	8	0			
				541	0	0
14. Emergency Fund (Total expenses under the head)				2,017	12	0
15. Opening Balance :						
Government Paper	3,000	0	0			
Cash. Treasurer's account	28,393	8	8			
" Registrar's account	518	0	1			
Petty cash with Registrar	126	1	6			
Receipts of Retiring Treasurer with Registrar	650	0	0			
				32,687	10	3
Rs. 4,000 ear-marked for Proddatur was given to Proddatur during this period.						
Total				1,16,210	7	8

Checked and found correct.

P. R. LAKSHMANRAM,

Qualified Accountant and Auditor.

FOR THE PERIOD FROM 1—12—18 TO 30—4—19

DISBURSEMENTS	HD. QRS.		UNL.		C. S. B.		TOTAL	
	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.
1. Rent, Light and Fan	281	2 0	25	0 0	25	0 0	331	2 0
2. Establishment	1,490	3 10	721	7 6	100	0 0	2,311	11 4
3. Staff	2,700	0 0	300	0 0	700	0 0	3,700	0 0
4. Printing	2,464	7 2	35	8 0	6	6 6	2,506	5 8
5. Stationery	742	15 3	2	1 0	9	0 0	754	0 3
6. Postage	274	4 6	69	7 3			343	11 9
7. Telegrams	70	12 0	24	8 0			95	4 0
8. Miscellaneous	289	2 0	191	13 0			480	15 0
9. Travelling	1,103	6 0	31	11 0	175	0 0	1,310	1 0
10. Repairs	10	2 0	12	4 0			22	6 0
11. Furniture and Fixture	403	4 0			325	0 0	728	4 0
Total							12,583	13 0
12. Audit Fees							300	0 0
13. Bank charges							29	8 0
14. Exchange and Discount							4	11 6
15. Delhi Education Programme							509	12 6
16. Madras Provincial Board							180	0 0
17. Indian Boy Scouts							1,586	0 0
18. Grant to Schools (as per list)							20,535	12 0
19. Grant to Colleges " "							21,000	10 0
20. Commission							857	9 0
21. Emergency Fund (advance)							1,000	0 0
22. Other advances							500	0 0
23. Land							12,000	0 0
24. Loan							165	0 0
25. Suspense							6,254	7 7
26. Closing Balance :								
Government Paper					3,000	0 0		
Cash. Registrar's account					518	0 1		
Cash. Treasurer's account					35,165	4 0	38,703	4 1
Total							1,16,210	7 8

ADYAR

F. KUNZ,

11th September, 1919.

Financial Assistant and Acting Treasurer

LIST OF SCHOOLS AND COLLEGES WITH GRANTS PAID TO THEM
1-12-1918 TO 30-4-1919

SCHOOLS :	Rs.	A.	P.
Kallakurchi	361	4	0
Kumbakonam	1,168	14	0
Bellary	133	8	0
Madanapalle Night Schools (3)	270	0	0
" Panchama	120	8	0
" Elementary	600	9	0
" High School	2,000	0	0
Vayalpad Boys' School	480	5	0
" Girls' School	390	4	0
Coimbatore	870	0	0
Nellore—Panchama	190	6	0
Benares Girls' School	3,600	0	0
Kankoduthavanitham	150	8	0
Masulipatam	240	0	0
Mangalore Girls' School	400	0	0
Mylapore Girls' School	1,200	0	0
Tindivanam	481	10	0
Kilpauk	1,200	0	0
Teynampet National High School	6,598	0	0
Bangalore	80	0	0
	20,535	12	0

COLLEGES :	Rs.	A.	P.
Mangalore Women's Training College	600	10	0
Benares Women's College	2,400	0	0
National College of Commerce	6,000	0	0
National Training College	3,000	0	0
Wood National College, Madanapalle	4,000	0	0
Agricultural College	5,000	0	0
	21,000	10	0

P. R. LAKSHMANRAM,
Qualified Accountant and Auditor.

F. KUNZ,
Financial Assistant and Acting Treasurer.

"JEWEL" AND "8333 CARDS" FUNDS ACCOUNT FROM
1-12-18 TO 30-4-1919

RECEIPTS	Rs. A. P.	PAYMENTS	Rs. A. P.
Opening Balance :		Payments fully	
Jewel Rs. 1,835 3 0		recoverable Rs. 1,425 3 8	
8333 „ 1,327 1 0		Recovered „ 311 0 0	
	3,162 4 0		1,114 3 8
Jewel Fund receipts	1,099 0 0	Closing balance :	
8333 cards „	678 0 0	Jewel Rs. 1,819 15 4	
	4,939 4 0	8333 „ 2,005 1 0	
			3,825 0 4
			4,939 4 0
Office ...	Rs. 1,305 0 0		
Financial Assistant „	2,520 0 4		
	Total ...		
	3,825 0 4		

There are jewels in hand worth about Rs. 500.

