

EDUCATION DEPARTMENT

Baroda.

The Curriculum of Vernacular Schools.

REPORT

OF

THE COMMITTEE OF ENQUIRY

1918

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CONTENTS.

Part.	Subject	Pages.	Sections.
I	Personnel of the Committee and questions suggested	1- 3	1- 7
II	The Reading Series	3- 5	8-14
III	Separate Readers for girls, urban and rural schools and for Antyajias	6- 7	15-24
IV	Urdu Schools	8- 9	25-30
V	Technical Instruction	9-10	31-35

APPENDICES.

<i>A</i> —Proposed re-adjustment of the courses of study in the Primary Schools	14-26	..
<i>B</i> —Occasional Reports No. 2. Vernacular Reading Books in the Bombay Presidency. Chapter III—The Older Reading Series and Text Books	27-34	45-60
<i>C</i> —Do. Vernacular Reading Books in the Bombay Presidency. Chapter V--The New Readers ..	35-42	71-84

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OF

THE COMMITTEE OF ENQUIRY.

1918.

PART I.

—:0:—

The Present Curriculum.

1. The Committee was composed of the following gentlemen with the Educational Commissioner as President :—

Personel of the
Committee.

Members :—

P. M. Desai, Esq.,	} Official.
S. V. Pendse, Esq.....	...	
C. H. Vora, Esq.,	
G. D. Parikh, Esq.,	} Non-Official.
Harilal G Parikh Esqr.	...	
Nathubhai Gulabbhai, Esq.]	...	

2. The Committee received and considered 116 letters containing suggestions; it examined 19 witnesses; it held four meetings in the Educational Commissioner's Office. A precis of the suggestions received, and of the evidence given, is attached for information and reference.

Suggestions and
evidence recorded.

3. The following questions were framed as a guide to the discussions, and to the witnesses. This report is the answer of the Committee to the questions :—

Questions discussed.

- (1) Do you think the present curriculum satisfactory? If not, what briefly are your reasons?
- (2) Should this Department issue its own reading series?
- (3) Should there be separate readers for boys and girls? for rural and urban schools? for special schools such as Antyajias?
- (4) Should separate schools be maintained for Moslem children? Should such children attend Gujarati Schools, learning Urdu as a Second language, provision to be made for special teachers?
- (5) Can we not do something to provide Children of artisans with elementary technical instruction leading upto Technical High Schools and so finally to the Technical College?

4. Answers to the first question evidenced wide spread disapproval of the present curriculum; but when the nature of the objections was thoroughly sifted it was found that what is wrong is not the curriculum itself but rather the methods of teaching and the irregular attendance of the children. The Committee is satisfied that, given adequately trained and intelligent teachers, the curriculum is probably one which is best fitted to meet the educational needs of the population. The new Training classes recently started will, the Committee hopes, conduce to some extent to remedying this state of things by improving the methods of teaching and raising the general efficiency. The Committee, however, deems it highly desirable to urge upon His Highness's Government the urgent need of improvement in the scale of salaries paid to lower-grade teachers with a view to attracting better and more intelligent men. The Committee, therefore, suggests that the minimum salary to be paid to teachers should be at least Rs. 15.

5. On analysing the evidence it is found that majority of it mainly objected to the over-crowding of Arithmetic in Std. IV and its uneven distribution in the lower standards, and to the third part of the books of the Reading series. Being convinced about the validity of these objections, the Committee proposes on the suggestions of some of the important witnesses a re-distribution of the courses in Arithmetic and in some other subjects as given in Appendix A. The Committee thinks that this re-arrangement of subjects, and the substitution of supplementary Domestic Science Readers, in the case of girls and of Agricultural Readers in the case of rural schools, instead of the third part of the Readers, as proposed in Part III of this Report, will sufficiently simplify the curriculum. The "Directions to teachers" as to how to teach the various subjects, which the Department is preparing, will help the teacher considerably in tackling the subjects of the curriculum more methodically. All these combined will, the Committee thinks, remove most of the difficulties about the curriculum at present felt.

6. There is a general demand for a revival of the "Below Standard" or Infant Classes. The Committee feels that this is undesirable for the following reasons:—

(a). The Infant Class is recommended because it is felt that the present school course is too long to be completed within the six years of Compulsory school attendance. When asked the explanation of the failure of the schools to complete the teaching of the alphabet—which is the course of the first year—in one year, witnesses blamed the teachers and the irregular attendance of the children. Now it is universally agreed that the Infant Class is by far the most difficult class to teach. It is obvious to the Committee that the addition of a "Below Standard" class, which would require a specially good teacher is not a satisfactory solution to the existing difficulty.

(b). Such Infant Classes tend to excessive strain on small children. Any immediate apparent improvement in the progress of the children could only be at the expense of their ability after leaving schools, and as the schools exist, not to push a number of children

as rapidly as possible through a stated course of studies but to turn out good citizens, a revival of the "Below Standard" or Infant Class is not recommended.

- (c). To the above objections to the "Infant Class" is to be added a third, which has reference to existing conditions. To compel the attendance of children between the ages of 5 and 7 in badly ventilated and ill-lit rooms is to invite both immediate and future disaster to their health. The Committee feels that there is a general failure to realise the real intention of education. This Science is not concerned only with the imparting of sound knowledge; it has also to do with the building up of sound bodies.

Until social and economic conditions permit the use of school buildings scientifically erected, it is unwise, in the opinion of the Committee, to contemplate the re-institution of the Infant Classes, for reasons as given.

7. In this connection the Committee begs to recommend to His Highness's Government that the work of constructing school buildings be accelerated by additional grants if possible

PART II.

THE READING SERIES.

8. As to whether Baroda should, or should not, have a Reading Series of its own, specially prepared by selected men for our peculiar needs, there is obviously much difference of opinion.
- Change suggested in the existing Readers.

Some have told the Committee that the series now in use should be shelved in favour of one to be specially prepared for us; some have urged the revival of the Hope Series, which was superseded by the present series some twelve years ago; some are satisfied with the present series upto the Fourth Book, demanding specially prepared books for the Higher Standards; some, while generally satisfied with the series as it is, recommend some few unimportant alterations as to detail; and others again urge the dropping of the third, or scientific part of the Readers we now have.

9. It seems to us that the great majority of critics of the Reading Series now in use are ignorant of the extraordinary care and skill devoted by a band of expert workers to its preparation, and of the theories which led to its adoption. It is surely obvious that, even were we to be at any time in a position to call upon a band of individuals possessed of the exceptional qualifications belonging to the men who were entrusted with the preparation of the Bombay Reading Series to prepare a separate Series for ourselves, the cost would be almost prohibitive; and only justifiable

if we can be persuaded that the work of the Bombay Committee is obviously unscientific and unsuitable. Mr. J. G. Covernton, the present Director of Public Instruction in the Bombay Presidency, in 1906 published a volume entitled "Vernacular Reading Books in the Bombay Presidency" as one of the "Occasional Reports" of the Director-General of Education in India. In this very able work the author has given at length the history of previous Reading Series for use in Bombay Schools—(Chapter III. The older Reading Series and Text Book.). As this book is not likely to be readily accessible to the readers of this Report, the whole of this Chapter, which is of peculiar interest to all who are concerned with education in Baroda is given as Appendix B.

10. We have, in the previous paragraph, referred to the exceptional qualifications of the men who were selected to prepare the Reading Series which some would have us now discard. The nature of these qualifications will be best indicated in Mr. Covernton's own words :—

Personnel of the Committee for Bombay Reading Series.

"To form the personnel of the Revision Committee a well-qualified Indian Graduate was appointed on special duty from the staff of each of the Divisions of the Presidency. Of those chosen, two were Head Masters of Government High Schools who had previously served as Principals of Primary Training Colleges, and, earlier, as Deputy Educational Inspectors. Two were Deputy Educational Inspectors who had had experience on the staffs of Primary Training Colleges. To these later a third Deputy Educational Inspector was added, specially to represent the Mussalman interest. This gentleman was a Muhammedan graduate distinguished by his keenness and energy and his knowledge of four languages, English, Marathi, Persian, and Sanskrit. Of the rest, in addition to a thorough grasp of their own vernaculars, the Marathi member knew Sanskrit, the Kanarese member Sanskrit and Marathi, the Sindhi member Persian, and the Gujarati Sanskrit. All, of course, knew English well, and three of them had published works on literary or educational topics. The majority had taken their degrees in "Arts" but two were qualified to deal with the more scientific part of the Committee's work. Attached to the Committee for temporary periods and special portions of work were also the First Assistant Master and the Agricultural Teacher of the Poona Male Training College, the former an L.C.E., while the latter held diplomas in Agriculture and Forestry, and both had passed the Government examination for Secondary Teachers in the Theory and Practice of Education. Of the regular members of the Committee two were men of upward of 28 years of service and none had less than 13 years of Departmental work to their credit..... As President of the body thus constituted was appointed an English member of the Indian Educational Service who had served as Educational Inspector in Sind and the Central and Northern Divisions and had likewise occupied the post of Professor of English and History at the Presidency College."

11. Those who appeal for the preparation at any cost of a separate "Baroda Reading Series" are actuated by a variety of reasons of which perhaps the most prominent is the desire that local patriotism and the encouragement of local scholarship should have fuller scope in our educational system. The Committee agrees that local patriotism and the encouragement of local scholarship is most important; but it feels that too much may be conceded to it. By itself it certainly would not justify any recommendation to substitute for a series prepared with such enormous and scrupulous care a purely local product.

