

CHAPTER V

Education in Pondicherry (1815-1870)

Introduction

Under the *ancien regime*, primary education was almost entirely under the control of the Roman Catholic Church, although there were a few secular educational institutions which were charging fees. This domination over institutions of primary education was founded upon church control over "material facilities and teaching staff". Moreover the church used the curricula for propagating its religious doctrines. Although the clergy was a privileged estate like the nobility, it was against the newly emerging *bourgeoisie*. This was resented to by the growing *bourgeoisie* and was in favour of the state playing a greater role in the promotion of education, so as to train useful citizens. This attitude of the anti clerical *bourgeoisie* was also shared by the philosophers of the time.

The revolution of 1789 marked a very significant turning point even in the field of education, as it signalled the rejection of the then prevailing system of education. There was for the first time talk about "public education". Le Marquis de Condorcet, one of the Deputies, who was himself a mathematician came out with his idea of public education at the time of the revolution. In fact, according to one estimate more than half of the male and more than 75 percent of the female population in France was at that time illiterate.

The inculcation of the spirit of nationalism was considered to be the most urgent task at that time. Hence, a uniform educational system, uniform both in struc-

ture and contents, uniform text books was prescribed throughout the country.

The men of the Great Revolution, from moderates like Talleyrand and Condorcet to radicals like Lepeletier de Saint Fargeau and Saint-Just were in agreement on the urgency and importance of formulating a national system of education, even if they did not agree as to how it should take shape.

The Revolution, led by the *bourgeoisie*, constituted a successful political challenge to the privileged orders, and subsequently an educational challenge to clerical domination over primary education.¹ However the revolution which succeeded in destroying the power exercised by the church over primary education was unable to replace it with state control. Although the revolutionary regime could succeed in debarring the church from the sphere of primary education, the state proved incapable of taking over the responsibility.

In the midst of the invasion, civil war and near bankruptcy which threatened to snuff out the revolution in France, the task of building an educational system had to be relegated to the background. In 1795 the Convention had placed education under local supervision. The *décret* of 20 Octobre(3 Brumaire. An IV) called for the establishment of one *école centrale* in each *Départements*. The *écoles centrales* flourished in a few *Département*. It's many drawbacks including their lack of discipline and apparent anarchy of the course of the study however made it very unpopular.

It was nevertheless these confusing times i.e. in the beginning of the 19th Century, that the most significant developments took place in the field of educa-

tion in France. The first decade of the 19th Century i.e., the period from 1802 to 1808 witnessed a number of important initiatives. Napoleon set up the primary schools (*écoles*) the Secondary Schools(*Collèges*) and the *Lycées* (the Higher Secondary Schools) and also the Special Schools.

Thus Napoleon's decision to restore the teaching orders to their former position reflected his realistic approach. But the system of primary teacher training introduced by Neapoleon however showed his opposition to clerical domination over this level of education and his attempts to substitute the same.

After Napoleon's rise to power, elementary education imparted in the *écoles* was once again placed in the hands of the church. Neapoleon was however more interested in the Secondary Education (imparted in the *collèges*, *lycées* besides institutions of higher learning) especially with his intent to train the civil servants. Under his direction, the entire country was divided into a number of *Academies* each governed by a *Recteur* nominated by the Central Authority and he was responsible to that authority on all matters concerning education in his *Académie*.

According to one scholar, Neapoleon's basic contribution was more on the administrative sphere than on the educational side, as he extended the authority of the national government to embrace every aspect of educational activities throughout the country.² The purpose was to bring about national unity. According to K.J.S. Chathrath, France used School education as an engine of integration.

Napoleon had on the other hand, a passion for order. He is said to have had no interest in the creation of a nation of free men, unpampered by superstition and ignorance. But his regime needed able and loyal military officers, civil servants and members of the liberal professions. As he had little interest in popular educa-

tion, he left the responsibility for primary instruction to the Communes. Napoleon on the other hand kept secondary education firmly under the control of the state.

The Law of May, 1802 (11 Floreal, Anx) laid down that secondary education would be given in *lycées* and special schools maintained at the expense of the public treasury. It is said that his reform of secondary education in France was in large measure a reaction against *écoles centrales*, the offsprings of the Great Revolution.

The invention of the printing press in Europe in the XVI Century also had its impact on the history of education in France. This was followed by the Reformation which had an indirect impact on education- encouraging the people to read the Bible. As part of the Counter Reformation the church also promoted literacy in its fight against 'heresy' and in giving normal training to the young. This in turn provided the impetus for education and for the opening of schools. The Church started the first schools which followed the *pédagogique* model of public instruction.³

According to Talbot John, in organization, in teaching methods, and in spirit, the Imperial Reforms marked a return to the principles of education laid down by the Jesuits in the Seventeenth Century. The Revolution however had given teaching of science an important place in the curriculum. The Napoleonic reforms returned to literary curriculum based upon Latin. The motive for, re establishing Latin, curriculum seems to have been the necessity of competing for students with the religious schools. For these reasons, the French language was again relegated to a subordinate role.⁴

I. Education in French Pondicherry.

In the midst of all the churning which took place between the Revolution and the Restoration in France, XIX Century brought about some kind of stability to the French Indian establishments, which in turn was more conducive for constructive action on the part of the civil administration. Not only administration but also other spheres received more attention, i.e., the field of education. It may be recalled that the revolution in France was the result of the new enlightenment among the *bourgeoisie* which could accumulate much of its wealth through overseas trade. More over the industrial revolution of England had not yet spread to France.

This was also the time when important developments were taking place in the field of education in British India since the time of Raja Ram Mohan Roy and the Brama Samajists of Bengal. Soon after the French took over their territories from the British in 1816, the French administration came forward to give some serious thought to the problem of education of the natives, although till this time, education remained the exclusive concern of the missionaries.

Comte Dupuy who became the first Governor of Pondicherry after its final restoration to the French, evinced keen interest in promoting the education of the youth, although educational efforts had to start on a clean state, as it were, as none of the educational institutions run by the French missionaries in these settlements in the past seemed to have survived during the British occupation. The Governor, in these circumstances, requested the missionaries to reopen their educational institutions (It is referred to as *Collège*-which means an institution of secondary education) There will be no need for a secondary level institution in the absence of

primary level education. Hence we may conclude that there might have been a few primary level educational institutions. Secondary level education was imparted in the *séminaires* or seminaries . The church centered education imparted in these institutions mostly attracted Christian students especially those who aspired for priesthood. Not all those who joined the seminary however did reach the ultimate goal of priesthood. It must also be noted that entering the seminary in those days was considered as important as aspiring for a respectable profession in recent times.