P. R. LAKSEMANNAM,
Qualified Accountant and Auditor.

F. KUNZ,
Financial Assistant and Acting Treasurer.

PERIOD (FROM THE VERY BEGINNING) ENDING 30TH APRIL, 1919

EXPENDITURE				AMOUNT	
				Rs.	A. P.
1.	Preliminary expenses through the Registrar	200	0 0		
2.	Rent, Light and Fan	824	14 0		
3.	Establishment (office)	4,255	1 0		
4.	Staff (allowance to officers)	8,750	0 0		
5.	Printing	Rs. 6,782-1-11			
	Less value of books on stock	" 2,723-5-0			
		4,058	12 11		
6.	Stationery	1,754	3 8		
7.	Postage and Telegrams	1,222	11 3		
8.	Miscellaneous	842	2 6		
9.	Travelling	2,097	10 6		
10.	Repairs	22	6 0		
11.	Audit Fees	300	0 0		
12.	Bank charges	29	8 0		
13.	Exchange and Discount	4	11 6		
14.	Delhi Education Programme	1,509	12 6		
15.	Madras Provincial Board	840	0 0		
16.	Indian Boy Scout	4,285	8 0		
17.	Grant to Schools	71,596	12 6		
18.	Grant to Colleges	38,630	5 0		
19.	Commission	857	9 0		
20.	Pension (Late Mr. R. Giri Rao)	502	0 0		
	Excess of Income over Expenditure	23,431	8 7		
Total ...				1,66,015	8 11

ADYAR

11th September, 1919.

2

F. KUNZ,

Financial Assistant and Acting Treasurer.

S. P. N. E. ON 30—4—1919

PROPERTY AND ASSETS	DETAILS		TOTALS	
	Rs.	A. P.	Rs.	A. P.
Land			12,000	0 0
Furniture :				
Motor-car	2,500	0 0		
Madras Provincial Board	150	0 0		
Registrar's Office	1,941	2 9		
Headquarters	403	4 0		
Central School Board	325	0 0		
			5,319	6 9
Loan :				
Mangalore Girls' School	5,000	0 0		
Clerical Force	175	0 0		
			5,175	0 0
Emergency Fund			1,000	0 0
Advance			500	0 0
Suspense			6,229	7 7
Books on hand			2,723	5 0
Special Grants (for Building, Furniture, Library, etc.):				
Proddatur	5,300	9 0		
Madura	1,500	0 0		
Kumbakonam	1,500	0 0		
Benares Women's College	4,400	0 0		
Agricultural College	9,360	0 0		
College of Commerce	10,000	0 0		
Teynampet High School	9,400	4 0		
Training College	500	0 0		
Kilpauk Elementary School	675	0 0		
Madanapalle College	5,400	0 0		
			48,035	13 0
Government Paper			3,000	0 0
Cash at Bank. Registrar's account	518	0 1		
Treasurer's account	35,185	4 0		
			35,703	4 1
Total			1,19,686	4 5

ADYAR

11th September, 1919.

F. KUNZ,

Financial Assistant and Acting Treasurer.