Separate Series not necessary.

12. In this connection also reference is invited to Chapter V of Mr. Covernton's Book, given here *in extenso* as Appendix C. "The New Readers." Study of this Chapter will show on what Scientific lines the Series is planned, and will further support the Committee's decision not to recommend a separate Reading Series for Baroda.

Further support to the above view.

13. While, as above stated, the Committee is satisfied that the Reading Series now in use is probably as perfect as is to be expected in a world where perfection is as yet a vision. It is satisfied that the language of the Science lessons is unduly difficult. Nothing more in this connection need be detailed here as the question is fully discussed, and necessary recommendations made in Parts I, III and V of this Report.

Other aspects fully discussed in other parts.

14. However, if any authors or publishers independently bring out new Readers, and if the Department is satisfied on authoritative and competent opinion that they are suitable, the Department may within its powers prescribe them.

Private enterprise may be encouraged.

PART III.

(a) *Should there be separate Readers for Girls?*

(b) *Should there be separate Readers for Urban and Rural schools?*

(c) *Should there be separate Readers for Antyajias?*

15. There is a consensus of opinion that there should be more attention paid in girls' schools to such subjects as have domestic importance, such as may be classed as coming under the description of Household Arts.

Special Subjects for Girls Schools.

16. The Bombay Education Department have separate Readers for girls from Std. IV upwards. In them some of the lessons included in the boys' series are replaced by lessons answering the purpose indicated in the preceding paragraph. These are neither scientific, nor would they serve as means to develop an artistic sense. We feel that the Bombay Readers for girls are inadequate.

Bombay Readers inadequate.

17. Can we then prepare a Baroda Series for girls? In the State there are at present only 250 girls' schools. The expense involved in preparing special readers for this small number is, we feel, out of all proportion to the benefit likely to be derived.

Separate Readers not necessary.

18. Instead we recommend that Domestic Science may be introduced as a special subject in girls' schools. The Department will prepare necessary Text-Books, and the subject may take the place in girls' schools that is taken by science in the boys'. That is, in girls' schools Science will be dropped, and Domestic Science will take its place.

Domestic Science to be introduced.

19. We feel that special attempts should be made by the Department of Education to introduce in rural schools a system of instruction which would particularly have reference to the land.

Instruction in rural schools,

20. In the Central Provinces a very large number of schools are, as is to be expected, rural. In them Agriculture is made a part of the Curriculum. Occasional Report No. 1 of the Director-General of Education in India deals fully with this subject. In it it is reported that—"it is to be noted that this subject (Agriculture) is taught as part and parcel of the reading lessons". Thus it will be seen that the experiment of separate Readers for rural schools has been tried by the Government of the Central Provinces, and that that Government is satisfied with the results. From the Report referred to above, we quote, as follows :—

Experiment in the Central Provinces.

" 127. But to avoid misunderstanding, it is here necessary once and for all, to define the meaning of the term "Agriculture" as it occurs in the Curriculum of a Primary School. And the best definition is, that it means the agricultural lessons of the Third and Fourth Readers. These are object lessons. They do not pretend exhaustively to describe the processes of tillage, etc., while they contain many useful practical hints, they yet aim less at the imparting of knowledge than at the developing of the faculty of observation and at the arousing of a taste for nature study. The methods prescribed for teaching them indicate that, together with the other lessons on common objects they answer to the *anschanungs unterricht* (education of the faculty of observation) or the *Heimat Kunde* (study of the environment) and *Natur-Kunde* (Nature study), that form so important a feature in continental education, and which are framed to give the children right ideas about the things they see around them, to awaken in them the faculties of interest and observation, and to teach them to express their ideas in proper language. In a country where almost the sole occupation is that of agriculture, a study of the fields and their soils, of the parts of plants and their growth, of the success or failure of crops and of the apparatus essential for cultivation, forms the best and fittest vehicle for imparting this type of education. "

21. It will be seen that text-books in the rural schools of the Central Provinces serve the double purpose of language Readers and text-books in elementary agriculture.

Double purpose served.

22. A similar experiment was tried by the Bombay Government. Rural school text-books were prepared, and were for some time in use. But a Government resolution, No. 1402 of June 5, 1912, abolished them.

Experiment tried by the Bombay Government.

Paragraph 7 of that Resolution reads as follows :—

“ The omission of the agricultural readers has been proposed on the ground that the existing course is overloaded, and because the mere reading of the lesson in the agricultural readers is considered to be of little use unless accompanied by practical demonstration. It has, therefore, been suggested that the readers should be used merely as guides by the teachers who would take the children out once a week into the fields and give them practical instruction on the spot. The Governor in Council considers that, in the rural schools as they will now be constituted, there is no time for such extra subjects, and that during the short period of schooling that the children will undergo attention should be wholly concentrated on giving them a thorough-grounding in the three R's For these reasons the Governor in Council directs that the subject be entirely omitted from the primary curriculum.”

23. We find, therefore, that what has been apparently an entirely satisfactory measure in the Central Provinces is considered to be unsound in Bombay. Possibly the fact that industries are more to the fore in Bombay than in the Central Provinces may have had some influence in causing the former Government to decide that agriculture should be excluded from its rural schools. But we are inclined to recommend a course between the two. We suggest the introduction in rural schools of “Agricultural Nature Study” as a separate subject to take the place, in the curriculum, now taken by “General knowledge.” At present this “General knowledge” is taught by means of the third part of the Readers which contain, scientific lessons which, for want of apparatus which we cannot afford to supply, cannot be properly taught.

Introduction of Agriculture study in rural schools recommended.

The Committee, therefore, recommends the substitution of Agriculture in the shape of appropriate Nature Study for the third part of the existing Readers, and the Department of Education will get a suitable text-book in this subject prepared, if necessary, by a Committee.

A suitable text book will be prepared.

24. After a consideration of all the evidence the Committee thinks that no attempt to provide special readers for Antyaja schools should be made; for it is obvious that such a special text-book would tend to aggravate still further the cleavage between them and other classes.

Special readers for Antyaja Schools not necessary.

PART IV.

Urdu Schools.

25. The fourth question relates to separate Urdu Schools for Mahomedan children. The State maintains Urdu Schools. But it is found that the tuition in them, owing to the want of an adequate supply of good teachers, is far from satisfactory.

Inadequate supply of good teachers.

26. The problem before the Department is highly complicated. On the one hand, the number of Urdu Schools is so small and the posts of teachers so few that well-graded posts cannot be maintained in attractive numbers. On the other hand, the Antyaj schools make a demand on the Mahomedan teachers, since they are the only persons to fall back upon to fill up vacancies in the Antyaj schools. Various expedients have been tried to attract more Antyaj teachers and to release the Musalman teachers, but they have failed upto the present. Between the Urdu and the Antyaj schools a balance of posts is well struck so that the Moslem teachers are able to rise to higher posts gradually as in other branches of the service.

A complicated problem.

27. Under the present circumstances, therefore, it is impossible to stop the diversion of Moslem teachers to the Antyaj side. Unless more Antyajas come forward to release the Musalman teachers, or more of the latter are coming forward to fill up the ranks of the Urdu teachers, the present condition must continue.

Present condition must continue.

28. But this puts the Mahomedan children at a disadvantage as compared with the Hindu. The obvious remedy is to place the Mahomedan children under trained Hindu teachers so that the quality of tuition might improve making provision for the teaching of Urdu as a second language at the hands of special teachers.

Necessity of trained Hindu teachers.

29. Almost all the witnesses except the Mahomedans have agreed to this. The Mahomedan witnesses are afraid that the Urdu schools will go out of existence and that the Mahomedans will lose the chance of employment. These arguments are obviously unsound. Besides the witnesses, several deputations from the Anjuman-i-Islam waited on the President. But they pleaded their case more from a sentimental view-point than a reasonable one.

Arguments of Mahomedan witnesses.

30. In order, therefore, to provide good tuition to the Mahomedan boys without violently offending the Moslem feelings, the Committee is of opinion that:—

Means for betterment suggested.

- (a) The Urdu schools may be maintained as at present and called Urdu schools.
- (b) The posts in these schools may be filled up by trained teachers whether Hindus or Mahomedans, the latter to be preferred.
- (c) The instruction should be through Gujarati except at places like Baroda, Petlad, etc., where children speak the Urdu language in their homes. The criterion should be that where a majority of children speak Urdu in their homes, the medium should be Urdu; elsewhere Gujarati. Of course, in the purely Urdu schools, the teachers will be all Mahomedans, knowing Urdu.
- (d) In these Urdu schools adequate arrangements for the teaching of the Koran and Urdu should be made.

PART V.

Technical Instruction.

31. The last question relates to the practicability of giving vocational education in the schools. It must be admitted that answers to this question revealed how little the problem had been studied by the witnesses. Beyond the expression of a general idea that some kind of technical education needs to be imparted in the schools, nothing more could be suggested.

Question not fully studied by witnesses.

32. It will be instructive to relate the principles and theories which guide the organisation of vocational education in Western Countries and the attempts of the Department thus far in this line before the suggestions are offered.

Principles and theories in Western Countries.