Education at this time was not free. However the king of France was known to be enlightened enough, thanks to the lessons learnt from the Revolution, to award six scholarships for the children hailing from poor families who had shown great devotion to the cause of ' His Majesty'. In spite of the patronage extended by the French administration, the college reopened by the missionaries started languishing soon after for want of able professors and due to lack of proper management, especially because it had to follow the syllabus as prescribed for *collegès* in France.

At the same time, private initiative in the field of education was also encouraged. One Mon.Leyrit came forward to start a school in Pondicherry. Governor Dupuy encouraged him with an annual grant of 1500 francs. This institution also did not last long, as Leyrit soon retired to Bourbon in 1820.

a. Public Library Development

The origin of public library has been dealt in the previous chapter. However during this period further developments took place. Further efforts were made to extend the facility to the natives during this period. The opening of a library in the

town may also be considered as part of the efforts of the then French Indian administration to its 'citizens' to derive the benefit of the advancements made in the field of knowledge and to improve their cultural standard. The proposal to open a Public Library in Pondicherry took shape only after the final restoration of the establishments to the French in the year 1815. However, it took another 10 years for this proposal to take a concrete shape. The library was opened on 16th May, 1827 during the period of Eugène Desbassyns de Richemont.⁵

The books in the various administrative establishments formed the nucleus of this library which was enriched in course of time with further additions through proper financial allocations in the budget. Although known as *Bibliothèque Publique*, it was in the beginning open only to the Europeans. The natives and '*Gens de Couleur*' were allowed only on special authorisation. This restriction was however removed only in 1837 following the avowed realisation that the library was an essential means for the natives to acquire a perfect knowledge of the French language.⁶

The functioning of the library was subsequently regulated by the *arrêté* of 15th September 1846.

b. The Press in Pondicherry

The Revolution of 1789 in France awakened the people so much that they started evincing more interest in the affairs of the state. They were also increasingly concerned with the prospects of trade, commerce, agriculture and other avenues of livelihood. It was in these circumstances that the government press was established in 1816, chiefly for printing official documents and the various laws and regulations and notices of public utility services. Since 1823, all important

government ordinances and administrative appointments were published in what was then called the *Archives Administratifs des établissements Français de l'Inde*. From 1828 onwards, all laws, orders and decisions of the administrations came to be published under the little of the *Bulletin des Actes Administratifs*, which were made available to subscribers. The *Bulletin* carried information relating to only policies and decisions of the government and did not reflect popular sentiments nor serve as a barometer of public opinion. The same year (1828) a Tamil printing section was added to the press.

The year 1838 was another significant landmark for it was in that year permission was granted by the French Administration to C. Guerre, a Frenchman in Pondicherry to start a journal devoted to political, literary and commercial affairs. The same year, authorisation was issued to Lachoumanen Poulle, a Tamil teacher for starting a Tamil printing press ⁵ and to one Vingataraayer to bring out a journal in Tamil under the title *Soleil Indien*, perhaps the first vernacular journal to be published from Pondicherry. Only two years later, the mission press was established by Fr. Dupuis through the initiative of Archbishop Bonnard who was placed in charge of the pioneered publication works of Veeramamunivar. Since 1850, a number of private printing presses came to be established in the town. Between 1851 and 1875, authorisation was issued to not less than ten printing presses in Pondicherry. There were facilities for printing in Tamil in all the presses. Some enterprising printers had also provided facilities for carrying out printing operations in Telugu, English and Sanskrit besides Tamil. All these factors can be taken as indices of the growth of literacy and of its impact on the local population.

III. Primary Education

A. Missionary efforts in the field of primary education.

1. Educational activities of the sisters of congregation of St.Louis de Gonzague.

The congregation of St.Louis de Gonzague was founded as a lay order in 1750 by Fr. Michel Ansaldo, mainly to take care of the orphan children. Some years later on 4th October 1758, the lay order came to be attached to the Third Order of St. Francis. This congregation opened a branch (called Sacred Heart) Convent in South Boulevard in 1818 along with a primary school as early in the year 1818 - 1844.⁶ The sisters of this congregation sisters of *St.Gonzague* took upon themselves serving the children of out castes now called *dalits* and *harijans* earlier.

Although the administration spent as much as 91774 francs on primary education, the state of affairs in the schools was far from satisfactory even at this time. The enrolment numbering 7088 in private schools was two and a half times more than in government schools. The general state of discipline, morality and cleanliness of private schools was also better than public schools. Not much emphasis was however on the teaching of French. The students were therefore unable to write correctly even one word in French.

The sisters of the congregation of the *St.Louis de Gonzague* opened a branch of technical education in the year 1818 with a primary school attached to it. The sisters here also conducted a school for tailoring, embroidery and needle work.

In the meanwhile, the missionaries came forward to open three Primary schools, one in Pondicherry, another in Karaikal for teaching Tamil and French and third one in Mahe. The school in Pondicherry was started in the year 1820 and was

called *École de la rue Royale* designated as such on the basis of its location. It was located in the European quarters. It may therefore be assumed that it must have primarily catered to the European settlers and *gen de chapeau*. These schools in Karaikal and Mahe were started a few years hence i.e., in 1825.⁷

Under the administration of Desbassyns de Richemont who was the Governor for a short period of two years i.e., 19 June 1826 - 1 August 1828, education received fresh impetus. It was under him that Primary Education, Secondary Education as well as Technical Education started to take shape. He found that the *collège* started by the missionaries had fallen to the level of a primary school. Hence he took up its reorganization as his first task and placed it under University (*Université*) management. This prompted the issue of the local *Ordonnance* of 26 October 1826 creating the *Collège Royale de Pondichéry* for the purpose of serving the needs of the children of Europeans and *créoles*. It was reorganized more or less on the model of the colleges in France. This was approved subsequently by the Ministerial letter of 20th July 1827.

By another order two free schools were opened by the *arrêté* of 1st February 1827, for the benefit of the natives, one at Pondicherry and another at Karaikal especially for the benefit of natives, Christians, Hindus and Muslims. The reason for starting these schools, as stated in the order itself was the dwindling popularity of the knowledge of the French language among the natives. Understandably with the decline of trade, especially with the French, there was a decline in the interest among the natives to learn the French language.