STATEMENT OF PROPERTIES OWNED BY THE VARIOUS

INSTITUTIONS	LAND AND BUILDING		LIBRARY		FURNITURE		LABORATORY, SCIENTIFIC AND CHEMICAL	
	RS.	A. P.	RS.	A. P.	RS.	A. P.	RS.	A. P.
S. P. N. E. Headquarters ...	12,000	0 0	77	2 9	2,529	0 0	213	4 0
Madras. Agricultural College ...			1,375	0 0	1,000	0 0	5,900	0 0
" Training College ...			400	0 0				
" College of Commerce ...			4,000	0 0	10,000	0 0	(g) 5,000	0 0
							(h) 3,500	0 0
" Kilpauk Ele. School ...	400	0 0	20	0 0	160	0 0	95	0 0
" High School, Teynampet			2,400	0 0	4,359	4 0	1,700	0 0
Madanapalle College and High School ...	70,000	0 0	7,000	0 0	6,400	0 0	4,000	0 0
Madanapalle Elementary School	4,500	0 0	50	0 0	170	0 0	20	0 0
" Panchama School	700	0 0			25	0 0		
" Night Schools ...	5,000	0 0	270	0 0	180	0 0	580	0 0
Vayalpad Girls' School ...	1,700	0 0	50	0 0	200	0 0	150	0 0
" Boys' School ...	4,150	0 0	200	0 0	250	0 0	20	0 0
Palni (No School) ...	500	0 0	600	0 0	744	0 0	380	0 0
Podanur ...	(a) 200	0 0						
Jewels in hand ...								
N. E. W. Books ...								
" Mis. goods ...								
Total ...	99,150	0 0	16,442	2 9	26,017	4 0	21,558	4 0

INSTITUTIONS IN THE NAME OF THE S. P. N. E. ON 31—3—1919

GAMES REQUISITES			ENDOWMENT			OTHERS			TOTAL			REMARKS
Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	
			(a) 5,000	0	0	(b) 2,723	5	0	25,042	11	9	(a) Government Paper
						(c) 2,500	0	0				(b) Books
75	0	0				(d) 660	0	0	9,360	0	0	(c) Motor-car
						(e) 350	0	0				(d) Live Stock
						(f) 100	0	0	500	0	0	(e) Implements and tools
500	0	0				(j) 1,000	0	0	24,000	0	0	(f) Vessels
												(g) Engineering stores
												(h) Typewriters
												(j) Vessels
						(k) 528	14	0	675	0	0	(k) Tools
						(l) 412	2	0	9,400	4	0	(l) Books for sale, etc.
600	0	0	5,000	0	0	(m) 10	0	0	98,000	0	0	(m) Tools
									4,750	0	0	
									725	0	0	
5	0	0							6,035	0	0	
									2,100	0	0	
									4,620	0	0	
									2,224	0	0	
									200	0	0	(n) About 2 acres of land
						667	12	0	667	12	0	
						142	7	0	142	7	0	
						805	0	6	805	0	6	
1,180	0	0	10,000	0	0	9,899	8	6	1,84,247	3	3	

F. KUNZ,

Financial Assistant and Acting Treasurer.

**STATEMENT OF ASSETS AND LIABILITIES OF INSTITUTIONS UNDER THE
S. P. N. E. BUT MANAGED BY LOCAL COMMITTEES**

INSTITUTIONS	LAND AND BUILDING		LIBRARY		FURNITURE		LABORATORY, SCIENTIFIC AND CHEMICAL		ENDOWMENT		TOTAL	
	RS.	A. P.	RS.	A. P.	RS.	A. P.	RS.	A. P.	RS.	A. P.	RS.	A. P.
Benares Women's College and Girls' School ...	25,000	0 0	300	0 0	220	0 0					25,520	0 0
" Boys' School ...			3,500	0 0	1,600	0 0	2,000	0 0			7,100	0 0
Coimbatore Girls' School...	7,850	0 0			200	0 0			12,500	0 0	20,550	0 0
Kumbakonam...	25,239	0 0	150	0 0	950	0 0					26,339	0 0
Tindivanam ...	11,200	0 0	100	0 0	250	0 0					11,550	0 0
Madura ...	25,000	0 0	150	0 0	1,382	0 0					26,532	0 0
Nellore ...	100	0 0									100	0 0
Total ...	94,389	0 0	4,200	0 0	4,602	0 0	2,000	0 0	12,500	0 0	1,17,691	0 0