33. It is the general opinion in England, the United States and Germany that technical education properly so called should not begin before the boy is 14 years old. This is usually the age when the primary school course is finished. It is the stage when the technical and academic studies bifurcate. After a four years' course at the Technical High School, a Technical College course is open for them. To complete a full organisation of the technical course a link was wanting in the primary school course. And experience taught that some form of generalised technical education was necessary so that the most pliable stage of child-life may not be wasted. This was supplied by Educational Hand-Work in which a graduated course of exercises on plastic and soft materials such as clay, paper, card-board, etc., leading to harder materials like wood and metals was devised. The object of hand-work in the primary schools is designed to form habits of accuracy and precision, of economy of materials, utilisation of waste products, facility in handling tools and implements and care of the same—habits which are indispensable to skilful workers. The exercises are arranged to co-ordinate with regular class work in other subjects so that brain and hand-work go hand in hand and a lasting impression is [made on young minds about the dignity of labour.

Educational Handwork in Primary Schools.

34. The Education Department of the State made several attempts in this line. It opened a school of Agriculture, and then a Patel Boarding House to teach agriculture to boys. Both had to be closed. Manual Training Classes were opened in several schools and boys of the fifth and sixth standards attended them. These classes had also to be closed, their work being too technical. Recently an experiment is being tried at Amreli. The Industrial school there is allowed to take up boys of the Compulsory age who are taught the regular primary school course and hand-work in the shape of light exercises in those industries which are taught in that school namely, weaving, dyeing, and carpentry. The experiment has not had a long run, it having been begun only last year. None the less it is practically a proven success, and the Superintendent reports that the boys finish the school course, get an insight into technical work, their interest is aroused and their attendance is more regular than in ordinary primary schools.

35. To develop a complete system of vocational education as obtains in the Western Countries throughout the State is not possible in the present condition of our finances. But it is possible to make a small beginning in some large towns, keeping the ideal before us for further expansion. The Committee, therefore, recommends that in towns having a population of 5,000, where there exist pivotal industries, schools of the type of the Amreli Industrial school may be started with provision for the teaching of the primary school course.

BARODA,
20th December 1918.

S. V. P.

A. B. CLARKE,
Commissioner of Education,
and Chairman of the
Curriculum Committee.

APPENDICES.

APPENDIX A.

**Proposed re-adjustment of the courses of
study in the Primary Schools.**

APPENDIX A.

Proposed re-adjustment of the courses of study in the Primary Schools.

No.	Name of the subjects.	Present Course.	Proposed change.
STANDARD I.			
1	Arithmetic.		
	(a) Notation and Numeration.	From 1 to 200.	
	(b) Multiplication tables.	From $1 \times 1 = 1$ upto $10 \times 20 = 200$.	
	(c) Additions and Subtractions.	Mental additions and subtractions of the numbers 1, 2, 3 to and from any number below 50, explaining how the tens are carried over.	
2	Reading and Writing.		
	(a) Reading.	Infant Reader complete, with understanding of the portions read.	
	(b) Recitation.	Pieces given at the end of the Infant Reader with suitable gestures.	
	(c) Story-telling.	Simple, interesting stories to be told by the teachers and to be retold by children in their own words.	
	(d) Writing.	Alphabets and vowel signs attached to them. Copying from the book or the Black-board of the portions read. Attention to be paid to good hand-writing.	

3 General knowledge.

(a) Natural objects.

General knowledge about cow, buffalo, parrot, pigeon and such other domestic animals and pets and common objects.

(b) Games.

Local games.

(c) Geometrical forms.

Where materials are available such forms as a triangle, square may be made by the pupils.

Note. (1) The class in this standard need not be subdivided according to their progress. The teacher should take care that the progress of all children is uniform.

Note. (2) Children who were admitted only a month before the Examination or less need not be presented at the examination. But if they are fit for higher standard they may be presented.

Note. (3) Children who have attended the school for 150 days or more during the year and who could not finish the course prescribed above will require to be explained. Want of satisfactory explanation will make the class teacher liable to be fined from Re. 1 to Rs. 5. The Head Master will also be liable to be fined.

STANDARD II.

1 Arithmetic.

(a) Notation and Numeration.

From 291 to 10,000; knowledge of units and tens analysis and Synthesis of numbers, e.g. 35 consists of 3 tens and 5 units.

In the above note (3) may be dropped from the course of study and a circular may be issued to that effect.

No.	Name of the subjects.	Present Course.	Proposed change.
2	(b) Multiplication tables	From $1 \times 21 = 21$ upto $10 \times 32 = 320$ and those of quarters, halves, and one and halves.	<p data-bbox="1839 1105 2155 1264"><i>Add here:—To write Gujarathi Copy-book No. 1 and drill on "Dopistas" (a kind of stencil letters).</i></p>
	(c) Additions, Subtractions and Multiplications.	Mental additions and subtractions of any numbers below ten to and from any numbers below 200 and mental multiplications of any number below ten with any number below 32. This to be taught with the help of objects.	
	(d) Tables of Weights, &c.	Tables of currency.	
	Reading and Writing.		
	(a) Reading.	First fifteen lessons from the First Reader and 35 lessons from the Second Reader with understanding of the portions read.	
	(b) Recitation.	Pieces given in the first part of the First Reader with their explanation.	
	(c) Story-telling.	The teacher should tell stories given in the Readers and other interesting stories. The children may be asked to retell them in their own words.	
	(d) Writing.	<p data-bbox="784 967 1809 1059">(a) Copying from the book words and sentences from portions read. Attention should be paid to the proper writing of Conjunct consonants.</p> <p data-bbox="784 1090 1809 1182">(b) As an introduction to penmanship, alphabets may be written with <i>Kulum</i> and wet chalk on the slate in the school in presence of the teacher.</p>	

3	General knowledge.	
	(a) Nature-knowledge.	First ten lessons in the third part of the First Book and as many lessons in the same of the Second Book.
	(b) Games.	Local games.
	(c) Kindergarten occupations.	Where materials are available, Kindergarten occupations to be taught. Where not, different figures may be drawn on the slate.
STANDARD III.		
1	Arithmetic.	
	(a) Notation, &c.	From ten thousands to ten crores.
	(b) Multiplication tables	Those of $\frac{3}{4}$ ths ; $1\frac{1}{4}$; $2\frac{1}{2}$. Explain the meaning of fractions with objects.
	(c) Additions, &c.	Additions and subtractions of numbers having 5 digits. Multiplications in which the multiplicand is of 5 digits and multiplier of 3 digits. Divisions in which the dividend is of 5 and divisor of 2 digits. Problems in the four processes and mental work with small easy examples.
	(d) Tables.	Those of Seers and Maunds ; Indian currency ; Native measurements of lengths ; reduction of the Denominate numbers.
2	Reading.	
	(a) Prose.	Third book complete ; explanation and telling of the substance of the portion read and meanings of words.
	(b) Poetry.	Pieces occurring in the Reader ; their recitation, explanation and meanings of difficult words.

Add:- Examples in the reduction of tables. Additions and Subtractions of denominate numbers.
Add:- (e) Mental Arithmetic involving rules to calculate examples in seers and maunds.

No.	Name of the subjects.	Present Course.	Proposed change.
3	<p>Writing.</p> <p>(a) Dictation.</p> <p>(b) Copy-writing.</p>	<p>Writing to dictation from any portion read, particular attention to be given to conjunct consonants.</p> <p>Writing of copy books Drill on "Dopistas."</p>	<p><i>Drop</i> :—Drill on "Dopistas".</p>
4	<p>Geography.</p>	<p>(a) The four points of the Compass. Their representation on the map ; the meaning of map ; study of the geography of the district and of the town or village in which the school is situated.</p> <p>(b) General knowledge of the Geography of Baroda.</p> <p><i>Notes</i> :—</p> <p><i>Note</i> (1) Draw map of the district on Black Board and explain the distance and direction of places on the map.</p> <p><i>Note</i> (2) Explain the meanings of Geographical terms by excursions, clay models or any such device.</p> <p>(c) Teach names of Talukas, one or two prominent villages, the names of places famous for pilgrimage, or natural phenomenon, or trade ; large rivers, mountains, harbours, Railway lines, exports and imports.</p> <p><i>Note</i>.—Do not teach names of small villages or other details. Make good use of geographical lessons in the Third Reader.</p>	<p><i>Add</i> :—Geography of the town or village in which the school is situated explaining the products, their marketing and their transportation.</p>

5 General knowledge.

(a) Games.

Local games.

(b) Physical Education.

Teach first five lessons from Nimbalkar's Book on " Drill " where there are proper facilities.

(c) Nature-knowledge.

Third part of the Third Reader.

(d) Drawing.

Freehand drawing of Pencil, Envelope, box, cup, kite, etc.

Add:-Drawing Book
No. 1.

STANDARD IV.

1 Arithmetic.

(a) Arithmetic.

Difficult examples in the four fundamental processes ; Denominate numbers, involving tables given in (b) below, their reduction, addition, subtraction, multiplication and division. Problems in the same. Additions and subtractions of fractions according to the Native method of writing. G. C. M., L. C. M. and easy examples in fractions and Rule of Three.

*Drop:-*Denominate numbers, their reduction, addition and subtraction and retain the rest.

(b) Mental Arithmetic.

(i) Tables of Native Currency containing Dokdas and Badams.