Arrêté of 1827 bearing creation at Pondicherry, a public school for the Indians.⁸

The content of the *arrêté* is as follows.

We, Eugène Ponceau, Vicomte Des Bassins de Richemont, General Administrator, French schools in India enabling the participation of the Indians of all religions to the benefits of the education and to propagate, as much as possible, the knowledge of French language which is becoming everyday less common among them .

Having fixed and fixing what follows,

The Privy Council agrees.

1. It is created at Pondicherry, a public school, where the Indian Christians, Muslims ,people of all ages and all conditions, will learn to read, write and calculate in French and in Malabar.
2. The direction, the administration, the police and the schools account are confined to a European Director nominated by us. The school's supervision is undertaken by three inspectors selected among the most distinguished and learned Indians. Four masters, two for French language and two for Malabar languages, are given for teaching. Besides a peon and a sweeper are attached to the school for maintaining the police and the property. The functioning of the Directors and Inspectors are free.
3. Students can be admitted in the school after the acceptance by the Director, he can refuse them in case of bad health or bad conduct.
4. The teachers take regularly the attendance of their students and maintain note book in which he will write down, every day, remarks on their behaviour, their work and their progress which he brings regularly to the Director's notice. Students taking leave three days continuously without proper information can be removed from the school and can be readmitted.
5. The internal punishments are imposed by the Inspectors and the teachers; But the Director also pronounces expulsion.

6. The teachers can under no pretext absent themselves in their class hours. If they are sick, they must inform in advance to the Director so that they can be replaced temporarily. In all cases, their salary will be reduced for their absence.
7. The students are provided with books, papers, pens, ink and other things necessary for the class.
8. Christian, Hindu and Muslim festivals are holidays.
9. The Expenditure of the schools are supported internally by the treasury. It is prohibited for the teachers to insist or to receive any reward, whatever form it may be, under conditions of dismissal and even exemplary punishments if such things happen.
10. The details of the internal service of the schools will be regulated by us, later, on the proposition of the Director.

2. Educational activities of Sisters of the Congregation of St. Joseph de Cluny

Some effective steps were also taken by Desbassyns de Rechemont to promote girls' education in the establishments. In 1820, Dessbassyns invited the sisters of the Congregation of St. Joseph de Cluny to Pondicherry from Bourbon. The *Ordonnance* of 10 February 1826 authorised them to open a *Pensionnat des Jeunes Demoiselles* in Pondicherry where primary and upper primary education was imparted. A free school was later added to the *pensionnat*. (This free school remained with them till the year 1903 after which it was brought under secular management).

The sisters of the same congregation opened a school for the benefit of the Europeans in Karaikal in 1844 i.e., 14 years after their arrival. Three more school were opened in Karaikal, one for Europeans, another for caste Hindus and yet another for the outcastes.

Arrêté bearing creation of a school, free of fees, for the *Topazines* and which admits, free of charge, to the boarding school, maintained by the sisters of St. Joseph de Cluny, for the young girls of the white population whose parents are not in a position to pay the cost of the *pension* (boarding).⁹ (See Appendix 2).

The content of this *arrêté* of 24 October 1829 is given here.

CHAPTER I

The admission is free of cost to the young white population in the boarding school run by the sisters of Saint Joseph of Cluny.

Article 1

The young girls of the white population whose families could not pay the cost of the boardings, fixed by the last paragraph of the official notice dated 10th February 1827, could be admitted, free of cost, in the boarding, maintained in Pondicherry, by the sisters of Saint Joseph de Cluny..

Article 2

1. Deals with orphans.
2. The daughters of civil and military officers retired or died, in employment under the King
3. The daughter of the widows who are getting pensions from charitable organisation or those of "Munificence" established by the local order of February 1828 will be admitted on priority basis.

Article 3

The parents or guardians who would claim for their daughters or wards, the benefit of the articles 1 and 2, should send their application to the head sister.

This application will be forwarded, with the opinion of the head sister to the Home Director who will send for approval for the admission of the candidates as per second paragraph of the above mentioned official notice.

Article 4

The following documents will be enclosed with the application for admission.

1. The certificate of birth of the young girl.
2. A vaccination certificate.

Article 5

The rules and the conditions of the boarders admitted at free of cost will be the same as mentioned in the official notice for the other boarders and there will not be any distinction between them.

CHAPTER II

Free school for *topaziines*

Article 6

A free school is opened under the direction of the Head sister of *Saint Joseph de Cluny*, for the girls of *Topas* who do not work in the workshop of charity.

Article 7

The admission is left to the choice of the head sister to whom the application will be sent with the documents presented by the article 4, who is found to render account of the same to the commandant and the Home director.

Article 8

The educational comprises of french language, catechism, reading, Arithmetic, handwriting and various needle works.

Article 9

The superior sister will submit an internal regulation and Rules which she prepares along with other two sisters at her choice for the approval of the commandant and the Home director.

This regulation indicate the nature of classes of education.

1. The distribution of hours of studies and interval period.
2. The rewards and punishments.
3. The mode of expulsion in case of serious mistakes.

Article 10

The commandant and the home director is in charge of execution of this *arrêté* which will be inserted in the bulletin of the administrative deed, published and registered wherever necessary

DEMEALY

**By the governor.
The Commandant and home director.
Fr. De SAINT-HILAIRE.**

3. Educational activities of sisters of *congrégation de l'Immaculée de Marie* (Immaculate Heart of Mary)

This congregation was started on 16 October 1844 by Fr.Louis Savinien Dupuis on the initiative of Mgr. Bonnaud , especially to devote its attention on education and instruction of young girls. A branch of this convent was started in Karaikal in 1846 with the objective of imparting education to girls. Another middle school was opened at Nellithope in 1854 and yet another at Ozhukzarai in 1871. They also opened a free middle school at Reddiarpalayam soon after opening a convent there on 22 July 1861.

The administration which rulers who had no role whatsoever to play in the realm of education before the Revolution, now after the Restoration made its entry into the field of education. However both in France and Pondicherry, the society which was more homogenous, had increasingly become more diversified, but even more stratified with the growing power of the new class of *bourgeoisie*.

Pondicherry did not witness any other significant development in the field of education until about the year 1842.

The Royal Ordinance of 30 September 1843 was at once a landmark and a turning point in the field of education¹⁰ A landmark it was, because it sought to modernise education. It was a turning point because it attempted to provide the same system of education to the natives in Pondicherry, as was imparted to those in France. This was done with the view to bringing about the cultural assimilation of the local population through French education. Moreover youngsters in the Colony seeking jobs in the native place or abroad had to be provided with an education enabling them to get the same diplomas as their counterparts in France.