F. KUNZ,
Financial Assistant and Acting Treasurer.

STATEMENT OF INCOME AND EXPENDITURE OF INSTITUTIONS
UNDER THE S. P. N. E. FOR THE YEAR ENDING 1—4—19

	INCOME		EXPENDITURE		BALANCE IN HAND		
	Rs.	A. P.	Rs.	A. P.	Rs.	A.	P.
Madras. Agricultural College ...	22,523	0 5	21,683	2 11	839	13	6
„ National College of Commerce ...	52,331	4 11	49,203	6 7	4,127	14	4
„ Teynampet High School ...	32,345	7 6	31,553	6 9	792	0	9
„ Kilpauk Elementary School ...	3,130	8 4	3,113	2 7	17	5	9
„ National Training College... ..	4,249	13 0	2,932	6 4	1,317	6	8
Benares National Girls' School ...	7,253	3 0	5,148	12 4	2,109	6	8
Coimbatore National Girls' School ...	2,825	0 0	2,825	0 0			
Kallakurichi Gomukhi National School ...	1,060	0 0	1,060	0 0			
Bellary Sanmarga Sanskrit School ...	392	3 9	220	11 9	171	8	0
Benares Women's College ...	4,701	8 0	3,003	0 3	1,698	1	9
Kumbakonam Saraswathi Pathasala ...	8,782	14 5	6,611	12 9	2,171	1	8
Kankoduthavanitham ...	432	14 8	408	9 9	24	4	11
Madanapalle Night Schools (3) ...	1,260	6 0	1,247	15 10	12	6	2
„ College and High School ...	17,310	9 3	17,502	3 1	-191	9	10
Mangalore ...	16,437	9 8	10,039	3 0	6,398	6	8
Masulipatam ...	37,417	14 0	24,623	14 5	12,793	15	7
Tindivanam ...	1,306	7 5	1,334	10 2	-28	2	9
Madanapalle Panchama School ...	160	0 0	153	11 0	6	5	0
„ Elementary School ...	1,211	15 0	1,180	12 2	31	2	10
Vayalpad Boys' School ...	2,118	13 3	1,913	12 9	205	0	6
„ Girls' School ...	988	8 10	675	13 11	312	10	11
Madura Girls' School * ...	1,608	9 7	2,098	2 2	-489	8	7
Nellore Panchama School † ...	92	0 0	90	0 0	2	0	0
Total ...	2,20,945	11 0	1,88,624	0 6	32,321	10	6

F. KUNZ,

Financial Assistant and Acting Treasurer.

* Exclusive of Rs. 1,525. Building Grant.
† Since January, 1919.

RECEIPT AND DISBURSEMENT ACCOUNT OF THE

RECEIPTS	DETAILS			TOTAL		
	Rs.	A.	P.	Rs.	A.	P.
1. A Class membership				2,086	0	0
2. B Class Entrance Rs. 100. Subscription Rs. 175				275	0	0
3. C Class Entrance Rs. 67-8-0. Subscription Rs. 373-5-0				440	13	0
4. D Class				333	9	8
5. National Education Week, 1918: Rs. 107-1-0. 1919: Rs. 479-14-1				586	15	1
6. Donation:						
(a) General	1,01,669	2	0			
(b) Ear-marked for University land	3,889	9	9			
(c) " " " " donation	7	0	0			
(d) " " " National College of Commerce	12,500	0	0			
(e) " " " National Training College	5,885	12	0			
(f) " " " Mylapore	11	0	0			
(g) " " " Mangalore	888	0	0			
(h) " " " Panchama Education	24	10	0			
				1,24,875	1	9
7. "8333 cards" and "Jewel Fund"				1,056	0	0
8. Sale of literature				319	2	5
9. Interest				82	6	0
10. Loan (Clerical force)				48	0	0
11. Emergency Fund				198	4	9
12. Suspense				6,687	11	1
13. Opening Balance:						
Government Paper	3,000	0	0			
Cash at Bank. Registrar's account	518	0	1			
" " " Treasurer's account	35,185	4	0			
				38,703	4	1
Rs. 3,000 specially ear-marked for Proddatur was given to Proddatur during this period.						
Total				1,75,692	3	8

Checked and found correct.

P. R. LAKSHMANRAM,

Qualified Accountant and Auditor.