Tables should be taught by means of real measures and weights as far possible.

(ii) Tables of weights, e.g. Kalshi, Khandi, Bhar, Haro, Galli.

(iii) Tables of length, Native and English, e.g. Tasu, Hath and Inches.

(iv) Tables of time and names of months of the year, both Native and English.

No.	Name of the subjects.	Present Course.	Proposed change.
2	Reading. (a) Prose. (b) Poetry. (c) Manuscript reading. (d) Grammar.	First two parts of Book IV. Explanation, understanding of the portion read, and meanings of difficult words. Explanation, understanding of the whole pieces and meanings of words of all pieces in the text and recitation of the pieces in lessons. 16, 24, 27, 39, 49, 57. Reading letters received. Parts of Speech. Definitions and their applications.	
3	Writing. (a) Dictation. (b) Copy-writing. (c) Composition.	Writing to dictation in Gujarathi and Balbodh script from portions read. Printed and Blank copy books. Writing substance of descriptive lessons in the Reader.	<i>Add:—Letter-writing.</i>
4	History Geography. (a) Geography.	General knowledge of Bombay Presidency and detailed knowledge of Baroda Raj. and Gujarat. Explain what is meant by continent, country, presidency and district, and the Earth, making use of the Map. <i>Note (1)</i> Boys should be able to locate places on a blank outline map drawn on the Black-Board.	

		<p><i>Note (2)</i> Teach the names of Districts and Talukas comprised in Gujarat, agencies and principalities under them, the names of Districts and their chief towns in the other divisions of the Bombay Presidency, names of places famous for pilgrimages, Natural phenomena, trade or commerce, those of large rivers, mountains, harbours, Railway lines, exports and imports, industries. Details beyond these should be avoided. Geographical lessons in the Fourth Book should be read.</p>
	(b) History.	General knowledge of the History of Baroda, principal events and constitution of the Baroda State.
5	General knowledge.	
	(a) Science.	Science lessons in the Third part of the 4th Book.
	(b) Games.	Local games.
	(c) Physical Education.	Where possible teach five more lessons from the text-book.
	(d) Drawing.	Simple drawing of objects such as, bottle, knife, jar, chair, spoon, bell, inkstand, scythe, plough, axe.
		STANDARD V.
1	Arithmetic.	(i) Tables of square measure and Avordupois measure.
	(a) Arithmetic.	(ii) Multiplication of fractions written in Native style, easy exmaples in the reduction of fractions. Mixed fractions.
		Difficult examples in Rule of Three.
		Decimal fractions except recurring decimals.

Add :- Drawing Book No: II.

No.	Name of the subjects.	Present Course.	Proposed change.
2	(b) Mental Arithmetic.	<p>Double rule of three, simple interest.</p> <p>Examples in Kacha Paka Tol.</p> <p>Examples in weighing precious metals, those to measure lengths, calculating wages and interest.</p>	<p>Place examples of Kacha-Paka Tol under mental arithmetic, and add to it examples of Hundreds and Thousands.</p>
	(c) Accounting.	<p>Keeping of simple accounts. The fair exercises to be shown to the examiners.</p>	
	Reading.		
	(a) Reading.	<p>First two parts of the Fifth Book with poetry in them:</p> <p>Recitation of pieces in lessons 7, 24, 30, 34, 38, 44, 48.</p>	
	(b) Explanation, &c.	<p>Explanation and meanings of words of prose lessons and of the pieces of poetry.</p>	
	(c) Hindi.	<p>Hindi Primer and Sikshavali, Part I.</p>	
(d) Grammar.	<p><i>Note.</i>—In Girls' Schools read Garbavali instead of Hindi with explanation of the pieces read.</p> <p>Finish nouns, pronouns, adjectives, verbs, and the four varieties of adverbs. Parsing.</p>		

3	Writing.	Gujrathi and Balbodh Script.	Mogul and Maratha periods.
	(a) Dictation.	Printed and Blank Copy-books.	
	(b) Copy-writing.	(i) Writing substance of lessons read in the Reader.	<i>Add</i> :—Geography of India treating Physical conditions products trade and commerce, cities and towns, transportation facilities in causal relation.
	(c) Composition.	(ii) Writing applications.	
		(iii) Reading and copying manuscript letters.	
		Note. (1) Attention should be paid to spelling, punctuation and correct syntax.	
4	History Geography.	Note. (2) Show fair note-books to the examiner.	
	(a) History.	History of India from 1526 to 1761. Attention should be devoted to such topics as would involve duties of citizens.	
	(b) Geography.	General knowledge of Asia and Europe, Commercial and political relation of India with United Kingdom. Commerce of India with other countries. Trade routes to those countries. No attention to be paid to details.	
	(c) Map drawing.	Map of India with longitudes and latitudes. Locate places like large cities, places of pilgrimage and large rivers in them.	
5	Science.	Third part of the Fifth Reader with understanding of pictures in them.	
6	Drawing.	Animals such as, horse, sparrow, cow, buffalo, dog, peacock, cat.	<i>Add</i> :—Drawing Book No. III.

No.	Name of the subjects.	Present Course.	Proposed change.
7	Physical education. (a) Drill. (b) Gymnastics.	Simple drill. Six exercises in Dumb-bells and 5 in Bar-bells. Native gymnastics such as Dand, Baithak, Indian clubs, &c. Note.—These exercises to be done outside school hours. Note.—In Girls' Schools substitute the following in place of the above :— (i) Sewing, (ii) embroidery, (iii) stitching (the work in these is specified at length). STANDARD VI.	
1	Arithmetic. (a) Arithmetic.	Compound Interest, difficult examples in Interest. Profit and Loss. Averages, Percentages, Proportional parts, Surface measure, Area, easy examples in these to be worked out mentally. S'ada S'at no Pà-in multiplication tables.	
2	(b) Accounting. Reading. (a) Reading. (b) Explanation, &c.	Different kinds of keeping accounts such as ledgers, &c. First and Second parts of the Sixth Reader. Poems in them. Recitation of the following pieces, lessons 9, 28, 34, 43, 50, 54. Explanation, meanings of words in prose and poetry lessons and easy etymology.	

	(c) Grammar.	Finish verbs, adverbs from the text-book and also Sandhi and Samas. Parsing.
	(d) Oral Examination.	Oral examination will be held in reading, explanation, parsing, recitation and dictation.
3	Writing.	
	(a) Composition.	The stories or information contained in the lessons of the Reader to be written out. Paragraphing. Writing Reports and applications. <i>Note. (1)</i> Attention should be paid to spelling, punctuation and grammar. Words to be written separately. <i>Note (2)</i> Corrected note-books to be shown to the examiner.
	(b) Copy-writing.	Writing in note-books in Gujarathi and Ealbodh Script in the school. Writing the same as home-work.
4	History Geography.	
	(a) History.	From A. D. 1761 to the present times.
	(b) Citizenship.	Duties of Citizens.
	(c) Geography.	General knowledge about Africa, America, Oceania, and Australasia. Omitting details.
5	General knowledge.	
	(a) Science.	Third part of the Sixth-Book.
	(b) Hygiene.	General knowledge about Hygiene.

British period.

No.	Name of the subjects.	Present Course.	Proposed change.
6	Drawing.	<p data-bbox="707 551 1811 617">More difficult exercises than in the preceding standard. The drawing course will be separate where there are Drawing teachers.</p> <p data-bbox="782 709 1659 745">Complete Drill. 12 exercises in Dumb-bells and 5 in bar bells.</p> <p data-bbox="782 776 1398 811">Native exercises such as Dand, Baithak, &c.</p> <p data-bbox="782 842 1166 877">6 exercises in Indian clubs.</p> <p data-bbox="717 905 1535 940"><i>Note (1)</i> These exercises shall be done out of school hours.</p> <p data-bbox="717 968 1804 1034"><i>Note (2)</i> In Girls' Schools, the following course to be substituted in place of the above :--</p> <p data-bbox="837 1062 1255 1098">(i) Sewing, (ii) embroidery.</p>	<p data-bbox="1859 551 2163 617"><i>Add</i> :—Drawing Book No. IV.</p>
7	Physical Education. (a) Drill. (b) Gymnastics.		

APPENDIX B.
**Vernacular Reading Books in the
 Bombay Presidency**

CHAPTER III.

The older Reading Series and Text Books.

45. The four series of Vernacular Reading Books, which the Committee was called upon to revise, had their roots in the very foundations of modern education in Bombay. The existing Reading Series and their origins. They were the direct successors, if not the immediate descendants, of the scanty set of books on which the earliest framework of vernacular education was raised. Their compilation marked the triumph, so far as this Presidency was concerned, of the vernacular ideal in primary instruction over that of the 'Anglicists,' of whom the extremer section at least had cherished the hope of making English the universal language throughout India. It would be unnecessary to rake up here the ashes of that ancient controversy, in which the extremists on either side have been refuted by the logic of sixty years. But in order to make the position of our Bombay Readers clear and to bring out their most distinctive characteristics it is essential to trace in outline the humble origins from which they sprang.