The main provisions governing the system of free education at the primary level were drawn from the French law of 28th June 1833 only after a lapse of 10 years.

As provided for in the Ordinance, *Commissions d'Instruction Publique* were constituted in Pondicherry, Karaikal, and Chandernagar. These Commissions consisting of officials of the administration and notables of the town examined among other things, the system of education and recommended such reforms and improvements as were deemed necessary. The idea to form such Commissions was also drawn from France.

As for Mahe and Yanam, similar bodies known as *Comité d' Instruction Publique* were set up many years later i.e., 1880.

The *arrêté* of 1843 authorised the teachers of the Royal College to take books from the public library for their personal use.¹¹

The *arrêté* of 1843 entrusted to a committee of five persons, the management and supervision of the free school of Karaikal.¹²

Pondicherry, thanks to the zeal of the *Conseil Générale* and the local government, seems to have set an example for other colonies. This fact was endorsed by Baron de Mackau, the then *Ministre de la Marine* in a letter dated 27 October 1843 wherein he stated that in no other colony was the system of education so well organized as here. As this testimony was given on 27th October 1843, it only attests to the fact that the arrangements which existed here for the natives was already well organised by that time. This significant transformation would not have taken place within the course of 27 days, after the Ordinance was issued on 30 September, 1843. It would therefore not be wrong to state that the efforts made by the French Indian administration under Dupuy and Desbassyns de Richemont as well as the Missionaries and the Congregations and also other private agencies must have contributed in a good measure to evoke such a testimony.

Even though the system of education introduced by the French was biased in favour of languages, the study of local languages was not neglected. In fact in 1843 a competitive examination was introduced to select an employee of the administration showing the greatest proficiency in anyone of three languages viz., Tamil, Hindustani or Telugu. The successful candidate was eligible for a prize money of Rs 5000/ for proficiency in Tamil, Rs.2500 for proficiency in Hindustani and

Rs.. 2000 for proficiency in Telugu.¹³

The period after 1843 was notable for the rapid increase in the number of schools.

In 1844 the sisters of the Congregation of St. Joseph de Nevers opened *Maison d'éducation* in Karaikal

The *Petit Séminaire Collège* in Pondicherry was also founded in the same year.

IV. Secondary Education

Collège Royal (Royal College)

Collège Royal founded in 1826 was the first establishment of *l'enseignement secondaire* " for providing secondary level education to the children of *Europeans* and '*Créole*'. It began languishing after some years and there were only 12 students in this institution in the year 1840. However in order to remedy the situation, the college was handed over to the Priest of Foreign missions in 1846. In 1848, the year which heralded the Second Republic in France, the institution was renamed as *Collège Colonial*, although admission continued to be restricted to *Europeans* and *Créoles*. It continued to function under them up to the year 1879. Only after 1879, natives were admitted in this institution. Today this institution is known as *Lycée Français*.

Arrêté bearing the promulgation of Royal Ordinance of 30 September 1843 regarding public instruction in the French establishments in India.¹⁴

Promulgation of Royal Ordinance 30th September 1843 regarding Public Instructions.

Article 1

The ordinance of King of 30th September 1843 regarding the Public Instruction, is promulgated in the French schools of India to be executed in its form and

tenure. This ordinance will be published and registered where ever necessary.

Article 2

The Chief of Administrators and chief of service in the secondary schools are in charge of each one concerned, the execution of present order that will be published anywhere.

In the name of the king.

Arrêté of 1843.¹⁵

Extract

Ministerial telegram carrying notification and issue of the ordinance of 30th September 1843 regarding teaching in public schools in India.

Mr. Governor, following my letter of 6th of this month, No. 130, I have informed through the Royal Ordinance that has recognised the various branches of public teaching in our schools in India.

The copy attached here with of my report to the king contains the careful analyses of six titles and indicates the views that followed the preparation. As you see, the local *projét* (project) has been simplified on certain points with the aim of economising it. I will receive from you with interest the account of the dispositions that will be taken successfully in confirmity of this ordinance.

Report to the King

Sir,

I have the honour to bring to your kind notice a project of the Royal Ordinance aiming to organise the various branches of teaching in our schools in India. One of the principal motives for this work is to bring the college of Pondicherry to the linguistic position. It is also necessary to introduce at in all schools rules

and regulations which are absent completely till now, and to give basic (elementary teaching) education without fees for the lower classes, an organisation very near to that of primary schools in France.

It consists of six titles and the divisions and summary of the titles are given here .

Title 1

Shows the different types of schools affiliated to the ordinary teaching in the colony.

Title 2

Concentrates on the existence at Pondicherry, at Karaikal and at Chander Nagore, commissions of Public Instruction which determines its formation and the attributions. The idea of this institution is taken from the legislation of the Metropol and its action has proper influence on the directions of studies and good maintainance of the institutions.

Title 3

Divided into six is related to Royal College. It consists of different branches of studies, regulates the classification and the way of appointing teachers, professors, determines their homeworks and the attributions, the condition for admission and the interviews for the regular and scholarships students.

Title 4

Concerns about the free schools. Several changes have been made on the primary instructions in France.

Title 5

On the other hand is equally taken from the law that concerns the primary schools, rules and regulations, and control the diet, teaching and discipline of the schools of second degree which is necessary for the students to enter the classes

at college. A part of this control is declared common to the school and boardings for the girls.

Title 6

Concentrates on exceptions for some institutions as children of languages, and need a special organization of schools for girls or ladies of St. Joseph of Cluny that has been judged convenient to maintain until a new order under the control of actual regulations. This project is prepared carefully with necessary instructions to be seen to locals.

In fact Sir, this act where one of the main ideas through these acts is to create means of moralisation and instructions to all the categories of population of our schools without differences of origin, to be recognised and to get good results.

Arrêté of 1843

Ordinance of the king-regarding the Public Instruction in French institutions of India.¹⁶

Seen the article 25 of the law of 24th April 1833, regarding the legislature rules of the colony, as formed. The institutions in India will continue to be regulated by Ordinance of the king on the report of our Minister and Secretary of State for marine and colonies. We have ordered and orders as follows:

Title I

Article 1

The Instruction is given in the French possessions of India.