S. P. N. E. FOR THE PERIOD FROM 1-5-19 TO 30-6-19

DISBURSEMENT	HEAD- QUARTERS		UNIVERSITY		C. S. B.		TOTAL	
	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.	Rs.	A. P.
1. Rent, Light and Fan ...	153	10 0	10	0 0	10	0 0	173	10 0
2. Establishment ...	669	13 2	350	0 0	50	0 0	1,069	13 2
3. Staff ...	1,100	0 0					1,100	0 0
4. Printing ...	4,054	13 6					4,054	13 6
5. Stationery ...	66	2 6					66	2 6
6. Postage ...	46	5 6	18	11 0			65	0 6
7. Telegram ...	10	0 0	3	15 0			13	15 0
8. Miscellaneous ...	227	14 6					227	14 6
9. Travelling ...	32	8 0			70	0 0	102	8 0
10. Repairs ...	28	0 0	16	7 0			44	7 0
11. Furniture and Fixtures...	45	1 0					45	1 0
12. Examination Expenses ...			75	12 9	14	4 0	90	0 9
							7,153	5 11
13. Bank charges ...							20	4 0
14. Indian Boy Scout ...							414	0 0
15. Grant to Schools (as per list) ...							7,194	8 0
16. „ Colleges (as per list) ...							10,566	10 4
17. Emergency Fund ...							2,017	12 0
18. Land ...							84	4 0
19. Advance ...							6,082	3 9
20. Bank Deposit (Fixed)							75,000	0 0
21. H. H. Shutts of America (Equivalent of \$ 122'81)							368	6 10
22. Miss Mary K. Neff of America (Equivalent of \$ 2'94)							8	13 2
23. Women's Education Fund ...							158	12 2
24. Closing Balance:								
Government Paper ...					3,000	0 0		
Cash at Bank. Registrar's account ...					518	0 1		
„ „ „ Treasurer's account ...					63,205	3 5		
							66,723	3 6
							1,75,692	3 8

ADYAR

11th September, 1919.

3

F. KUNZ,

Financial Assistant and Acting Treasurer.

LIST OF SCHOOLS AND COLLEGES WITH GRANTS PAID TO THEM
DURING MAY AND JUNE, 1919

SCHOOLS :	Rs.	A.	P.
Bellary	44	8	0
Benares Girls' School	1,200	0	0
Coimbatore	374	0	0
Kallakurchi	120	0	0
Kankoduthavanitham	50	0	0
Kumbakonam	368	0	0
Madanapalle High School	1,000	0	0
" Panchama School	40	0	0
" Elementary School	200	0	0
" Night Schools (3)	90	0	0
Kilpauk Elementary School	400	0	0
Teynampet High School	2,016	0	0
Mylapore Girls' School	400	0	0
Mangalore Girls' School	412	0	0
Nellore Panchama School	30	0	0
Tindivanam	160	0	0
Vayalpad Boys' School	160	0	0
" Girls' School	130	0	0
Total ...	7,194	8	0

COLLEGES :	Rs.	A.	P.
Madanapalle	1,000	0	0
Agricultural College	6,416	0	0
National College of Commerce	1,000	0	0
National Training College	1,550	10	4
Benares Women's Training College	400	0	0
Mangalore	200	0	0
Total ...	10,566	10	4

P. R. LAKSHMANRAM,
Qualified Accountant and Auditor.

F. KUNZ,
Financial Assistant and Acting Treasurer.

"JEWEL" AND "8333 CARDS" FUNDS ACCOUNT FOR THE
MONTHS OF MAY AND JUNE, 1919

RECEIPTS	Rs. A. P.	PAYMENTS	Rs. A. P.
Opening Balance :		Jewel Fund	139 0 0
Jewel Rs. 1,819 15 4		Closing Balance :	
8333 " 2,005 1 0		Jewel Rs. 2,701 15 4	
	3,825 0 4	8333 " 2,040 1 0	
Jewel Fund receipts	1,021 0 0		4,742 0 4*
8333 cards "	35 0 0		
	4,881 0 4		4,881 0 4
		* Financial Assistant	Rs. 2,381 0 4
		Office cash	" 2,361 0 0
			4,742 0 4

There are also jewels in hand worth about Rs. 500.

P. R. LAKSHMANBAM,
Qualified Accountant and Auditor.

F. KUNZ,
Financial Assistant and Acting Treasurer.

INCOME AND EXPENDITURE ACCOUNT OF THE

INCOME	AMOUNT		
	Rs.	A.	P.
1. B Class membership. Annual Subscription	175	0	0
2. C Class " " "	373	5	0
3. D Class	333	9	6
4. National Education Week. Donation	586	15	1
5. General Donation	1,02,557	2	0
6. Sale of literature	319	2	5
7. Interest	82	6	0
Total	1,04,427	8	0

Checked and found correct.