46. Previous to 1820 little had been done 'on this side' for the education of the natives. The Hindu College at Poona was instituted with the object mainly of turning out a class of Pandits who might be useful to the Judicial Department of Government in consequence of their study of such "systems of ethics, codes of laws and compendiums of the duties relating to every class of the people" as were accessible in Sanskrit. As such it was on a par with Lord Minto's Hindu College at Benares and the new ones proposed in 1811 for Nuddea and Tirhoot. Institutions of this kind could only benefit a very limited class. A real step in advance was taken when in 1820 "The Native School-Book and School-Society" came into existence as a Branch of the Bombay Education Society. In 1822 the former Society separated from the latter and in 1827 changed its title to "the Bombay Native Education Society," which remained until 1840 when the Society's schools were incorporated with those attached to the Elphinstone Institution and came under the supervision of the new Board of Education. The beginnings of Vernacular education in the Presidency.

47. The Native School-Book and School-Society was a replica of a similar one started in 1817 at Calcutta by the suggestion of a missionary, the Reverend Robert May. The object of such institutions was to prepare the way for the education of the natives by "the provision of the humble requisites" viz., school-books in the languages of the country, and the institution of schools. To quote the words of a report of the Board of Education (Bombay) on the subject "It was from the activities of these Bodies but more especially from the circumstance of a statesman of such enlarged views as Mr. Elphinstone being at the head of the Bombay Government that education received its first effective impulse in this Presidency". Mountstuart Elphinstone, although convinced of the necessity of teaching English and admitting that its diffusion would accelerate the progress of knowledge ten-fold, was by no means willing to make its cultivation the primary object of Mountstuart Elphinstone and the struggle between English and the Vernaculars.

all educational agencies. Hence in lending his countenance to the new society he made no endeavour to force English education upon its attention in preference to Vernacular. Books in English might be contemplated indeed, but the provision of Vernacular texts and the institution of schools primarily for the conveyance of knowledge in the languages of the country were to have the first claims upon the Society's energies. It may be remarked that it was specially laid down in this connection that to furnish religious books formed no part of the design, though this was not intended to preclude the supply of moral tracts or books of moral tendency "which without interfering with the religious sentiments of any person may be calculated to enlarge the understanding and improve the character."

48. Elphinstone further initiated an enquiry into the state of indigenous education in the Presidency with a view to eliciting what elements in the native system might be adopted into the new British one. The Society co-operated in the investigation but the results were not very encouraging. Beyond the discovery of superficial parallel to Lancaster's 'monitorial methods' (then possessing some vogue in educational circles, and the practical demonstration of the utility of 'sand writing', the investigators reaped little from their trouble. One thing, however, had become very clear. "The first and principal evil consists in the deplorable deficiency of books for education and mental improvement." A Committee of the Society therefore recommended the preparation and publication of books both for the elementary and more advanced stages of education among the natives. The former were to be in Vernacular, the latter might be in English. The first class was to consist of works either translated from English or specially written in Vernacular from English bases. Government came to the Committee's assistance and by 1824 translators and writers were busily engaged. Lithographic presses were largely used but printing presses and types (English and Balbodh) were ordered from England, and types also from Bengal. It is gravely recorded that at one meeting of the Society in 1825 "the operations in Lithography were exhibited, at which the numerous gentlemen present expressed their surprise and entire satisfaction".

49. The following were some of the books in the Society's depository in 1824:—
Some of the earliest Vernacular school-books.

- (1) 'Leepeedhara' (a primer giving Vernacular letters, their combinations, and words upto words of five syllables, prepared by Pandits in the Society's service)—in Gujarati and Marathi.
- (2) 'Numerals', containing the numbers, multiplication tables, tables of weights and measures "after the system of the Marathi schools"—Marathi.
- (3) 'Gunnit'—*i. e.*, arithmetic on the European system by Captain George Jervis—in two parts—in Gujarati and Marathi.
- (4) Advice to Children (or Bodhvachun) (in short sentences by Sadasiva Cassinath, Native Secretary to the Society).
- (5) A treatise on the management of schools—by Capt. Molesworth: an adaptation of Lancaster's system: in Gujarati and Marathi.

- (6) Fables—in 'Banyan' Gujarati and the same in 'Parsi' Gujarati.
- (7) The " Panchopakhyan " (Marathi).
- (8) " Vidoor Neeti " and
- (9) " Bal Goshtee " (tales for children).

50. In 1832 we find the number greatly increased, chiefly by translations, of such works as Pinnock's 'Catechism on general knowledge,' Berquin's ' Children's friend ' (Bal Mitra), Grant Duff's ' History of the Marathas, ' and adaptations of treatises on Trigonometry, Practical Geometry, Algebra, Mensuration and Mathematics, Geography and Astronomy. In 1833 a History of England in Vernacular was added, and in 1836 we note with some curiosity a ' Padarth Vidnyan ' (an equivalent for object lessons) on the list, while on the histories was superimposed one of the Ancient Egyptians. These works were all in Gujarati or Marathi though the Society had by this time allied with itself a similar Kanarese institution. The fact seems to be that the particular records of each body were kept separate, since in 1831, on a proposal from the Sub-Collector of Dharwar, Kanarese translations of some of the Society's elementary works were made for the benefit of the Southern Maratha country. The language, however, would seem to have presented a stumbling block to translators and the progress of educational publications in Kanarese fell far behind that in Marathi and Gujarati.

51. A considerable share of the credit due to the extension of Vernacular education must fall to Sir J. Malcolm who was a confirmed 'orientalist' and did not believe in spreading a knowledge of English among the mass of the natives. Sir J. Malcolm and his influence.

His views in fact gave the prevailing tone to the Bombay system of education and their acceptance by ' the Honourable Court ' was a main factor in determining the characteristics that were to distinguish the Bombay system. Malcolm was firmly convinced that knowledge of all kinds was diffusible through the native languages, or that in time at least they could be rendered suitable media of expression for all purposes. English to him was necessary merely to provide matter, and hence the knowledge of it could be confined to the few, who would hand on in Vernacular to the masses of their kinsmen the ideas and facts acquired through their English studies, and would at the same time enrich and elaborate the Vernaculars themselves. Such opinions led to the production of translations of such comparatively abstruse subjects as some of those mentioned above. They were not of course, studied in all Vernacular schools but they certainly were used in some of the better ones, and in Normal classes. What the pupils made of some of them is another story. Their output, however, continued. A list for 1845 contains, *inter alia*, books on Chemistry, Grammar and Etymology, the Medes and Persians, Assyrians and Babylonians, Mathematical Geography, and Zoology. It is clear, therefore, that the present comparatively advanced Vernacular curriculum of Bombay is no new thing but a growth of years and in accordance with the tradition of the past.

52. But even by " the forties " it was beginning to be suspected that books of this kind were not ideal school-books. Too often they had been composed originally without reference to Indian needs or circumstances, and by men who were not school teachers. Their translators and adapters also

in not a few cases wanted actual experience of the practical art of teaching. The books were not graded and their contents lent themselves to the fatal mechanical memorization which had been inherited from the older indigenous system. Thus the ideas of a series of Vernacular reading books began to be mooted. Very slowly did it take effective shape, and not until after long delays and many false starts was its execution complete. The person to whom the preparation (in Marathi) of the first regular Vernacular series compiled in this Presidency was entrusted was Major Candy, an experienced educationalist, the author of a well-known English-Marathi Dictionary. Three books only were originally planned by the Bombay Board of Education, but subsequently (after the substitution of an Education Department for the Board) the number was increased to six.

53. A good deal of the matter was original, rest consisted of translations, or rather adaptations, of English pieces and of a few pieces taken from Marathi books. Most of the 'original' matter was supplied by native Marathi scholars. The first book was also the work of a native: the second, third, fourth, fifth and sixth books were prepared under the direct supervision of Major Candy, who received very considerable guidance and instruction from Mr. E. I. Howard, then Director of Public Instruction. It was probably due to the latter's initiative that the proposed series was increased from three to six books, the idea of so extensive a set of books being borrowed from Major Hope's suggestions for the Gujarati series. The Major gives a list of 'sources', which is significant since it shows the extent to which the old books entered into the composition of the new. Among others are included the Nithi Bodh Katha, Vidur Niti-Bal Mitra, Æsop's Fables, the Account of Animals, etc. Of English books consulted the most noteworthy are the Irish School Book series, McCulloch's series, the Youth's Book of Natural Theology, Maunders's Treasury of Natural History, Miss Bird's England Delineated, and Tod's 'Annals of Rajasthan'. The series was commenced in 1857 and completed in 1861. In 1867 it was recast under the supervision of its compiler: "much matter was expunged; much new matter was added: and the books were very carefully graduated." A seventh book containing chiefly scientific lessons and compiled by Mr. M. S. Gole, M.A., was added in 1896.

54. In 1857, Mr. Howard also addressed Mr. T. C. Hope, Educational Inspector, Northern Division, (now Sir T. C. Hope, K. C. S. I.) requesting him to forward a plan "arranged on comprehensive principles for the entire re-construction of our class books in Vernacular." He also suggested that the new series could be most speedily and effectively produced in Marathi and that versions into other languages could subsequently be made from the Marathi set. Mr. Hope had a natural bias towards educational science and organization and his views upon these matters were probably far in advance of any of his Indian contemporaries. His letters show that he was acquainted with Pestalozzi's methods, that he realised the importance of what were beginning to be called 'Object Lessons' and that he fully comprehended what was involved in the principle of 'Interest'—whether he had studied Herbart or no. Mr. Hope replied furnishing a methodical plan for seven graded reading books to include in all about 1,200 pages. These proposals were eventually accepted and their author then drew up a detailed scheme based upon a most careful comparison and tabulation of the contents of five series of English readers.