1. In the Royal College established at Pondicherry;
2. In the free schools for young girls and in the special boarding, created under the control of the government, each one under the control of the sisters of St Joseph of Cluny;

3. In the free primary schools maintained by the amount of treasurer colonial;
4. In the institutions and primary schools maintained by others, under the conditions mentioned at title V of the present Ordinance.

Article 2

These different institutions are inspected and watched by the Committees of Public Instruction, attributions of which are defined in the following title:

Title II

Article 3

A Committee of Public Instruction is created. The functions of the members of these committees are free.

Article 4

The Committee for Public Instruction consists of nine members. For Chandranagore and Karaikal there are five members each.

Article 5

They are the legitimate members of the Committee of Public Instruction.

The members of the committee of Public Instruction consists of:

At Pondicherry:

The President of the Royal Court,

The priest,

The mayor,

The headmaster,

The engineer,

At Chandernagore and at Karaikal:

The Royal Judge,

The messenger of the king

and

The priest.

The other members are chosen, among the notables, parents and will be nominated by the government on the proposal of Chief Administrator at Pondicherry and chiefs of service in the secondary institutions. Professors and chiefs of the institutions cannot be the members of the committee. The notable members of the committees will remain in power for three years, they will not be re elected. The replacement will take place on the presentation of three delegated candidates for vacancy, by the local committee. 15 days before the expiry of three years of power, the committee will send a list of candidates for the same. In case of death, dismissal, left or taken leave for more than three months, the list will be given to the government 15 days after the vacancy.

Article 6

The presidents of these committees will be nominated by the governor on the proposal of chief Administrator.

Article 7

In all the related matters like expenditure of the Royal College, the hand master will be in charge of it.

Article 8

The committee of the main office can nominate five members and the committees of secondary institutions with three members.

Article 9

The committees will supervise the education in their sectors and give necessary instructions, reforms necessary for the schools and the direction of the teaching.

Article 10

The committees meet once in every month once and discuss the problems, the progress of the students and also the requirements of the school.

Article 11

The committees will be in charge of the examinations to all the schools.

Article 12

The committee of the main office will give his opinion on the budgets and accounts of the college.

Article 13

The committees will be consulted,

1. On admission,
2. On expulsion of the students,
3. On the disbursement of the scholarships,
4. On the continuation of the scholarships,
5. On the admission of teachers and others without any examinations.

Article 14

Committees are formed for the examinations.

Article 15

At Pondicherry, the examination committee consists of seven members.

Article 16

The certificates issued by the examination committee will be through the

Chief Administrator and handed over to the governor for his consent.

Article 17

The meetings of each section will be registered on a register and copies will be sent to chief of Administrative service.

Article 18

The committees of Public Instruction will communicate with the chief of service Administrator and the secondary institutions.

Title III

Chapter I

Article 19

The teaching of the Royal College consists of:

Religious and moral instruction,

Reading and writing,

Grammar and the French rhetoric,

Latin and Greek languages,

History and geography,

Mathematical sciences,

Drawing,

English, Malayalam and Tamil languages,

Physics, and the applied chemistry to arts.

Article 20

A regulation of the Committee of Public Instruction, approved by the governor, will determine the appointments of professors and teachers, the distribution of work load, the lessons to be followed in each class, punishments of rewards, recreation time, holidays and festivals, duration of vacation, and time table for the students remaining in the college.

Article 21

The willingness of the parents will be followed in concern with the participation of students and boarders to the religious instruction.

Article 22

The number of officers and professors of the Royal College will be controlled by the minister for the marine, on the proposal of the governor, who will accept the opinion of the Committee of Public Instruction.

Article 23

The salaries of the offices and the professors will be paid directly on the special allocation.

Article 24

The drawing and arts teachers will be paid partly by the parents of the students.

Article 25

All the other things like the salary of domestic and other attendants, laundry, cleaning, maintenance of keys, the purchase of furniture and objects and its maintenance are in charge of the college.

Article 26

The college will receive the day scholars, boarders

Article 27

The amount to be paid will be fixed by the governor.

Article 28

The religious instruction is in charge of a priest.

Article 29

The chief doctor is in charge of giving free health care.

Chapter II**Article 30**

The direction of studies, the internal administration and the account of Royal College are handed over to a headmaster who is nominated by the minister for marine and colonies.

Article 31

The headmaster visits the classes and convenes the professors whenever necessary. He can invite each professor to obtain informations on the situation of the class and to bring necessary changes and progress of the students.

Article 32

The headmaster chooses the teachers: However the parents are free to designate masters to their convenience, accepted by headmaster.

Article 33

The headmaster chooses the attendants and other part time attendants.

Article 34

The headmaster will be incharge of the collection of fees of each student.

Article 35

The accounts of the headmaster, after the examination of the Committee for Public Instruction, are stopped temporarily by the chief of administrative service at the end of three months and permanently by the governor at the end of the year.

Article 36

If the annual account exceeds, the excess amount can be given to the head-

master for the provisions necessary for the following year:

Chapter III

Article 37

The supervision of the students and the internal police of the college is done by a censor who is nominated by the minister of the marine and placed under the control of the headmaster.

Article 38

The censor will replace the headmaster in case of sickness or temporary absence.

Article 39

In case of absence or sickness of a professor, the censor will replace him, without affecting the normal classes.

Article 40

The censor will be in charge of the students *viz.*, food, getting up and making them sleep; He will supervise the recreations, will visit them every day during their studies and can see one or several of their classes.

Article 41

In the absence of the censor, these various activities are done by the headmaster.

Chapter IV

Article 42

The regular appointment of the professor is done by the minister of the marine and colonies.

Article 43

No one is admitted for the post of a professor, headmaster or elementary

teacher unless he was selected through entrance test and he has also to fulfill other conditions in the article 82 of the present ordinance. These formalities are not necessary for the professors of France.

Article 44

The governor nominates to the posts of professor headmaster and elementary teacher.

Article 45

The professor and masters are under the control of the headmaster and censor.

Article 46

During classes, the professors have full control on their classes.

Article 47

The professors and teachers can be absented only in case of sickness or any other thing legally recognised by the headmaster.

Article 48

The functions of professors and teachers are accountable like other salaried people or particular industries.

Chapter V

Article 49

The teachers are nominated by the governor, on consultation of committee for Public Instruction.

Article 50

The teachers are under the orders of the headmaster.

Chapter VI

Article 51

The students must attain eight years of age to get admitted to Royal College.
Students admitted must submit :

1. Birth certificate,
2. Medical certificate or a certificate of vaccination.

Article 52

The students (day scholars or boarders) must wear uniforms mentioned by the government.