P. R. LAKSHMANRAM,

Qualified Accountant and Auditor.

S. P. N. E. FOR THE MONTHS OF MAY AND JUNE, 1919

EXPENDITURE	AMOUNT	
	RS.	A. P.
1. Printing	2,204	13 6
2. Rent, Light and Fan	173	10 0
3. Establishment (office)	1,069	13 2
4. Staff (allowance to officers)	1,100	0 0
5. Stationery	66	2 6
6. Postage	65	0 6
7. Telegram	13	15 0
8. Miscellaneous	227	14 6
9. Travelling	102	8 0
10. Repairs	44	7 0
11. Examination expenses	90	0 9
12. Bank charges	20	4 0
13. Indian Boy Scout	414	0 0
14. Grant to Schools	7,194	8 0
15. Grant to Colleges	5,568	10 4
Excess of Income over Expenditure	86,073	12 9
Total	1,04,427	8 0

ADYAR

11th September, 1919.

F. KUNZ,

Financial Assistant and Acting Treasurer,

BALANCE SHEET OF THE

CAPITAL AND LIABILITIES	DETAILS		TOTALS	
	RS.	A. P.	RS.	A. P.
A Class membership			6,630	11 1
B Class membership. Entrance Fees			7,005	0 0
C Class			1,312	8 0
D Class (commuted)			110	0 0
Theosophical Educational Trust			1,437	12 0
Donation. Ear-marked for:				
Govind Bhavan	200	0 0		
Commercial School (S. Canara)	123	12 0		
National Training College	18,054	11 9		
Mylapore Girls' School	4,103	10 0		
Teynampet High School	500	0 0		
Dindigal Girls' School	20	13 0		
University. Land	4,547	2 9		
Donation	37	0 0		
Agricultural College	86	13 0		
Nilgiri Industrial School	25	0 0		
Malabar Village Ver. Education	50	0 0		
National College of Commerce	12,500	0 0		
Panchana Education	24	10 0		
Prize Fund			38,273	8 6
Emergency Fund			50	0 0
Suspense			198	4 9
Women's Education Fund			458	3 6
"8333" and "Jewel" Fund			525	3 10
Excess of Income over Expenditure till 30-4-19	23,431	8 7	2,361	0 0
For May and June, 1919	86,073	12 9		
			1,09,505	5 4
Total			2,29,867	9 0

Checked and found correct.

P. R. LAKSHMANRAM,

Qualified Accountant and Auditor,

S. P. N. E. ON 30—6—1919

PROPERTY AND ASSETS	DETAILS		Totals	
	Rs.	A. P.	Rs.	A. P.
Land			12,084	4 0
Furniture :				
Motor-car	2,500	0 0		
Madras Provincial Board	150	0 0		
Registrar's office	1,941	2 9		
Headquarters	448	5 0		
Central School Board	325	0 0	5,364	7 9
Loan :				
Mangalore School	5,000	0 0		
Clerical Force	127	0 0	5,127	0 0
Emergency Fund			1,000	0 0
Advance			6,582	3 9
Books on hand			4,573	5 0
Special Grants (Building, Furniture, Library, etc.):				
Proddatur	5,300	9 0		
Kumbakonam	1,500	0 0		
Madura	1,500	0 0		
Benares Women's College	4,400	0 0		
Agricultural College	14,360	0 0		
College of Commerce	10,000	0 0		
Teynampet High School	9,400	4 0		
Training College	500	0 0		
Kilpauk Elementary School	675	0 0		
Madanapalle College	5,400	0 0	53,035	13 0
Mr. H. H. Shutts (U. S. A.) (§ 122-81) *			368	6 10
Miss Mary K. Neff (§ 294) *			8	13 2
Theosophical Bank. Fixed Deposits			75,000	0 0
Government Paper			3,000	0 0
Cash at Bank. Registrar's account	518	0 1		
" " " Treasurer's account	63,205	3 5	63,723	3 6
Total			2,29,867	9 0

ADYAR

F. KUNZ,

11th September, 1919.

Financial Assistant and Acting Treasurer.

* Represents roughly one-tenth of the collections in the United States by Miss Mary K. Neff.

Printed by J. R. Aria, at the Vasanta Press, Adyar, Madras.