Sir T. C. Hope and
the 1st Gujarati Series.

The paging, subjects, treatment and style were all methodically graduated. Thus the paging ran Book I, 50 pp., II, 100, III, 150, IV, 200, V, 225, VI, 225, VII, 250. The length of the lessons was proportioned to the time required for them in their various classes and difficult words were placed at the head of the lessons containing them. The first two books were 'elementary', the next two contained 'easy reading', the last three 'advanced reading'. Subjects capable of elementary treatment were begun in Book I and carried up on an expanding scale through the series, others being added per book as the progress of the scholar demanded. The accompanying comparative table shows this clearly:—

Book II.	Book V.	Book VII.
(a) Moral stories and fables.	(a) Moral and amusing stories.	(a) Moral and amusing stories.
(b) Senses and parts of the body.	(b) Health, accidents, etc.	(b) Animal, mineral and vegetable kingdoms.
(c) Animals, Birds, Trees.	(c) Animals, Birds, Trees.	(c) Geographical lessons.
(d) Food and Clothing.	(d) Geographical lessons.	(d) Universal History (ancient and modern).
(e) Miscellaneous.	(e) Historical lessons (Indian).	(e) Voyages, travellers-manners.
(f) Short rhymes.	(f) Manners and Customs of nations.	(f) General information.
	(g) Manufactures and general information.	(g) Manufactures and Machinery.
	(h) Simple ballads and poems.	(h) Money matters.
		(i) Astronomy.
		(j) Matter and motion and elementary mechanics.
		(k) Light, heat, electricity, steam.
		(l) Poetry.

55. Some of the better existing moral lessons and certain fables were retained, but as a whole the series was to be "written on purpose" and by Gujaratis for Gujaratis. Its aim was not merely to instruct but to instruct and interest, and it sought to do so by appealing to the natural interest of the pupils in their own customs and their own country as well as to their equally natural curiosity regarding Western lands, peoples and civilization. Above all it was not to be a mere translation from a series written for an alien people, the Marathas. On the other hand, though Mr. Hope endeavoured to break away from the stereotyped and 'stodgy' conventions of the earlier days he did not forsake the Bombay traditions of a thorough and comprehensive vernacular education.

56. Of all his innovations the most striking, however, was his first book, the lines of which differed totally from those of any other primer or elementary reader yet conceived in India. The exact nature and effect of the system which he introduced will be discussed in a later chapter. Suffice it to say here that it was an adaptation of the 'Look and Say' method to the idiosyncrasies of a Sanskritic script. Mr. Hope too secured the permanent establishment of the Vernacular Gujarati script, in opposition to the Balbodh or Devanagri, as the approved character for printed or lithographed school-books. And he also laid down certain rules for Gujarati orthography, which, though not an absolute solution of all the difficulties involved, at least served as a nucleus of standardisation amid the chaotic inconsistencies which then prevailed.

57. The Gujarati series was completed by 1860, the Marathi by 1861. These two series served as models for those of the other provinces of the Presidency. In the Sindhi series the greater part of the Prose lessons consisted of translations or adaptations of matter derived from these sources. The original Sindhi first book, however, was composed on a plan of its own, but being found difficult it was recast on the model of the Marathi first book. In about 1873-74 the second, third and fourth books were thoroughly revised. Up to that date the series had not proceeded further, but in 1874 a fifth book was prepared and later a sixth one was also added. The Committee of 1874 found little to criticise in the Sindhi series and evidently accepted it as suitable for its purpose. It cannot, however, now be maintained that to the people of Sindh it gave unmitigated satisfaction. The population of that province as has been shown is quite distinct from that of the Presidency proper in race, in history, and largely, in creed. Hence books composed in the main by Hindus for peoples mainly Hindu and for tracts the climate and physical features of which differed so widely from those of Sind, could not be expected without radical transformation to please the Muhammadan population of the latter Country. The translators too in almost all cases were Hindus and this fact did not tend to reconcile a Muhammadan to their productions. On the other hand, being written in 'Arabic-Sindhi' the series did not reach that element of the Hindu community which clung to the curious Hindu-Sindhi survivals or modifications of an ancient Indian script. Nevertheless, the matter of books being absolutely non-sectarian, the Arabic script being enforced by Government, and efforts having been made to supply lessons with local colour, the books gradually made their way and were accepted with resignation if not with enthusiasm.

58. The Kanarese series was based mainly upon the Marathi. The first and second books were, however, the work of a native Kanarese scholar and were, original. The former was divided into two parts and contained a certain amount of poetry to which the Committee of 1873-74 objected. The third and fourth and fifth books were considered by the same Committee to be unsuitable in language and in some cases in matter. They were, therefore, revised and stories of local interest were substituted for those of Rajput Kings. The sixth was found to be better in style and the revision recommended was consequently less. Curiously enough from all the books in this series the 1874 Committee excised the poetry on the grounds of unsuitability and the existence of special departmental poetry books. The result is that in the existing Kanarese

books alone of the four series no poetical extracts or original poems occur and that the two separate 'Poetry Books' which had come into being about 1869-71 continued in use till the publication of the new Readers. The series, however, gave satisfaction and, though tinged here and there with Marathi colouring, had, especially when revised, a more decidedly local character than the Sindhi books.

59. Taken as a whole, the four series were a great success. In tone, scope, matter and general get-up the combination was unequalled anywhere in India and in itself constituted an eloquent testimony to the thoroughness and range of Bombay Vernacular education. The books were approved by the Committee of revision appointed by the Government of India in 1877. Hope's Gujarati series being specially eulogised and suggested as a model to other Provinces. Considerable praise too was bestowed upon the Marathi books which were recommended for introduction with suitable local modifications into the Central Provinces by the Revision Committee of that area. The Kanarese books were also proposed for consultation by a similar Committee in Mysore. Good however as the books were, they were by no means perfect. In the first place they did not really all stand on the same level of excellence. In graduation and method the Hope Series was *facile princeps*. Its scope too for a long time exceeded that of the other series. But the subjects especially in the higher books were not always within the pupils' comprehension, while in scientific matters the descriptive treatment tended to foster rote-work and parrot knowledge, a defect however which applied in a greater degree to the other series. The poetical pieces were not particularly well selected and some of the original poetry specially written for the books was very poor stuff. There was also perhaps too great a straining after obvious moral effects which created a tone both namby-pamby and utilitarian, and occasionally produced statements in accord with neither sound philosophy nor the hard facts of ordinary life. This last defect was also noticeable more or less in the other series, which moreover were by no means so well arranged (especially as regards the length of individual lessons) as Hope Readers. They were all, too, inferior to Hope's in originality and in interest, general as well as local. Again the sources from which material had been drawn were often not exactly up to date even when the series were compiled. Portions, therefore, quickly became antiquated and only served to perpetuate obsolete ideas. In this respect, of later years, their very excellence proved a stumbling block since though official revisions took place from time to time after 1877, few revisors ventured to suggest a radical procedure as regards the matter. The books were, in fact, in some danger of becoming Educational "Scriptures."

60. It will be remarked that no special series for girls was undertaken. For long it was considered unnecessary (though in 1873 Dr. Buhler, Educational Inspector, Northern Division, pleaded for one) and the boys' books were made to serve in girls' schools. A separate series, however, was produced in the Modi character for rural Marathi schools. This will be dealt with in another chapter, since it has a peculiar importance of its own. To enumerate other text-books which have been produced since 1855 would be a tedious business. It is sufficient to say that in the four vernaculars, histories, geographies, grammars,

maps, etc., were forthcoming, the initiative in many cases being due to the indefatigable energy of Mr. Hope and Major Candy. Most of these were of undoubted utility in their time, though a few survived their usefulness and it has become necessary to supplement or recast them, a work which has been executed to a considerable extent through non-departmental agency. A glance at the catalogues of the Government Book Depots in Bombay and Karachi will show the number and names of all vernacular works at present sanctioned for use as text-books, prizes or library books throughout the Presidency.

APPENDIX C.
**Vernacular Reading Books in the
 Bombay Presidency.**

CHAPTER V. THE NEW READERS.

71. Once the Committee's general course of procedure was determined, it became necessary to scrutinise the existing series in order to decide what subjects and what lessons should be retained. This having been settled, the field would be clear for the consideration of the new subjects which it was wished to introduce. When these had been threshed out, the ground would have been prepared for a uniform scheme for the complete series. Upon this basis the outlines of such a scheme were gradually prepared by the President in consultation with the Committee,—'gradually' because the work was necessarily a slow one involving much discussion and reference and many re-adjustments and corrections. It was in accordance with this scheme that list of lessons and appropriate directions were issued from time to time to the corps of contributors.

Preparation of a uniform scheme for the new readers.