Article 53

The bag that each student furnish will be handed over while entering the college.

Article 54

The charge of the bag is with the college.

Article 55

While leaving the college, his bag will be remitted along with the other objects.

Article 56

The students must by their notebooks and other objects necessary for geography and drawing.

Article 57

If any serious complaint against the student, he will be suspended from the college by the headmaster and dismissed if approved by the governor or the committee.

Chapter VII

Article 58

The scholarships are allotted by the college and maintained by the funds of the colony.

Article 59

The scholarship are given only to the children whose parents are unable to meet the expenses of the students or to the children of retired parents.

Article 60

The student must satisfy the conditions pronounced in the first and last paragraph of the article 54.

Article 61

The students getting half scholarships on seeing his merit will be given full scholarships.

Article 62

The scholarship obtained will be maintained till the end of the schooling.

Article 63

Four others scholarships are given only after the governor's or committee's permission.

Article 64

For scholarships, the students must address to the chief administrator, two months before the opening of the school.

Title IV

Article 65

Three free schools are maintained by the colony at its own cost.

Article 66

The main teaching of this free school is moral and religious instructions, reading, writing French language, Malayalam, Hindustani and Telugu, calculation (mathematics) and weights and measurements.

Article 67

A regulation by the committee approved by the governor will determine the distribution of working hours, the nature of punishments and rewards, the reasons for dismissals from the schools.

Article 68

The chief administrator, on the report of the committee, presents the nomination of schools heads and other teachers.

Article 69

The committee will restrict the number of students admitted in each free schools.

Article 70

The students will be provided with books, paper, nibs, ink and other necessary objects.

Article 71

The Christian feasts, Hindu and Muslim festivals are observed according to their beliefs.

Article 72

The punishments are given by the heads or assistants but the committee is responsible for the dismissal of the student.

Article 73

The teachers must be in class at the stipulated time. In case of sickness he must inform the committee.

Article 74

It is forbidden to the teachers to receive any gifts from the students. If so, the teachers will be dealt with according to the law.

Article 75

In case regular negligence or serious faults, the teachers will be suspended for a month with or without pay and also may be send out of the school.

Article 76

The governor can on the proposal of the committee, give rewards or distinctions to the teachers.

Article 77

The free schools in Chandernagore and Karaikal will be under the local regulations. Schools at Yanam and Mahe will be under the control of new schools.

Title. V**Article 78**

The instruction given in the institution or schools consist of :

1. Primary education
2. Higher primary education
3. Higher secondary education

Article 79

The Primary education consists of moral and religious instruction, reading, writing the French language, calculations, and the weights and measurements.

The primary instruction for girls consists of moral and religious, reading, writing, calculation, French and needle works.

Article 80

The higher primary education consists of geometry and its applications, drawing and carpentry besides the contents of article 79.

Article 81

The secondary education consists of all the branches of teaching of Royal College.

Article 82

No one can establish an institution or school or become head or master unless he is a French and must have 21 years old.

Article 83

Administration can exempt the teachers having got new certificates for primary instruction or higher diplomas of secondary education.

Article 84

The diplomas issued in council by the governor, on the production of certificates are of several types:

1. Diploma in primary teaching;
2. Diploma for headmaster.

Article 85

The examinations for each category will be based on the subjects maintained in the articles 19,79,80 and 81.

Article 86

The diplomas issued for Pondicherry exempt the teachers for a new examination in the secondary schools The others are valued only in each institution.

Article 87

The rules are applicable to the private teachers.

Article 88

The culpables - for theft, burglary, looting and others are not capable of holding classes.

Article 89

All institutions of primary schools opened against the articles 82 & 88 will be closed. The offenders are brought before the court and should pay a fine of 50. to 200 francs . In case of defaulters, a term of imprisonment of 15 days to one month and a fine of 100 to 400 francs can be brought forth.

Article 90

All rules are applicable to girls' schools as well.

Title VI**Article 91**

The institutions of *Saint Joseph de cluny* and the institution of children of languages will remain under the control of local rules.

Article 92

The ordinance will come into effect from the date of publication.

Article 93

Our minister of marine and colonies is in charge of the execution of the present ordinance.

Internal regulation of the Royal college.

Arrêté de 30 *Janvier* 1847 regulated the internal system of the Royal Col-

lege as well as uniform and the student's outfit.¹⁷

The content of the decree is given here.

Article 1

Food:

The hostel students are given food in the college and the half-boarders(day scholars) can also dine here. For breakfast, the hostel students have bread with milk and tea. At dinner, the half boarders and boarders have a soup, poridge, a curry, an appeticer or a vegetable dish, salad one or two times every week , fruit, bread and rice. For drinks, wine and water. For snacks, the boarders and day scholars have a piece of bread and a fruit.

For dinner, the boarder have a curry, meat or vegetable dish, fruit, bread and rice.

Article 2

Daily timing of the students:

From 5h to 5h, 1/4, to get up.

From 5h 1/4 h to 5h 1/2, bath.

At 5h 1/, prayer at the Church.

After the prayer study until 7h .

From 7h to 7h 1/2, breakfast and recreation.

From 7h 1/2 to 8h, study.

From 8h to 10h, class.

From 10h to 10h1/4, recreation.

From 10h1/2 , to midday study.

From mid day to 1h1/2, lunch and recreation.

From 1h1/2 to 3h1/2, study.

From 3h1/2 to 4h 1/2, class.

From 4h 1/2 to 5h ,snacks and recreation.

From 5h to 6h 3/4, study.

From 6h 3/4 to 7h, reading.

From 7h to 7h 1/2 ,supper and recreation.

At 8h 1/2, prayer and sleep.

Article 3

Thursdays and holidays like ordinary days until 7h 1/2.

At 7h 1/2, Mass.

From 8h to 10 h, composition.

From 10h to 10h 1/2, recreation.

From 10h 1/2 to 11h 1/2, religious teaching.

From 11h 1/2 mid-day, study.

From mid-day to 2h 1/2, lunch and recreation.

From 2h 1/2 to 3h 1/2 , study.

From 3h 1/2 to 4h, gardening and snacks.

At 4h, to go for a walk.

At 7h, supper.

The remaining like ordinary days.

Article 4

Sundays and feast days:

Like ordinary days till 7h 1/2 .

At 7h, mass and religious teaching followed by recreation.

At 9h , reading composition ,and recreation till 10h 1/2.

From 10h 1/2 to 12h, study.

From 12h to 2h 1/2, lunch and recreation.

From 2h 1/2 to 3h, study.

At 3h , vespers.

After the vespers , snacks and walking.

The remaining time like Thursday.

Besides Sundays, Thursday and feast.

There are holidays like pancake Tuesdays, Thursday, Friday and Holy Saturdays.

Article 5

Regulation for day scholars.

Ordinary days.

The half boarders must be in school or colleges from 7h 1/4 to 7h 1/2.

They go first to church and from there to class.

From 7h 1/2 in the morning to 6h in the evening, they follow the same regulation of the hostel students.

At 6h in the evening, they go to church for prayer and reading, after that they leave the college.

Thursdays and Holidays:

At 7h 1/2 they come to college to attend the mass. They follow the regulations of the boarders until 11h 1/2. At 11h 1/2 , they leave the college.

Sundays and Festivals:

The students reach the college at 7h 1/2 and return home after reading and doing compositions. They return to college at 3h to attend the vespers.

Article 6

The day scholars come to college at 7h 1/4 to 7h 1/2 . They go to church and

from there to their classes.

All leave the college at 11h except those who follow the first mathematical or drawing class.

The latter leave only at 12 o'clock. In the evening the day scholars return to college at 3 o'clock and leave at 4h 1/2 - except those who follow English, Malabari and Hindustani classes and leave with half boarders.

Thursdays, Sundays and Festivals.

The day scholar follow the rules of the half boarders.

Article 7

Subject distribution.

Religious teaching.

First period.

Moral Science.

The class is attended by all children.

Second Period.

About Religion - All student go for analysis and then submit notebooks.

Special French period:

Reading and Writing, French grammar of Noël and Chapsal, spellings, grammatical analysis, logical analysis, short version of History, elementary Geography, Earth, the first four rules of Mathematics.

For Latin students, only those are admitted if they pass an examination of the subjects which is one of the second division of the French period.

8th Class:

Latin grammar, French grammar, spelling, grammatical and logical analysis, Holy history, Chronology, Precis writing, Geography, memory test, History, Latin analysis, moral science and Composition.

7th Class:

Latin and French grammars, History, Chronology, Precis writings, Mythology, History, beginning of the virus, Latin, Greek and French analysis, memory tests.

6th Class:

Latin, French, Greek grammars, History and Geography, Eropetiles, Spellings, Precis writing, Mythology, Latin, Greek, French analysis, History and memory tests.

5th Class:

Latin, French Grammar, Latin(Prose), History, Geography, Spellings, History, Precis writing, Basic Greek composition and memory test.

4th Class:

Latin, French and Greek grammars, Selected Greek historians (I part)

Appendice:

Homar, Compositions, Latin poem, Prose, History and Geography, History, Precis writing and memory tests.

3rd Class:

Latin, French and Greek Grammars, Ciceron, Salluste, Virgile, selected Greek historians, Homar, Latin poems, Latin prose, History and Geography, Historical precis writing, Memory tests.

2nd Class:

Horace, Virgil, Tacitus-Livy, Ciceron, Selected Greek Historians, Homar,

Euripides, Latin narration, French Narration, Latin poem, History, Literature, Poem, Memory tests.

Rhetoric:

Horace, Virgile, Tacitus-Llivy, Cicero, Demosthenes, Sophocles, French Speech, Latin Speech, Latin Poems, French Rhetoric, History, Historical precis writing, memory tests.

Philosophy:

Logic, metaphysics and moral.

Science:

Mathematics, Physics and Chemistry..

Article 8

Special Courses:

English Language,

All days from 5 to 6 o'clock in the evening.

Malabari and Hindustani Languages.

Tuesdays and Saturdays from 5 to 6 o'clock.

The Malabari and Hindustani can be followed by all students from 5th class onwards.

Mathematics:

Monday, Wednesday and Saturday.

Article 9

Notes:

All teachers must submit in the evening a note on the work and behaviour of

the students to the Principal. They must also submit the marks taken by the students in the weekly class. They must be present during reading , composition and giving marks to the students.

Article 10

Awards:

First place - medal of Honour, Second place, Third place, Fourth place - exception given with prudence for the ordinary punishments.

Article 11

Punishments:

Kneeling down, Prohibiting one part or the full of their recreation, impositions, no dessert, preventing from seeing parents, detained for walking, prevent to go to house.

Article 12

Visiting Room:

Students can go to visiting room only two times a week and with special permission from 12h to 2h 1/2.

Article 13

Pharmacy:

Students affected with contagious diseases are placed in a separate room in order to prevent the disease from spreading. No students are allowed to see these affected students.

Article 14

General Arrangements:

On holidays and Thursdays of each month, students are allowed to meet their parents if they behave well and if their merit in the class is good. They can go out only at 9 in the morning and 8 in the evening.

The boarders and half boarders must be accompanied by a member of the family while taking them out and bringing them back. The students must know to write letters or send packets.

The doors of the college will be opened in 5h in the morning and closed at 9h in the evening.

The day scholars have no contact with the boarders.

The vacation start from the day of the distribution of prizes.

Article 15

Provisional Arrangement:

The academic year starts from 15th February and closes on 17th December.

Article 16

Uniforms:

Uniform and shorts of the students of Pondicherry College are mentioned in the articles 24 and 25 of the decree of 30th December 1846.

Thus the rules and regulations of the student, both boarders and day scholars where clearly defined along with holidays, subjects of learning and others.

On 17 February 1848, a free primary school was opened at Yanam to teach French and Telugu.

On 10 November 1849, the sisters of St Joseph de Lyon were authorised to start a free girls schools open to all children.at Yanam

Law of March 15, 1850 known as *Loi Falloux* was passed on general secondary Education.¹⁸

V. Private Education

On 28 October 1854 one Mon. Goubert, an advocate was authorised to open an upper primary school for girls in Pondicherry. Few months later i.e. on 27 January 1855 one M^{me}. Colombet was declared competent to teach in her upper Primary School for girls. However her school neither produced satisfactory results nor had a lease of life.

The *Société Progressiste*, a voluntary organisation started during this time in Pondicherry is reported to have provided some funds to *Collège Calvé*.