72. Allusion has already been made to the need of uniformity. Absolute uniformity, however, was impossible, and a merely mechanical uniformity would have been futile. It became the Committee's duty to interpret the word liberally, and in such a way as to permit to each division the exercise of its native genius, while at the same time preserving in-tact the general organic plan for the combined series. Thus, on the one hand, a uniform method of classification was adopted throughout, and subject to the exigencies of publication, a similar number of lessons was appointed for the parallel books in the four series. The number of books in each set was to be the same, and approximately the number of pages in the parallel volumes would tally, though here too the matter was complicated by diversities of terseness in the different languages and by questions of typography. A general standard of length was also determined for the individual lessons in each book. Lastly, within certain limits, the subjects of the lessons were to be similar throughout, book for book. On the other hand, it was never insisted that the matter of the lessons in each case should be identical. Under the Committee's general supervision and subject to such editing as that body cared to apply, each contributor was free to treat his subject as he chose. Moreover, distinct variations of subject were permitted, not merely where local geographical or historical circumstances dictated them, but also where the general sentiments or conditions of a division rendered such a step advisable. A conspicuous instance of the latter kind may be seen in the higher Sindhi books, where, in default of the biographies of Sindhi poets to correspond to similar biographies in Readers of the other languages lessons of a general sort have been inserted. Again the Committee did not venture to lay down even the specification for the 'subjects' too dogmatically or with hampering preciseness. Thus in the lists issued to contributors for the higher books items such as the following occurred, "Prose extracts from standard authors such as," etc., etc., followed by list of works suitable for extraction; "Stories of wit or humour from any of the following" (here follows a list of sources recommended); "Legends in prose or verse" to be selected from certain works named. The contributor was informed of the

Meaning of uniformity in the four series.

number of such pieces required from him, but his choice was left unrestricted within the limits assigned by the Committee. If his selections were not approved, arrangements were made to find others. It was felt that only in this way could the greatest amount of benefit be derived from the enthusiasm of the contributors; the subjects most appropriate to each nationality be obtained and the most suitable treatment be applied in each case. Thus "Uniformity tempered by local selections" was the Committee's motto. It is possible that their ideal has not been attained; but that the ideal itself and the general method taken to attain it were, in the conditions, indubitably sound must remain the Committee's most steadfast conviction.

73. The section in which the widest variations occurred was naturally that containing the historical reading lessons. The four divisions being inhabited by distinct nationalities, each possessing and glorying in its own historic past, any hard and fast scheme of unification in respect of this part was out of the question. And not only this. Each division had been permitted to arrange the historical course in its vernacular curriculum to please itself and upon the methods that approved themselves to its own educational authorities. The result was somewhat striking diversity, to attempt to reconcile which by any general compromise for the four reading series would have been quite fruitless. Hence a separate set of historical lessons was drawn up for each language. Somewhat similar divagations existed in the geographical curricula but they were not so extensive. The President was, therefore, able to plan out a course of reading lessons in geography and kindred topics which, while not slavishly adhering to the details prescribed for the 'standards' of any particular division, was held by the Committee to be not unsuitable as reading matter for those of all, provision of course, being made for the insertion of lessons especially appropriate to each. The lessons on natural phenomena, common objects, etc., were practically the same in general matter for all, though details varied to suit the circumstances of the divisions. Such variation was naturally reduced to a minimum in the lessons on more formally scientific subjects in Books VI and VII. Of the variations in the miscellaneous lessons something has been said above. It is obvious, of course, that in selecting passages from the vernacular literatures, whether in prose or verse, very considerable latitude was to be conceded, if the best writers and their most typical compositions were to be represented. It was also necessary to ensure that each series should contain specimen of the chief metres found in the poetic literature of its language. Under these conditions to have attempted to measure the contributors' tale of bricks with the iron rule of an unbending uniformity would have been absurd, not to mention that it would have defeated the end which the Committee had in view.

74. That discretion, however, had to be exercised in regard to the subject-matter of such selections is, to all at least who are acquainted with the frank exuberances of Oriental verse, equally obvious. This, however, is a point connected with the larger problem of the selection of matter.

In discussing the latter question two or three fundamental facts may well be borne in mind. From these spring the general principles which governed the Bombay Committee's action. Firstly, the matter was required for Vernacular speaking orientals, the vast majority of whom would never speak English, and whose teachers also (so far as the primary schools were

Variations permitted by the Scheme.

Selection of subject-matter. Fundamental facts to be considered in this connection.

concerned) would be equally ignorant of that language. Secondly, these orientals except on the surville and nomadic fringes, were members of an ancient civilization. Not only were their lives ordered for the most part peaceably and decently in accord with immemorial precedent and tradition and the sanctions of great religions, but they too like ourselves were heirs of the wisdom of the ages. On the other hand, the wisdom of the West was a fast opening book, some of the pages of which were fraught with lessons fruitful alike for Eastern and Occidental, while others bore maxims to be digested and applied only in the colder regions and by the more critical peoples of temperate zones. Lastly, here in Bombay was no educational *tabula rasa*. The methods and matter of the older books had created a vogue, which, however necessary to extend or correct, it was neither politic nor feasible to destroy.

75. Hence five obligations rested upon the Committee. First to select passages which sprang from and adequately represented the vernaculars of the people. Secondly, to supply matter that was a piece with the web of which their daily lives and general experience were woven. Thirdly, not to ignore completely the great achievements and accumulated wisdom of their historic past. Fourthly, to open, in so far as the revelation might prove profitable, the doors of the treasure house of Western civilization. And lastly, to develop, if possible, the lines on which the previous series had won their most notable successes and also to supplement their more obvious deficiencies.

76. The ideal of Hope's series had been to combine interest with instruction. But fifty years ago it was too often assumed that what *did* interest 'grownups' should *ipso facto* interest young children. And in matters scholastic interest was not held to include amusement, since to amuse was scarcely compatible with edification. But the Committee has considered that some lighter pieces may legitimately have a place in the text-books. A monotonous insistence upon the moral aspect of all the subjects treated in a school text-book tends to defeat its own object.

77. Even so, the moral side has not been neglected. In the earlier books *stories* with a moral tendency predominate, while their place is gradually taken in the higher by direct moral lessons advocating and illustrating uprightness in points of practical conduct. And in all stories the Committee's aim has been to palliate nothing ignoble and to magnify nothing that good men of whatever creed would deem unworthy of praise. More particularly has care been exercised in the selection of legends and fairy tales and myths. How far these ought to be taught at all to children has been a moot question in Europe from the days of Plato downwards. Modern times indeed have answered the question with a distinct affirmative, but their answer is conditional upon a drastic expurgation of the myths taught. However, in the West the problem is little more than academic and there is no possibility of confusing the older mythologies with Religion. Not so in the East, where the myth is still informed with vital force, and can propagate its kind with undiminished vigour. Here still the part is often greater than the whole, and mythology identifies itself with Religion and works wonders in its name. Hence the question becomes a very practical and a very difficult one. To omit in a national series all reference to the creeds in which

the people for whom it is written believe would be as wrong-headed as it would be unpopular. The solution seems to be that as regards the introduction of such stories "commendat rarior usus". Mythical tales if inserted should deal with the gods rather as historic or legendary personalities than as 'praesentia et praevenientia numina'; their superhuman activities should not be presented as facts or verities a belief in which is essential for the faithful; lastly, the stories should involve no setting forth of dogma or sectarian doctrine and still less any depreciation of or attack upon other faiths. Guided by these principles, the Committee has not shrunk from inserting tales and passages containing references to the mythology and the beliefs of the people. To the charge that all these qualifications deprive the scholars of a God in any real sense, the answer is that direct lessons have been specially included which treat of God and the Divine attributes in a non-concrete but simple fashion, and so as to offend; it is hoped, the truly pious of no denomination.

78. But it is not only on these lines that attempts to improve upon the older books have been made. Recently a tendency has arisen to disparage or even to exclude historical lessons, apparently because it was considered that the vernacular histories sanctioned by the Department gave all that was necessary and also because it was contended that these lessons were difficult and uninteresting. Both reasons were unsatisfactory, and the loss of historical matter was a real detriment. The so-called 'histories' were either compilations of the most jejune description or translations of English works, difficult both in language and idea for vernacular pupils. Though the old historical reading lessons may have suffered from the latter fault, at least they were a step in the right direction. To excise them was to betray a want of appreciation of the enormous practical importance of history as an educational factor. The Committee determined to insert reading lessons dealing particularly with the history of each division, the Mogul Empire and the British rule, as well as others, giving some accounts of the earliest conditions of the country and its people, and also sketches of certain of the great personalities who have made it famous. Thus Alexander and Asoka, Sultan Mahmud of Ghazni and Prithivi Raja, Adinath and Gautama Buddha, Siddharaja and Ahmedshah of Ahmedabad, Karanghelo of Anhilwada and Krishnaraya of Vijayanagar, Akbar and Aurangzib, Malik Amber and Shivaji, Basava and Nana Fadanvis, Kalidas and Bhaskracharya, Chand Bibi and Ahilyabai, are or ought to be still names of power in this Western Presidency, and their stories are as fully charged with romance or interest as those of the heroes of any European Valhalla. To write them down worthily in the vernacular and so that they shall appeal to and be understood of the youthful reader is indeed a difficult task, and most of all for the native scholar troubled with many details, and with little eye for the dramatic or the picturesque. That the Committee's versions fall painfully short of the ideal in many instances is only too manifest. But at least there has been no shirking of the difficulty and no decree *ex cathedra* that "Historical lessons are useless and difficult and may be dropped." Peradventure vernacular writers, as they begin to grasp the drift of the Committee's intent, and to disabuse themselves of the idea that history is a meaningless jumble of tiresome dates and dreary details, may be able hereafter to improve upon the specimens procured by the Committee. One caution alone remains to be added. The aims of lessons of this kind, apart from their general objects of interest and instruction, should be not political, but ethical. In them it is the duty of the

educationalist impartially to hold up ensamples of conduct for guidance and warning, not to disseminate partisan propaganda. Detailed points of current politics and the exercise of what may be termed political logic, whether inductive, or deductive should be left unessayed. On the other hand, easy lessons on "citizenship", the rights of the state and the individual, etc., should be provided in the highest books, and a steadfast spirit of simple loyalty should be implicitly cultivated.