In 1865-66, Napoleon III instituted a comprehensive educational reform based on the recommendations by his Minister for Public Instruction. Victor Duruy (1811-49), was a historian, liberal, anti cleric and one of the most farsighted educational reformers in the XIX Century. Duruy's vision of an educational system, providing Free, Compulsory Primary Education for the masses and a Secondary School curriculum that recognised the needs the life of an industrial society was not perfectly realised. However, the first steps were taken towards these objectives and towards the expansion of educational facilities for girls and at the same time, clerical control over secondary education was reduced.¹⁹

VI. Teacher Training

The examination known as *brevet de Capacité de l'enseignement secondaire*, introduced in certain other colonies of France as early as in 1837 by the *décret* of 23 December 1837 was introduced in Pondicherry by the *décret* of 18 November 1863. This Diploma, which was treated as equivalent to *baccalauréat* was not recognised in other colonies unless the candidate passed a qualifying test in France. But this requirement to sit for a test in France was abolished by the *décret* of 26

October 1871.

VII. Professional Education

With peace back to the territory in 1815, progress was registered in several areas. While political stability and economic progress was triggered by peace, it gave rise to new *bourgeoisie* in the French possessions. Moreover the introduction of secondary education offered opportunities for the educated to enter the fields of law and medicine.

a. School of Law

The beginning of law education in the French establishments may be traced back to the year 1838, When by the *arrêté* of 5 June, The *Procureur Général* was authorised to start a course on law. The course which was conducted by the judicial officers was free and open to all. Successful candidates were awarded a Certificate of Proficiency known as *Brevet de Capacité*.

It appears that the course dis continued after some years, was revived in 1867 with some modifications.

Law courses were started by the *arrêté* of 5 June 1838

Although the French Indian administration gave far more importance to French education only those interested in a political career and those seeking jobs in administration and wishing to join the fraternity of lawyers, teachers and civil servants were interested in learning French and their number was never very large. Moreover the geographical location of the French establishments in India was also not favourable for the rapid growth of the French language, (It would not be quite correct to call these possessions as settlements, because there were very few permanent French settlers in these territories).

Even those few who had acquired properties and built their houses, treated this place more as a winter resort or as a spring board furthering their career. Even those members of the *bourgeoisie* preferred to treat Pondicherry merely as an out post to facilitate the growth of their trade and commerce. Lying scattered amidst the vast British Empire in India, their isolation and their economic dependence along with their social and cultural affinity with the community in the neighbouring Indian territory were responsible for slowing down the spread of French education.

b. School of Médecine

L'École de Médecine was started as early as in the year 1863. The small number of French surgeons here were found inadequate to cope up with the problem of health in all the five scattered establishments. Hence the administration decided to train the natives as compounders mainly to assist the surgeons especially during epidemics. This, administration thought that it would put an end to the prevalent quakery.

It must be noted that even before the establishment of this school, natives were trained as *Aides-Médecins* (other wise called maistries) so as to be of help in rendering medical relief to the people. Some of them were trained as vaccinators or asst. vaccinators to be engaged in cholera control work. Official recognition was granted to the school at the instance and initiative of one Dr. Beaujean, under the *arrêté* of 13 April 1863.

Since then, several reforms were carried out in the school with a view to attracting intelligent young men to this profession. The medical officers after three years of service in the hospital had to sit for an examination. Successful

candidates were awarded Diplomas which authorised them to practise medicine in all the French establishments in India. Courses in Medicine were started in 1863.

VIII. Technical Education

The origin of what may be termed as Technical Education can perhaps be traced back to the period of Desbassyns de Richemont (1826-28) who initiated to provide an elementary and practical course for surveyors required by the *service des ponts et chaussées*.²⁰

Training in industrial arts and crafts like weaving and spinning was provided in the *Atelier de Charité* which was organized to train the children of indigent Europeans and *Topas* for starting a Technical wing.²¹

IX. L'école Polytechnique

L'école Polytechnique (Polytechnic Institution) started in France after the French Revolution played an important part in the technical education in France. Subsequently, the French administration instituted Polytechnic in Pondicherry on the model of France.²¹

A study of this period shows the development of education in Pondicherry under the Christian missionaries, the private agencies and the French administration which was in its beginning stage after their arrival. They couldn't pursue in full scale due to the troubled atmosphere in the Metropolitan city. Education of the girls was specially taken care of. The press established during this time gathered public opinion slowly about the French rule. The freedom given to the press by the French is noteworthy. Schools both at primary and secondary levels started in large number catered to the needs of people to some extent. Professional and Technical courses had also its beginning during this time on the model of France.

Notes and References

1. Vaughan & Archer, *Social Conflict and Educational Change in England and France, 1789-1848*, p. 408.
2. George Kurien, *France in the World Educational Encyclopaedia, Facts on File*, New York, 1986, p. 406-426.
3. Dr. K.J.S.Chathrath, *Vers la Lumière, A study of the French School System*, New Delhi, 1998, p.10.
4. Talbot John, *The Politics of Educational Reforms in France 1918-1940*(Vide Chapter I Introduction) p. 8.
5. *Almanach de Pondichéry 1838, vide preface, Pondicherry. p.28.*
6. *B.O.*, 1838, p. 14.
7. M.Valamary, *Rapport sur l'enseignement dans l'Inde Française de XVIII Siècle a nos jours, imprimerie moderne, Pondichéry, 1922, p. 9.*
8. *B.O.*, 1827, pp.13 to 17.
9. Adrien, Launay, *Histoire des Missions de l'Inde, Pondichéry, Maissour, Coimbatore, de la société de Missions Étrangères*, Tome. Cinquieme, Paris 1898 appendices XXII, pp.489-491.
10. *B.O.*, 1843, p.355.
11. *B.O.*, 1843, pp.61-65.
12. *B.O.*, 1843, pp.183-184.
13. *B.B.A.*, 1843, p.176.
14. *B.O.*, 1843, p.349 .
15. *B.O.*, 1843, pp.350 - 356.
16. *B.O.*, 1843, pp. 355 - 377.
17. *B.O.*, 1847, pp. 748-754.
18. K.J.S. Chathrath., *op-cit*, .Article. 17 and Article 60-70, p.32.
19. C.J.H. Hayes, *Contemporary Europe Since 1870*, 1981, p. 68.
20. *A.A.*, 1828, *Ordonnance* of 10 August 1826, pp.88-91.
21. *Ibid.*, *Ordonnance* of 24 July 1826, pp.71-78.
22. *B.O.*, 1897, *arrêté* of 29th July 1897, pp.301-309.
23. *B.O.*, *arrêté* of 15th January 1907, p. 188.