79. In this last respect more can be done explicitly through the medium of reading lessons in geography, especially those which deal with the British Empire in general, and the British Isles and Colonies in particular. Such lessons, naturally, if they are to have their fullest effect, must be reserved for the latter part of the course, but in any case they seem essential. They are useful too in another way, since they take the native inhabitant of India out of the narrow compass of his own native ideals and experience and teach him the moral and material greatness of those other countries with which the destiny of his own is now irrevocably united. But this is not enough. In order to enable him to realize his place in the world sketches of those of the great European nations that count or have counted as Asiatic powers (*e. g.* the Portuguese and Dutch. France, Russia and Turkey) as well as of the chief native kingdoms of Asia are desirable. The treatment may be historical or geographical or a mixture of both, but special care should be taken to bring out the national characteristics of the people concerned and, where necessary, to draw instructive comparisons and contrasts between such countries and India. It is on these lines that the reading lessons in "political geography" as it is sometimes called, though the term is too narrow, have been designed for the higher books in the series. In the lower readers the lessons start from the pupil's immediate surroundings, his school, his village, his Taluka, and district, and carry him up through the Division and the Presidency to India as a whole. In this way he ascends the whole gamut of Indian institutions and receives, it is hoped, some impression not too blurred of the organization of which he is not an unconsidered unit.

80. But it is necessary to project the more advanced scholar's mind not merely spatially but also temporally beyond the boundaries of his country's greatness and renown. He must learn that, honourable and ancient as is her past, other nations too have flourished, as honourable and still more ancient and that the debt which the world owes to some of them far exceeds all that it has ever received or can receive from India. Not only should the ascent of man from the brute stage to the possession of arts and laws be depicted and his distribution racially over the earth be briefly indicated, but Egypt and Accad, Assyria, Phoenicia and Persia, Greece and Rome, these should be something other than mere words to him. Perished dynasties, the dates of by-gone battles the sites of vanished cities, with these things and others like them the mind need not be stored. What is essential for him is to realise first that each of these nations has in some way or other helped or hindered the march of civilization, secondly what was the main contribution or set-back received from each and lastly that the march though devious and interrupted has been a progress after all. No better antidote for the self concentrated or for barren intellectual pride, can be imagined. Islam, thanks to its origin and growth, has ever admitted an ample range in its historical perspective, but the recipe is not without virtue even in its case. Lastly, the main links in

Reading matter
"Political" geography.

Elements of World
History.

the long chain which binds the modern with the ancient ages should not be wholly forgotten. The birth of Christianity under the Roman Empire, the rise and preaching of Mahomed, the Venetians and their sea-faring, the discoveries of Columbus, the voyage of Vasco da Gama and the coming of the English to Surat all have their interest and importance for a lad born and bred in the West of India. If a full and separate exposition of each may not be possible or desirable, room at least can always be found in an appropriate context for a stimulating reference or a luminous allusion. In conformity then with these principles the Committee included in their higher books a minimum of what may be called the elements of World History.

Sl. It should not be supposed, however, that the humanistic side of education was solely or predominantly represented. Nature and Nature's laws have received due attention in lessons that deal with birds and beasts and flowers as well in others that treat of the human body and its functions, and the conditions of healthy living, or of the inanimate phenomena of the earth and sky, or of the commoner objects of daily life. The treatment is progressive. At first the more familiar plants and animals are selected and dealt with from an external, general and simple standpoint. Mere description is avoided and efforts are made to awake the child's sense of observation and arouse his individual interest. Next, plants or animals are selected as typical of classes, and the kinship between them and other species is emphasised and illustrated. The style of treatment preferred is still the narrative or the *quassi-dramatic* or the conversational. Later, the conditions of structure and growth and the processes of reproduction in plant life are examined and the children are led on to realise that a dim border land exists which is claimed by both the animal and vegetable kingdoms and in which lurk many of the forms most dangerous to human life. So in the later stages, with animals; some of the laws which express their life history and development are illustrated and the relationship that subsists between them and man is suggested. In dealing with phenomena and natural objects the method is the same. The more usual and striking are taken first and dealt with in a simple concrete manner. Gradually the scholars are led on to less obvious ones and to the realization of laws of connection. Eventually without formalization or the use of Scientific classifications or nomenclature, the substratum is laid of what may later develop into various departments of scientific knowledge and be labelled physiography, geology, botany, 'Natural Science', astronomy and the like. In Books VI and VII the first steps to a more definitely scientific treatment of some of these subjects are taken. The general development of the courses without being 'concentric' in any strict sense has aimed at a regular expansion of detail in the treatment of each subject and has thus entailed a certain amount of purposeful repetition by which it is hoped that the knowledge acquired may be driven home. Not being strictly 'object lessons', but passages for reading and exposition, intended to reinforce and supplement the practical work in nature study or science, these lessons contain no "hints for teachers" or "directions for experiments" but experiments and observations are suggested and described where they naturally occur in the body of the lesson. Such, it is assumed, will be attempted by masters and pupils in the time appointed for the practical lessons. Lastly, under this head may be briefly mentioned those lessons which, starting with simple accounts of or stories about common domestic articles, utensils, clothing, etc., gradually develop in higher books into des-

Reading matter for
'Nature Study' 'Object
lessons, and Scientific
subjects, etc.

criptions of the processes of manufacture or preparation and of their concomitants, and thus eventually dovetail into others which may be termed 'economical' and deal with the broader and simpler problems of trade and industry.

82. As regards the qualitative graduation of all this subject-matter, something has been indicated above. More precise details can be gathered from a study of the detailed synopsis in English drawn up for the combined series.

The general lines were, however, governed by existing departmental regulations specifying the curricula for the various primary standards. Thus the first book is limited to simple stories and poetry of a general or moral kind plus equally simple lessons dealing with common natural objects and phenomena, animals, plants, domestic articles, etc., In Book II in addition to these classes of lessons, another, the geographical is introduced, in accordance with the regulations for Standard II. In the fourth Book for the first time come definite historical lessons to fit the Departmental schemes for the fourth Standard in the various divisions. For a similar reason the more formal science lessons of Books VI and VII succeed the 'nature study' and 'object lesson' reading passages of the earlier books. Again in the general section lessons on more abstract topics and employing less concrete methods are reserved for the highest books, as too are vernacular extracts selected for their style, and passages from the vernacular versions of Sanskrit drama, or from the more Sanskritised vernacular poets. In addition to the natural qualitative graduation a quantitative one has also been adopted in order to proportion approximately the length of each lesson to the capacities of the scholars and to the time available for reading, and that of the books to the amount of the year's work required from the classes. The table given below supplies the details of this graduation :—

(a) Primers to include 32 pages each.					
(b)	Book.	Lessons.	Pages per lesson	Total pages excluding pictures, indices, etc.	Final total of pages.
	I	(About) 50.	(About) 1½.	75	96
	II	(Do.) 60.	(Do.) 1½.	105	120
	III	(Do.) 75.	(Do.) 2.	150	176
	IV	(Do.) 99.	(Do.) 2.	198	224
	V	(Do.) 98.	(Do.) 2¼.	220	256
	VI	(Do.) 98.	(Do.) 2½.	245	288
	VII	(Do.) 98.	(Do.) 2¾.	270	320

N. B. The above figures were subject to alteration in accordance with the exigencies of publication.

83. Finally the books were arranged in sections as follows:—(1) general or miscellaneous lessons including literary, moral, mythical, humorous, economic, hygienic and general historical subjects : (2) geographical and Indian historical matter, the former including physiographical as well as ' political ' geography : (3) lessons on natural objects phenomena, animals, simple physiology, simple facts connected with light, heat, steam, electricity, domestic articles, products, manufactures etc., or (in Books VI and VII) science lessons. The object of this classification was to enable teachers the better to understand the grouping and graduation of the subjects that had been selected for the books and so to help them to correlate these lessons better with the other details of the curricula than would have been the case if the subjects had been interspersed among each other more or less at random, as was the case with the old books. Each section thus became the equivalent of a separate and special reader and the plurality of readers which is in vogue in European and American schools found a cheaper and quite as effective counterpart more suitable for the conditions of our schools. The danger that idle or apathetic teachers might force a class to plod straight through the various sections ' end on ' without regard to judicious selection or correlation was guarded against by specially conveyed instructions.

84. The four entire series will supply a complete course of vernacular reading for the higher varieties of primary boys' schools in the Presidency, and useful matter also for junior normal students in the Male and Female Training Colleges. Portions of them will be available for girls' schools and the inferior rank of boys' schools, as well as for the vernacular work in Anglo-vernacular schools. Every effort has been made by the Committee to render them comprehensive, practical and up-to-date, and to mingle the ' utile ' with the ' dulce ' in apt proportion. How far they have been successful time must prove.